HelpEx

European Qualification for Peers in the Helping Process of Rehabilitation and Recovery

A Training Curriculum for Peers and Professionals

Professionals and peers together make our services better

Our Mission:

We believe that people who have been through recovery and rehabilitation are human beings with potential and values. We have to look at them not as service users, but as being an active part of their change and of the change of people around them.

Their experiences, personalities and their histories can provide significant contribution as role models to the helping process for recovery that is complementary to the work of professional staff.

Through a common process of learning and working, such as training as peers , as professionals and joint training, we strive to create a positive workplace environment, free from paternalism, indifference and prejudices, and foster empowerment of individuals and organisations, and resilience among service users.

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INTRODUCTION

FACT No. 1:

Mental health problems and substance abuse problems have increased across Europe and require more human resources in social services.

FACT No. 2:

The demand for inclusion, for strengthening service users´ rights and for empowering civil forces are a political reality and are undeniable.

FACT No. 3:

Peer approaches increase the quality of social services.

In consequence of these facts, social service providers are invited to

a. Include peers in their services and in the process of providing help

b. Open and adapt their services to peer helpers

This curriculum provides a complementary set of training modules for (potential) peers and staff members in social service organisations providing help to persons with mental health or substance abuse problems. It focuses on:

- The motivation and qualification of peers to work as assistants and helpers

- The adaptibility of organisations to include peers

- The implementation of peer approaches in organisations

- The attitude and awareness of staff members to collaborate with peers

- The collaborative skills of peers and staff

The HelpEx curriculum is set up in a way so that the training modules can be implemented by organisations independently and can be adapted to the specific needs of organisations and/or conditions in different countries.

The HelpEx curriculum sees itself as a brick in the history and tradition of peer approach trainings. As an Open Educational Resource (OER) it can be combined with other modules.

At the end of the HelpEx curriculum you can find short abstracts on existing peer approaches and networks in the partner countries and on options of connectivity with vocational or academic training.

How to use the Training Curriculum

Persons who are considered as peers in the HelpEx curriculum are persons who have had personal experiences with mental health problems/disorders or substance abuse and have overcome the problems, disorders or addiction, e. g. service users of a social service organisation.

Professionals, in the sense of the HelpEx curriculum are paid workers who are formally qualified to work in social service organisations with people facing mental health problems or substance abuse problems, e. g. psychologists.

You can find a glossary of relevant technical terms used on www.help-ex.eu.

The curriculum consists of six modules:

1. Getting on board

2. Getting to know the framework

3. Appreciative communication

4. Conflict solving

5. Management of challenges and crises

6. Introduction to mental health disorders and basic models of helping skills

The modules are ranked in a logical and consecutive order, but can also be implemented independently from each other depending on the experience of the participants.

For each module there is a version that is specifically designed for peers (Version A) and a version specifically designed for professionals (Version B). For some training modules there is also a version for joint training sessions for peers and professionals (Version C). Depending on the individual situation, you can choose what suits you most.

The duration of the training modules range from six to twelve hours each.

The training modules can be facilitated by professionals working in the organisation or external trainers.

You can either train the peers and professionals only for your organisation or you can collaborate with other organisations for the training.

You can deliver the training modules in different ways depending on the experience of the participants and the number of participants in the training group:

• a training module one at a time with longer periods between the training days or all training modules in a row over a set number of days

• in short sessions of two hours or over several full days of training

The curriculum is designed in a user-friendly way by using clear and plain language and by providing practical instructions and material for the trainer. Each module includes:

- Lessons plans and timetables

- Teaching and learning material (e. g. worksheets, Power Point Presentations)

- Description of activities

- Information on equipment required

The material is a open educational resource and can be photocopied or adapted. In fact trainers should add their own examples, activities and anecdotal stories etc. to the provided knowledge and activities in order to make the modules appropriate and relevant for their setting or workplace.

The ideal group size for the training modules is not smaller than 8 and not bigger than 20 persons. The bigger the group is, the more time you need to allocate for discussion, feedback and interaction. The smaller the group is the less are the opportunities for discussion and interaction.

The HelpEx curriculum contains detailed descriptions of the training sessions. All training material used in the training sessions can be found as individual documents on the project website: www.help-ex.eu

The whole curriculum is based on teaching principles:

- learner centred approach: learners are adults who bring professional and/or life experience to the training; they are experts of their lives

- subject mattered approach in order to dispense theoretical and practical knowledge

- interactive approach in order to create a cooperative working climate and to train collaboration; also in order to activate the learners, to train skills and to connect the learning content to their own professional and private lives

- dialogical approach: learners are in a safe environment based on equality so they can reflect and share their thoughts freely and are encouraged to be open to different perspectives

- learning by watching (good practice examples) and by applying (case studies)

- making training material available to the learners

Practical advice for the training:

Choose a flexible set-up so you can move chairs, tables and other equipment as needed.

When using the HelpEx material to create a session yourself, always save some time for orientation/warming up and closure in order to frame the session. It is recommended to visualise the results of discussions and work groups.

Pinboards, flipchart, pens, paper, cards, projector, laptop and Internet access are considered to be standard equipment and material.

Prerequistes, conditions and setting:

- Job descriptions and organigram of your organisation (if available)

Duration:

- 4 hours 30 min.

Rationale:

The inital phase of becoming part of the organisation as a peer is crucial to the future collaboration of peers and professionals. Hence, this module focuses on the peers´ personal well-being, their roles and their status when joining the organisation. Peers get an overview of the working conditions in the organisation and what it means to become part of the team.

Getting exposed to special challenges in interpersonal contact in the organisation is important to equip peers from the beginning with strategies to stay healthy and feel empowered.
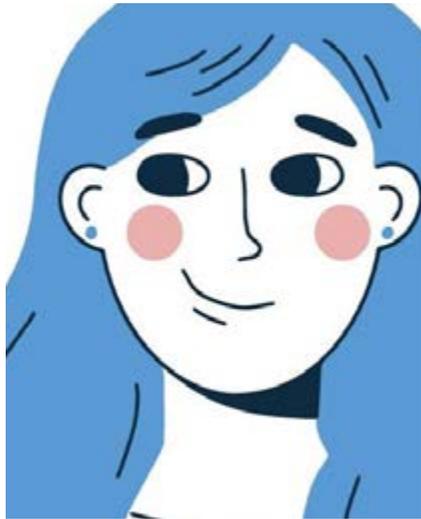
Objectives:

- Learning about models of health and well-being

- Learning about the peer´s role and status in the organisation

  - Shifting the mentality from service users to peers

  - Getting on board of the organisation in a healthy way

  - Reflecting personal conditions that are detrimental to and beneficial for health in everyday work

  - Developing individual strategies for your own wellbeing/health

  - Describing possibilities and strategies for a healthy lifestyle

  - Developing competencies to support other people in this respect

- Being able to discuss health and well-being against the background of mental health problems

- Knowing what is available in the region and in the social space

Module 1: Getting on board

Version A

"If you miss the first buttonhole, you will not be able to get by with buttoning."

