



ENHANCING FORMAL CAREGIVERS  
SKILLS IN DEMENTIA CARE

# TRAIN THE TRAINER MANUAL



# DEMETRA

Enhancing formal caregivers skills in dementia care



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Demetra: project description

Demetra: training

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Body, Mind & Emotion

From person to person

Yes, I can

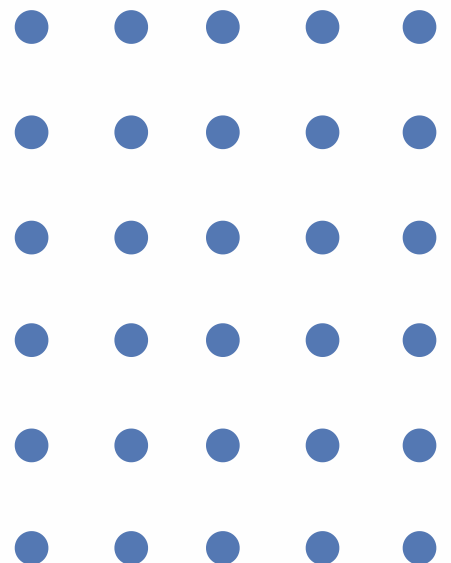
Insight in myself

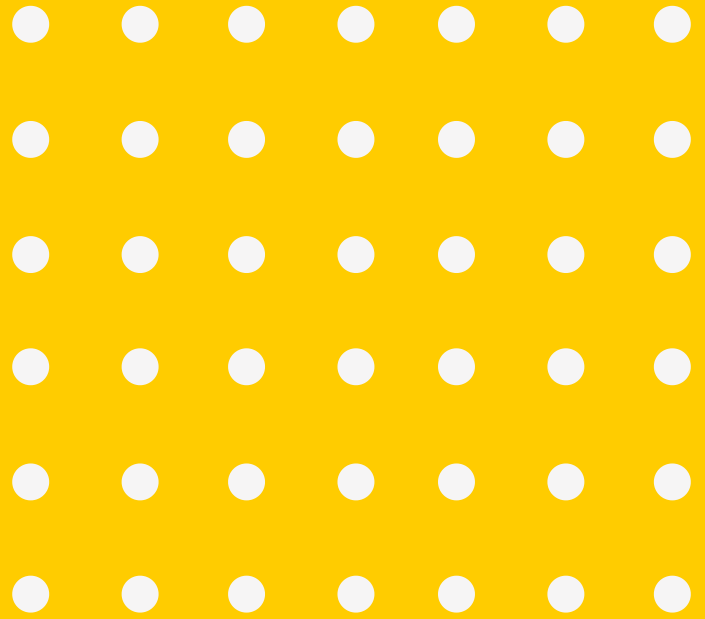
Open your mind

Yes, I want

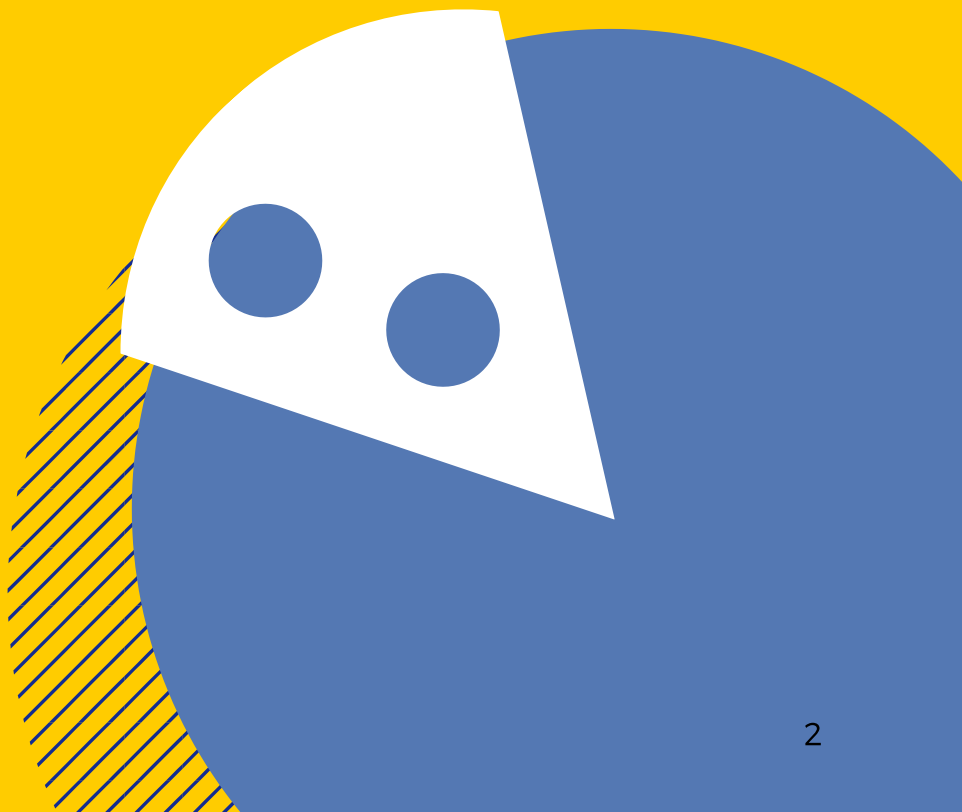
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DEMETRA



# DEMETRA

## Enhancing formal caregivers skills in dementia care

A pilot study from the University of Parma (2016) shows that between 53% and 72% of caregivers employed in residential care centers reported emotional (sadness, helplessness, emotional exhaustion and angry outbursts) and psychophysiological disturbances (headaches, muscle tension and sleep problems). The low well-being is partly attributed to the relationship with the elderly. The study also shows that there is low work satisfaction.

The project "Enhancing Formal Caregiver Skills in Dementia Care" (DEMETRA) aims to develop, implement and evaluate training on the well-being of caregivers, transnationally and locally.

The project focuses on:

- developing a training in which formal caregivers learn and experience new concepts and skills in managing a long-term care relationship
- training trainers who exchange knowledge and support the local context and methodologies
- improving the well-being of formal caregivers by using a multidimensional approach (movement, cognitive and emotional skills, mindfulness)
- sharing best practices using the implementation of the local training courses
- developing a care concept based on (trust) relationships (core = the well-being of care providers and people with dementia).

Project results:

- An evidence-based theoretical framework to assess, validate and