(Johann Wolfgang v. Goethe)

SCHEDULE: Module 1, Version A

Topic	Teaching Method	Additional Material	Time
1. Issues of personal well-being when joining the organisation as a peer			
Comic "health" Brainstorming: What do you associate with the term "health"?	discussion	M1.WS1-Comic Health	10 min.
Distinguishing between the terms "health" and "illness"	definitions by the WHO		10 min.
Salutogenetic model by A. Antonovsky "Sense of coherence" Questions: When do you have a feeling of well-being? Which factors play a role in this? If the participants do not come up with all terms, keep cards with terms ready: food, sport, relaxation, relationships, apprearance, life style, active effort to avoid stress, flexibility, strategies for solutions, positive self-image and self-esteem	individual work present results	M1.WS2-Sense of coherence M1.PP1-Salutogenetic model	45 min.
What does this mean for your everyday work as a peer? How can you strengthen protective factors?	discussion: collecting different work settings (team meetings, working with service users etc.) and different methods how to strengthen mental health at work		30 min.

2. Role and status in the organisation

Job description: Do you know what your job description is? What should be the context of your job description? Reasons why it is helpful to have one, e. g. for defining your role	discussion review examples	M1.WS3-Job description	15 min.
What is your status in the organisation?	Have a look at different organigrams, where the peer is located and where not; where he/she would (like to) fit and how he/she could communicate this with the organisation	organigram of your organisation	20 min.
What role do you have in the team? Have participants create a visual sociogram using objects to express where they stand in the organisation and how the others are related to them	presenting team roles according to Belbin (handout) creating a sociogram of each of the participants discussing different team roles	M1.WS4-Team roles according to Belbin objects to be put on the floor (e. g. stones, leaves, small toys)	45 min.
What does your own organisation/employer do to keep employees healthy? Introduction of the "Load-strain-model"	working in pairs, then share the results with the group	M1.WS5-Load strain model	15 min.

3. Fostering self-esteem and empowerment

Biographical work: What disturbed me? How did I learn to cope? What are my strengths?	individual work on worksheets working in pairs discussion presention of results	M1.WS6-Biographical work	15 min.
What does empowerment mean? Find examples.	presentation by trainer	M1.WS7-Empowerment	10 min.
What necessary conditions do you need in your working environment in order to feel empowered? At which points is there still room for more empowerment?	discussion		15 min.
Dealing with support • How do I get what I need at work? • How do I stand up for my needs?	role play (introduction and example of role play)	M1.WS8-Role play	20 min.
Who can support me empowering myself at work? Who are supporters among my colleagues? How can I connect? What aims do I set myself for the next steps?	discussion making an individual plan		20 min.

Module 1: Getting on board

Version B

Prerequisites/conditions and setting:

- Job descriptions and organigram of your organisation (if available)

Duration:

- 6 hours

Rationale:

For professionals it may be comparably new to collaborate with peers in the helping process as for the peers. Including peers has an effect on the processes, structures and roles in the services. Professionals are challenged to reflect on their professional identity and what they can do to welcome peers. They are responsible to provide a working environment based on appreciation and empowerment.

Objectives:

- Learning about their roles and the peers` roles and status in the organisation

- Getting peers on board of the organisation in a healthy way

- Developing a step-by-step-program to get peers involved in the helping process

- Assisting peers to reflect on personal conditions that are detrimental to and beneficial for their health

- Assisting peers to develop individual strategies for their own wellbeing/health

- Being able to discuss health and well-being whilst respecting the individual background of mental health problems

- Raising awareness for the importance of being a positive role model

SCHEDULE: Module 1, Version B

Topic	Teaching Method	Additional Material	Time
1. Role and status in the organisation			
Implementation of peer work in the organisation 1) Ask the participants to introduce themselves to the group and to share when they started working with the organisation, and why they have chosen this career path.	discussion		15 min.
2) How was I involved in the process?	individual work	M1.WS9-Implementation of peer work	15 min.
3) After completing M1.WS5, hold a group discussion and address the following questions: • What is similar? • What is different?	discussion		15 min.
Job description Present the peers` job descriptions to the participants and discuss the following questions: • What is the job description of the peer you work with? • What should be the content of your job description? Reasons why it is helpful to have one (defining the peer´s role); • What is special and what is similar to the colleagues´ job descriptions?	discussion	examples of peer job descriptions of your organization	15 min.

Status in the organisation What is the peer's status in the organisation? Have a look at the organisation`s organigram and identify with the participants where the peers are located, and if not located yet, where they would likely fit in and why.	discussion	organigram of your organisation	20 min.
Team roles Present M1.WS4. • What team role do the peers have? • Which team and organisation meetings will they be part of?	presenting team roles according to Belbin (handout) creating a sociogram of each of the participants discussing different team roles	M1.WS4-Team roles according to Belbin objects to be put on the floor (e. g. stones, leaves, small toys)	45 min.

2. Step-by-step program to get peers involved

Developing a program to get peers involved			
Divide the participants into groups and share the topics from M1.WS10, so that each group develops the topics further.	Exercises in small groups	M1.WS10-Developing a program to get peers involved	30 min.
The following questions are to be addressed in small groups: • Which topics are possible for our organisation? • How the topic should be designed to complement the organisation? Share the results with the large group.	discussion		30 min.

Load – Strain Model Present the diagram of M1.WS5 to the participants and discuss within the group the following questions: • What are the influences within the organisation that cause stress? (e.g. work tasks; physical work environment, work relationships, workflow, equipment, workplace, etc.) • What does the organisation do to keep employees healthy? • What else can be done by the organisation to ensure the mental wellbeing of employees?	discussion	M1.WS5-Load strain model	30 min.
Recording a concept to get peers involved Each participant reflects on the previous exercise and writes down how the content of the discussion held best fits the organisation.	individual work		15 min.

3. Necessary conditions in the working environment

Basic assumptions Present to the participants M1.WS11 and ask them to fill it in individually.	individual work	M1.WS11-Basic assumptions	30 min.
Share the outcomes in the large group.	discussion		
Necessary work conditions Hold a discussion on the following question: What necessary conditions do organisations need to provide in order to enable working with peers?	discussion		15 min.

Offering support

Present M1.WS12 to the participants and ask them to fill it in individually.	individual work	M1.WS12-Offering Support	30 min.
Share the outcomes in the large group: • Who is in charge of offering which support in the team / the organisation to the peers? (e.g. employment law, dealing with service users etc.) • How can we make sure that they know about the support system? • How can we make sure the support system is willing to support the peers? • What are the next steps?	discussion		

A very good way to practice collaboration is to learn together.

Before you start joint sessions of professionals and peers you may put some thought into how to create a setting and an atmosphere that promotes equality:

- What is the ratio of peers and professionals in the session?

- Is everbody equally and well informed about what is going to happen?

  - How do you set up the room?

    - Is the time equally fair for peers and professionals?

      - Is there anything that can disturb the session?

It´s time to learn together.

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SCHEDULE: Module 1, Version C

Topic	Teaching Method	Additional Material	Time
1. Assisting peers to identify their personal learning needs			
Understanding different viewpoints/attitudes of professionals and peers			
Professionals and peers mix up in small groups (4 persons each group) and formulate important expectations and learning conditions for themselves.	exercise in small groups	M1.WS13-Personal learning needs	40 min.
Share their answers with the whole group.	discussion		20 min.
2. Preventing burnout			
Burnout			
Assess yourself in terms of your level of knowledge about burnout/ about people around you who are affected by burnout	indication of own assessment on a common coordinate system (on a flipchart) by plotting a cross		15 min.
Background knowledge about burnout: possible causes, symptoms and treatment	presentation	M1.PP2-Burnout	90 min.
Stop at burnout cycle: Form two groups of equal size and put the phases of the burnout cycle in order. Afterwards the participants compare the two groups.	group work	M1.WS14-Terminology Burnout Cycle	15 min.
Discuss different treatments about burnout	discsussion: What do you do to relax? Do you stop these activities under stress? What helps you to take care of yourself in times of stress?		15 min.

Implement collegial intervision with some propositions for rules for future collaboration	group work	M1.WS15-Collegial intervision	60 min.

Prerequistes, conditions and setting:

- a basic knowledge of the history of health care organisations and the health care system may be helpful

Duration:

- 3 hours

Rationale:

In order to feel confident in the working environment and to understand the bigger picture of the service, it is important to have some practical, but also theoretical knowledge about the organisation itself, its charter/statutes, mission, its rules of procedure and its basic structures and therapeutic framework.

Objectives:

- Improved knowledge of the organisation (origin, history, functions, settings, legal framework) and about the health care system

- Better knowledge of the main tools of the organisation (e. g. multidisciplinary team work, meetings…)

- Improved knowledge about the service users` rights and the history of the peer approach in care organisations

- Possibility to better define one´s place, role, and assignment in a multidisciplinary team

Helpful documents:

- Legal framework/history of organisations and service users' rights

- Founding documents of the organisation

- Official working regulations, e. g. recommendations for safety at work, use of main tools

- Ethics and deontology of the organisation

Module 2: Getting to know the framework

Version A

"I need calm and serenity from the environment and above all love when I work."

(Adalbert Stifter)

SCHEDULE: Module 2, Version A

Topic	Teaching Method	Additional Material	Time
1. The Social and Health Care System			
The basics of a country's health/social system			
Different professions in the different working fields (addiction/psychiatry)	Post-it method: Each person lists the health workers he/she knows on a post it (one post-it per worker). Repeat it with known structures. Invite everyone to come and stick their post-its on a whiteboard. group work/discussion: Compare the post-its with a scheme of the social/health care system of our own country or complete the information. small groups: Draw a map/a scheme of the local addiction or psychiatric service system on a paper plenary: Present, compare and complete the proposed schemes.		60 min.

2. Getting to know your organisation

Values and philosophy of your peer support	brainstorming: What do you think are the underlying values and concepts of your peer support?	related peer support project therapeutic project establishment project	20 min.
Understanding the organisation	brief presentation of the organisation	organigram of your organisation	10 min.
	group work: Identify and summarise the mission of your organisation in general. Identify the mission and tools of the specific service (internal rules, job descriptions, organigram, communication structures...). If needed group the participants according to their services.		30 min.

3. How to position yourself in the organisation

Finding your place in the organisation as a peer through organisational documents	presentation of a prepared set of organisational documents (working rules, agreements, contracts...)	set of organisational documents	15 min.
	group work: Debate the documents and collect questions and potential difficulties.		45 min.

Module 2: Getting to know the framework

Version B

Prerequisites/conditions and setting:

- No additional prerequisites are necessary or special conditions need to be taken into account.

Duration:

- 2 hours

Rationale:

Understanding the political will, the legal framework and the history of peer approaches in the social and health care systems is an important step for professionals in order to understand the concept of a peer approach in their own organisations.

Objectives:

- Attaining knowledge about the political will to include peers in social and health care systems

- Understanding the legal framework for the inclusion of peers

- Promoting the collaboration of peers and professionals by fostering committment for professionals towards peer support

- Developing strategies to integrate the experience-based knowledge of peers in the organisation

SCHEDULE: Module 2, Version B

Topic	Teaching Method	Material	Time
1. Understanding peer approaches and the value of it			
Provide a definition for peer-support. Ask each participant "What do you understand by peer-support?" Then engage in a collective debate on this theme. Conclude the added value of the peer-support, the contradictions and the open questions.	discussion	M2.WS1-Understanding peer approaches (for background information)	60 min.
"Facing the conflict": The participants are divided into two groups and physically stand face to face. The facilitator poses a polemical statement that he/she prepared- deliberately without nuance - that will voluntarily provoke a confrontation. The participants move to one or the other side depending on if they agree or not. The faciltator repeats the procedure with another statement.	group work	prepared statements	
2. Support peers in the understanding and applying of the therapeutic frameworks of the organisation			
Finding solutions together on how to support peers • Different working groups discuss the same question related to the support of peers: "How can we support peers in their work day by day in the service?" and brainstorming ideas • Exchange ideas with each other • All ideas are written on white board	group work plenary	M2.WS2-Support peers (for background information)	60 min.

The HelpEx E-Learning Platform allows all learners to intensify their learning process individually.

HelpEx

On the E-Learning Platform www.learning.help-ex.eu/ all learners can find exercises, activities and documents linked to the modules. Each learner can access the platform at their own convenience and according to their needs.

To request access please use the contact form on the website: www.help-ex.eu

It´s time to learn at your own pace.

SCHEDULE: Module 2, Version C

Topic	Teaching Method	Material	Time
1. History of peer approaches in the fields of addiction and psychiatry			
Understanding the different approaches related to the historical context	presentation	M1.WS3-History of peer approaches M2.PP1-Getting to know the framework (for background information)	30 min.
2. Current social context and legal framework of service users` rights in health care organisations			
Teaching the different stages of inclusion and participation of service users in the the legal framework	presentation	M2.WS4-Current social context M2.PP1-Getting to know the framework (for background information)	20 min.
3. The organisation´s policy on the inclusion of peers			
Finding solutions on how to facilitate the collaboration between peers and professionals Form groups with at least 1 peer per group and answer to this question: "Ideally, how should your team go about facilitating cooperation between peers and professionals?" • "What are the challenges of participation and collaboratioin at all decision-making levels in the organisation?" • "Identify the points of tension to anticipate and the levels that can be mobilised in the organisation to promote cooperation." Collect all ideas of all groups on the white board Define an organisational guideline	group work plenary		60 min.

Prerequistes, conditions and setting:

- No additional prerequisites are necessary or special conditions need to be taken into account.

Duration:

- 3 hours

Objectives:

- Developing communication skills and recognising the importance of communication in counselling settings

- Understanding what the communication process is

- Recognising the importance of active listening and getting familiar with appropriate techniques

  - Understanding what the role of a peer is

  - Learning to avoid slang and stigmatising language in a professional setting

  - Learning how to give feedback.

Module 3: Appreciative communication

Version A

"Words can be windows or walls." (Ruth Bebermeyer)

Rationale:

Communication skills are essential for any type of counselling, therapy or social work as they are based on human interactions. They are the baseline to build a service user-professional relationship, to achieve results and to create a context based on trust and confidentiality.

SCHEDULE: Module 3, Version A

Topic	Teaching Method	Additional Material	Time
Ice breaker activity: This activity is designed to be an icebreaker exercise to help introduce participants to each other. Participants are asked to draw on their name tent card pictures, symbols, words etc. that describe themselves in order to make everyone feel more comfortable in the group.	activity	M3.WS1-Icebreaker Tent Cards	15 min.
Basics of communication theory: concepts, elements and principles	presentation	M3.PP1-Appreciate communication	30 min.
Non-verbal and verbal communication	activity	M3.WS2-Communication game telephone	30 min.
Communication and power: Ask the participants: How do you think someone can express power by communication?	discussion		15 min.
Assertive communication: Explain assertive communication and it´s purpose to the participants.	presentation	M3.WS3-Assertive communication	60 min.
In order to practice this way of communication do role plays.	role play		
Discuss experience afterwards.	discussion		
Giving and receiving feedback: Explain what to pay attention to when giving and receiving feedback.	presentation	MS3.WS4-Giving and receiving feedback	30 min.
Do the activity in order to practice giving and receiving feedback.	activity		

Module 3: Appreciative communication

Version B

Prerequisites/conditions and setting:

- Knowledge on communication theories

Duration:

- 5 hours

Rationale:

Training in communication is an integrated part in more or less all qualifications of helping professions. Generally speaking, professionals are experts in using their tongue in therapeutic and counselling settings. However, in a changing working environment that embraces concepts of inclusion and participation of peers it may be beneficial for professionals to reflect on the organisation´s culture of communication, on the use of language and on blind spots when it comes to talking about service users.

Objectives:

- Refreshing the principles of communication and revising the application of them in the working environment

- Recognising and overcoming own biases in terms of communicating with peers

- Reflecting on traps and limitations when communicating with peers

- Raising awareness for the effect of using professional jargon towards peers and service users

- Learning to avoid slang and stigmatising language in a professional setting

SCHEDULE: Module 3, Version B

Topic	Teaching Method	Additional Material	Time
Warming-up exercise	activity	M3.WS5-Figure it out	15 min.
Appreciative communication in work-life: share and collect good personal experiences	group work		30 min.
Participants share results of the group work	plenary		30 min.
Influence of bias, organisational culture and professional socialisation on communication: Present information about the influence of bias, traps and limitations.	presentation	M3.PP1-Appreciative communication	30 min.
Do activities on these topics.	activity	M3.WS6-Tag game	15 min.
		M3.WS7-Traps and limitations	15 min.
Afterwards discuss the experiences in the group.	discussion		
Communication in multidisciplinary and heterogenous groups: Ask the participants to discuss how peers might feel in a multidisciplinary team: • What are the challenges that peers might face? • How can we as professionals enable them to communicate effectively, e. g by using non-technical language?	discussion		15 min.

Digital communication tools can bring learners together despite mobility restrictions.

It´s time to overcome physical distance.

Due to the Covid-19 pandemic and the mobility restrictions, the project partners set up a series of monthly transnational online mini-training sessions in order to experiment with the content of the training modules in a digital setting.

You can find the agendas of the sessions as well as the used training material on the HelpEx-website: www.help-ex.eu for free download and further use.

SCHEDULE: Module 3, Version C

Topic	Teaching Method	Additional Material	Time
Glossary: Divide the group in 3 teams. Ask them to create a basic glossary for peers to use common and important terms referring to addictions, mental health, psychotherapy and social work. Then they present their results to the plenary and discuss them with everybody.	group work	M3.WS8-Glossary	30 min.
Stigma and discrimination in communication: What are the labels you come across in your line of work that you would identify as stigmatising? List them on the left side of the white board. Then find together appropriate words and list them on the right side of the white board.	discussion		30 min.

Prerequistes, conditions and setting:

• It is recommended to have completed the module on appreciative communication before working on the subject of conflict solving.

Duration:

• 3 hours

Rationale:

Conflict in the organisation is very often inevitable, because the organisation operates on the basis of adaptations and compromises between competing elements in the structure of the organisation and between members of the organisation. Conflict also arises in connection with change, because change can be perceived as a threat that must be avoided or confronted, or when dissatisfaction arises. Conflict is not always a reprehensible or unsolvable problem. Conflict is part of progress and change, and it can be used constructively. At the same time, we consider it important for peers to be able to recognize how they experience and deal with stressful issues. The psychological resilience of peers can help them to better cope with stressful situations, changes, insecurity, stop dealing with unpleasant people, not get lost in every small detail, not lose sight, better manage things in an emergency during the conflict and its solution not only within the organisation, but as well as with other people (service users, family members, etc.).

Objectives:

• Being able to define causes of conflicts and their impact on oneself and the team

• Being able to analyse one´s own behaviour in stressful situations, to better deal with stressful situations and to better manage one´s emotions

• Strengthening self-confidence and self-esteem in collaborating with professionals

• Increasing social skills in conflict solving

Module 4: Conflict Solving

Version A

"Far beyond right and wrong there is a place where we will meet."

(Rumi)

SCHEDULE: Module 4, Version A

Topic	Teaching Method	Additional Material	Time
Explain the characteristics of conflict to the participants: • Types of conflict • General phases of conflict • Causes of team conflict Follow the worksheet presentation and activities	presentation activities	M4.WS1-Characteristics of conflict	45 min.
Conflict prevention: • Shay and Margaret McConnon´s model of conflict prevention • Symptoms of conflicts at the workplace • Avoiding conflict at the workplace	presentation	M4.WS2-Conflict prevention	30 min.
The phases of conflict and resolution strategy • Seven steps to conflict resolution • Dignity model by Donna Hicks • Features of the win-win approach	presentation activity	M4.WS3-Phases of conflict and resolution strategy m4.WS4-Conflict resolution: How to effectively resolve conflicts	50 min.
Mental resilience and its influence on the ongoing conflict: • what are my hot buttons • how to control your emotions during a difficult conversation; • coaching to strenghten self-confidence	presentation activity activity	M4.WS5-What are my hot buttons? M4.WS6-How to control your emotions during a difficult conversation M4.WS7-Coaching to strengthen self-confidence	75 min.

Module 4: Conflict Solving

Version B

Prerequisites/conditions and setting:

• It is recommended to have completed the module on appreciative communication before working on the subject of conflict solving.

Duration:

• 3 hours

Rationale:

Professionals may have an established role in the organisation and are familiar with structures and processes. Integrating peers in the helping process triggers changes which may result in conflicts. For professionals it may be a new situation to get into a work-related conflict with peers who were formerly in the help-receiving position of a service user. Based on the experience and the background of the peers, professionals may not feel confident that their conflict-solving strategies are also appropriate with regards to peers.

Objectives:

• Being able to define causes of conflicts and their impact on oneself and the team

• Creating strategies for managing constructive conflicts in the team

• Finding ways to improve conditions so that destructive conflicts do not arise

• Gaining knowledge and increasing skills to reduce uncertainty in hiring a peer as a new team member

• Feeling confident in solving conflicts in interdisciplinary and heterogenous teams

SCHEDULE: Module 4, Version B

Topic	Teaching Method	Additional Material	Time
Brief review about conflict: • different types of conflicts • workplace conflicts • conflict prevention • phases of conflict • conflict resolution Ask the participants to find examples of conflicts in their daily work life.	presentation discussion	M4.WS8-Brief review about conflict	30 min.
The participants fill in the worksheet about what their 'hot buttons' are. Conflict management: Managing emotion and constructive feedback	individual work presentation	M4.WS5-What are my hot buttons? M4.WS9-Conflict management and constructive feedback	70 min.
Self-knowledge - Get to know yourself better: What are the different personalities? Do the test: Which type of personality do you have? (personality test)	presentation individual work	M4.WS10-Self-knowledge-Get to know yourself better	30 min.
A new team member as a potential cause of tension and conflict Identification of problematic parts during peer - professional collaboration How to integrate a new team member to your group What is the power gap?	presentation activity	M4.WS11-A new team member as a potential cause of tension and conflict	60 min.

Peer approaches have a long history and can be adapted in different settings.

During this project, the peer approach found an adaptation in a vocational school for care givers and nurses in order to help students who are at risk or already show symptoms of mental distress and disorders. The adaption resulted in a student-to-student counselling service. You can find the description of this practice on the HelpEx-website: www. help-ex.eu

It´s time to empower peers in different settings.

SCHEDULE: Module 4, Version C

Topic	Teaching Method	Additional Material	Time
Specifics of conflicts in a group Ask participants to do the questionnaire. The participants share their experiences with the group.	presentation individual work discussion	M4.WS12-Specifics of conflicts in a group M4.WS13-How do I behave during a conflict?	75min.
Go through the characteristics of the conflict modes (Thomas Kilman Conflict Mode instrument)	presentation	M4.WS14-Characteristics of the conflict modes	
Discuss in the group: What are the advantages and disadvantages of each mode? Share your mode with each other.	discussion	M4.WS14-Characteristics of the conflict modes	
Conflict as a way to positive change	presentation	M4.WS15-Conflict as a way to positive change	20 min.

Prerequistes, conditions and setting:

- No additional prerequisites are necessary or special conditions need to be taken into account.

Duration:

- 4 hours

Rationale:

In every rehabilitation and recovery process there may be challenges and crises. Being a member of the team, peers should be prepared to manage critical siuations in the helping process as well as critical situations in their own lives. They should be able to differentiate between clinical recovery and personal recovery. The first refers to the remission of symptoms and the overcoming of hospitalisation while the second insists on increasing awareness, a good therapeutic link with the care provider and a confident approach towards one´s own wellbeing. A strong self-consciousness and the ability to recognise alarm bells and the need to use the support tools available in the work context, such as team meetings and supervision, are crucial to the effective management of challenges and crises in the helping process.

Objectives:

- Increasing knowledge and awareness on the concepts of recovery

- Exploring the positive value of one´s own previous experiences with difficulties and crises

- Acquiring skills in collaboration with professionals in critical situations

- Sharing a common language and tools to face critical situations

Module 5:
Management of challenges and crises

Version A

"If I accept that every crisis is an opportunity, then I take away a great deal of power over me from it."

(Nina Rugei)

SCHEDULE: Module 5, Version A

Topic	Teaching Method	Additional Material	Time
1. Crisis: definition, types of crisis and phases of crisis			
Definition of crisis during the rehabilitation routes Ask each participant to take notes: • What is your definition of a crisis during rehabilitation? • How do you know it´s a crisis? Write down symptoms that you know from your own experience or that you have noticed from crises of others. Tell the participants to keep the notes for an activity later on.	individual work		10 min.
Show a definition of crisis	presentation	M5.PP1-Crisis: definition, types and phases	10 min.
Types of crises in relation with the rehabilitation route phases Ask the participants: • What do you think having a crisis can mean during a rehabilitation route? Then show the powerpoint presentation to explain different types of crises.	discussion presentation	M5.PP1-Crisis: definition, types and phases	15 min.
Describe the 4 phases of crisis (according to Caplan) Ask the participants to take notes: For each phase write down a personal experience or an example of someone you know. Tell the participants to keep the notes for an activity later on.	presentation individual work	M5.PP1-Crisis: definition, types and phases	20 min.
Dialogue in small groups on experiences evoked by the presentation connected with critical phases of rehabilitation routes.	group work	M5.WS1-Reflections about crises	15 min.

Recomposition and exposure of the work done in groups: Reflection and collection of key elements that transform a crisis from a destructive incidence, to a chance	plenary		20 min.

2. Strategies for managing, overcoming and preventing crisis and relapses

Description of protocols for prevention of crisis and relapses			
• Ask the participants: You have some minutes to think individually about the actions that in your experience made prevention easier. Write on post-its.	individual work		5 min.
• Divide participants in small groups: Everyone talks about what they wrote on the post-its, share experiences. If possible cluster the post-its to different areas of prevention.	group work		10 min.
• In plenary: post-its and areas are presented by a speaker chosen in the group: after the presentation the post-its are collected in different areas and stuck on a paper and then on a poster.	plenary		10 min.
• Describe the protocols for prevention of crisis and relapses.	presentation	M5.PP2-Strategies for managing, overcoming and preventing crises and relapses	15 min.
• Ask the participants to review their post-its and allocate them to the different types of prevention (primary, secondary, tertiary)	discussion		10 min.
Description of protocols for the management of crisis and relapses: • Crisis management • Classes of psychiatric urgency • Structures of crisis care and management • Prevention and management of acute crisis • De-escalation techniques • Indicators for acute crisis management	presentation	M5.PP2-Strategies for managing, overcoming and preventing crises and relapses	10 min.

3. Specific role of the peers dealing with crises

How to contribute to prevention and stabilisation as a peer • Tell the participants: You have some minutes to think individually about the instruments that you have or that you would like to have for prevention. Write them on a post-it.	individual work		5 min.

• Divide the group in 4 heterogeneous groups, in the same room. The participants of the groups are asked to talk about what each one of them wrote on the post-its, discuss and maybe integrate new ideas; collect the elements in different context areas (for example times, places).	group work	20 min.
• In plenary: post-its and areas are presented by a speaker chosen in the group: after the presentation the post-its are collected from the area and stuck on a paper and then on the poster.	plenary	10 min.

Building an action plan

Ask the participants to work in pairs and write down an individual action plan following these questions: • What can I contribute to prevent crisis and relapses when doing peer support? • What do I focus on from the management of crises and relapses, when doing peer support? Where are my limits? Who do I go to for help? What are signals that my limits as a peer are reached?	group work	60 min.
Each participant presents his/her action plan in the whole group. The other participants can ask questions if applicable.	plenary	

Module 5:
Management of challenges and crises

Version B

Prerequisites/conditions and setting:

- Participants are required to read the curriculum content for Module 5, Version A in preparation.

Duration:

- 1,5 hours

Rationale:

In the rehabilitation and recovery process it is crucial to activate individual resources and to equip service users with healthy coping strategies in order to maintain personal well-being and positive development despite crises and challenges. Approaches that give service users a chance to experiment with critical situations teach them good coping skills and let them discover their own strength. In a concept that involves peers in the helping process, it is important to also define the role and competencies of peers in a crisis. Professionals also need to be aware of what may happen if peers face crises themselves or get in danger of a relapse.

Objectives:

- Reflecting on professional opposition to the service user´s autonomy

- Developing strategies for the management, overcoming and prevention of crises and relapses considering interaction with peers

- Analysing the roles of service users peers and professionals

- Elaborating on the concept of recovery

- Providing professionals with elements of recognition of the potential of other service users or peers in stabilisation and the well-being of service users

- Promoting cooperation with peers when facing crisis/relapse situations

SCHEDULE: Module 5, Version B

Topic	Teaching Method	Additional Material	Time
1. Strategies for the management, overcoming and prevention of crises and relapses			
Discussing the curriculum content for Module 5 Version A (2. Strategies for the management, overcoming and prevention of crisis and relapses) for peers. Answering any questions that may arise from the professionals who should have read the curriculum in advance.	discussion presentation	M5.PP2-Strategies for managing, overcoming and preventing crises and relapses	30 min.
2. Management of professionals´ resistance towards the service user´s self-determination			
Professional resistance towards the service user´s self-determination can be a challenge in the work field. • Discussion about resistance coming from professionals: What are the attitudes of professionals that raise their own resistance towards service user´s self-determination? • Write key words on a poster.	discussion		20 min.
Read definitions of resistance together.	presentation	M5.PP3-Resistance	20 min.
How can we as professionals be more inclusive and cooperative to work hand in hand with service users?	discussion		20 min.

The successful inclusion of peers not only needs training and a suitable attitude of peers and professionals, but also a benefical legal framework.

It´s time to empower peers in different settings.

In order to be able to include peers in the helping process of rehabilitation and recovery on a sustainable basis it is inevitable to work on legal conditions that allow organisations to hire and train peers, to finance peer work and to recognise the non-formal and informal qualification of peers in the context of employment. The project produced a description of the conditions in the different partner countries and developed recommendations for structural and legal changes. the You can find the document on the HelpEx-website: www.help-ex.eu

SCHEDULE: Module 5, Version C

Topic	Teaching Method	Material	Time
1. Description of the critical phases of crisis and recovery			
Describing of the critical phases of crisis and recovery • Describing material and relational indicators by presenting the powerpoint presentation • Divide the group into small groups of 3 to 4 participants (peers and professionals mixed). Ask them to share their experience with situations shown in the presentation. Ask them to take notes on what they think peers as well as professionals need so that they can feel safe in such situations. • The groups should present their results to the whole group. If applicable questions can be asked.	presentation group work discussion	M5.PP4-Description of the critical phases of crisis and recovery	30 min. 20 min. 20 min.
2. The concept of recovery			
Recovery definition • Ask the participants to find their own definition of recovery. They are asked to write it down on a piece of paper. • Everyone shares their definition. The other participants can share what they like about the definitions of the others. • Share the definitions of the powerpoint presentation.	individual work discussion presentation	 M5.PP5-The concept of recovery	5 min. 15 min. 20 min.

Common elements in various recovery routes and subjective and objective signs			
• Present the different phases of recovery	presentation	M5.PP5-The concept of recovery	30 min.
• Question for group discussion: Have you experienced these different phases (on yourself, on your service users or on someone you know)? Please describe.	discussion		
Key elements in recovery facilitation	presentation	M5.PP5-The concept of recovery	20 min.

3. Role and functions of service users, peers and professionals

How service users, peers and professionals can cooperate to prevent crises and relapses			
• Tell the participants: You have some minutes to think individually about how service users, peers and professionals can contribute to preventing and managing crises and relapses. What is everyone best at? Use the table (worksheet)	individual work	M5.WS2-Role and function of service users, peers and professionals	10 min.
• Divide the group in 4 heterogeneous groups, in the same room. The participants of the groups are asked to talk about what each one of them wrote on the table, discuss and maybe integrate new ideas; collect the elements in an overall table for the group	group work		20 min.
• In plenary: tables are presented by a speaker chosen in the group: after the presentation the post-its are collected from the area and stuck on a paper and then on the poster.	presentation		20 min.

## Prerequistes, conditions and setting:

- No additional prerequisites are necessary or special conditions need to be taken into account.

Duration:

- 9 hours

Rationale:

In order to be able to understand the language of the professionals used in the helping process and to level out the hierarchical structures, it is beneficial for peers to have a basic understanding of mental disorders, substance abuse and helping skills. Acquiring knowledge in these fields also can help peers to enter a vocational learning path in the social and health care system.
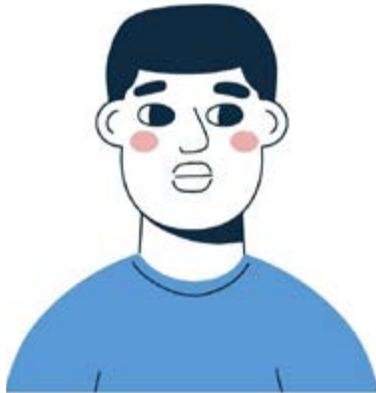
Objectives:

- Becoming familiar with the subjects in order to be able to understand symptoms of service users that they will be working with

- Being able to consult in order to encourage service users for treatment

- Being able to communicate effectively with professionals

Subjects covered:

Introduction to Mental Disorders:
- Symptoms and crisis intervention of depression, anxiety, psychosis and substance use problems

Basic models of helping skills:

- Attending and active listening

- Empathy

- Questioning

- Reflecting and paraphrasing

- Silence

- Focusing

- Non-judgmental attitude

- Immediacy

- Unconditional positive regard

Module 6:
Mental Health Disorders and Basic Models of Helping Skills

Version A

"You cannot help people in the long term if you do for them what they can and should do themselves."

(Abraham Lincoln)

SCHEDULE: Module 6, Version A

Topic	Teaching Method	Additional Material	Time
1. Introduction to Mental Disorders			
Introduction to Mental Health Disorders Setting the context and boundaries of the training by having a general discussion on mental health conditions.	discussion		15 min.
Depression a) Drawing the face of depression activity b) Introduction to depression and common symptoms Present the content and discuss the different topics.	activity and presentation presentation and discussion	M6.PP1-The many faces of depression M6.WS1-Depression	15 min. 45 min.
Anxiety a) Acting out anxiety b) Introduction to anxiety and common symptoms	activity presentation	M6.WS2-Anxiety	15 min. 30 min.
Psychosis a) Experience of hallucinations activity b) Introduction to psychosis and common symptoms	activity presentation	M6.WS3-Psychosis	15 min. 45 min.
Substance abuse disorders a) Drugs street names quiz b) Introduction to substance abuse disorders and common symptoms	activity presentation	M6.WS4-Substance abuse problems	15 min. 45 min.
Addressing mental health crises a) Mental health crises interventions with a: Person who is suicidal or engaging in self-injury Person having a panic attack Person in a severe psychotic state Person with severe effects from alcohol and/or drug use Person with aggressive behavior	activity role play	M6.WS5-Addressing mental health crises	120 min.

Attending and active listening Empathy Questioning Reflecting and paraphrasing Silence Focusing Non-judgmental attitude Immediacy Unconditional positive regard	presentation	M6.PP2-Helping skills	175 min.
After the presentation of the helping skills ask participants to role play one service user and one professional/peer	role play		

Module 6:
Mental Health Disorders and Basic Models of Helping Skills

Version B
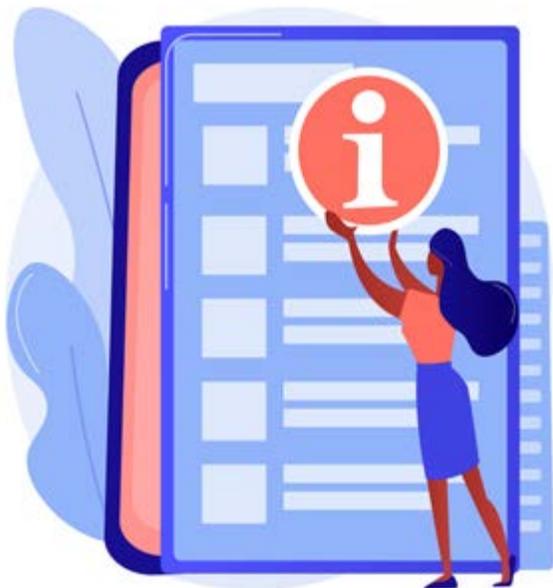
Prerequisites/conditions and setting:

- Participants are required to read the curriculum content for Module 6, Version A in preparation.

Duration:

- 1 hour

Rationale:

When professionals train peers in-house on these subjects they need to know to what extent the topics should be covered with respect to the role of peers. It is necessary for professionals to know how they can explain to peers what they can do with the knowledge in their role.

In addition to this, professionals need preparation to help contain and supervise peers if things are mentioned that are sensitive to them. This can be a direct mention of a mental disorder that they have/had and/or someone close to them has/had. It can also be due to the mention of a mental disorder that they think they may have from the diagnostic criteria and symptoms mentioned. They will also need to make sure they are taking care of also attending supervision themselves as professionals.

Objectives:

- Understanding the content material and depth of Module 6 Version A for peers
- Knowing how to contain, support, and supervise peers undergoing Module 6
- Being able to prepare professionals with explaining to peers what they will be capable of doing with the training offered in Module 6 Version A
- Raising awareness for the importance of being a positive role model

SCHEDULE: Module 6, Version B

Topic	Teaching Method	Additional Material	Time
Discussing the curriculum content for Module 6 Version A for peers. Answering any questions that may arise from the professionals who should have read the curriculum in advance. Understanding the depth that is required for coordinating and delivering this module according to the specific needs of the organisation.	discussion	M6.WS7-Guidelines for professionals (for background information)	20 min.
Explaining what peers will be able to do with the training offered in Module 6 Version A and how to reinforce this	discussion	M6.WS7-Guidelines for professionals (for background information)	20 min.
Discussion on containing and supervising peers due to the sensitive nature of the topics of Module 6 Version A	discussion	M6.WS7-Guidelines for professionals (for background information)	20 min.

Networking with other peer models

in Germany:

EX-IN Genesungsbegleitung: https://ex-in.de/

Mindzone - Initiative of young party people to prevent substance use in nightlife: https://mindzone.info/

PeBe - Peer Counselling in vocational schools: https://www.rka-wuerz-burg.de/neues-angebot-an-der-dr-maria-probst-schule-peer-beratung-im-schulalltag-pebe/

U 25 - Prevention of suicide of young people: https://www.u25-deutsch-land.de/

EUTB - Additional independent counselling for participation of person

with disabilities: https://www.teilhabeberatung.de/node/34

in Italy:
Peer Support Experts (ESP): www.help-ex.eu

...more peer models

in France:

Médiateur Santé Pair (licence): https://leps.univ-paris13.fr/fr/formations/licence-sss-mention-me%CC%81diateurs-de-sante%CC%81.html

Pair_aidant (university degree): https://centre-ressource-rehabilitation.org/du-de-pair-aidance-en-sante-mentale-741

Other short training programmes: https://www.pair-aidance.com/les-formations-de-pair-aidants/

in Malta:

Caritas Malta upholds an approach of employing individuals coming from different life backgrounds within its rehabilitation units, that is, persons with a history of a drug addiction problem who have completed a rehabilitation programme, as well as persons without a history of drug addiction but who have the necessary academic qualifications, aptitude, and attitude to work in this field. Having such diversity of staff provides a balanced workforce that is rich in skills, experience, knowledge, and expertise, where the ultimate beneficiaries of these resources would be the service users.

Staff members who had a substance abuse problem in the past have a lot to contribute from their own personal experience of drug addiction, as well as from their own journey of recovery which includes completing a rehabilitation programme. Having completed a rehabilitation programme themselves, these staff members are in a very good position to understand and facilitate the therapeutic programme and be role models for the residents.
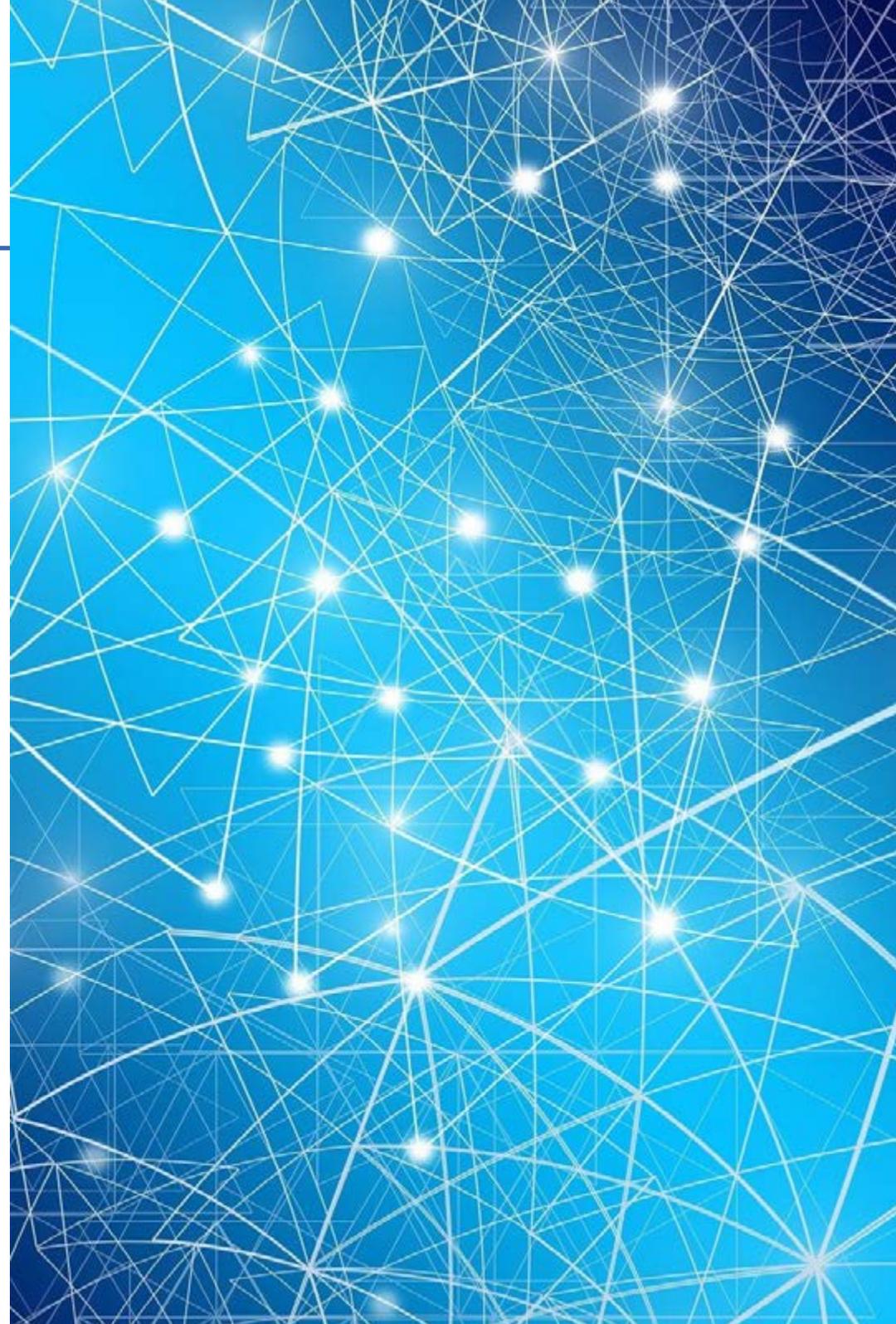
Glossary

In order to facilitate mutual understanding across organisations, professions and cultures, a glossary of the most important terms in the curriculum were put together. It can be found on www.help-ex.eu.

Literature

The curriculum and its teaching material is based on scientific research and literature. A list of all sources used can also be found on www.help-ex.eu.

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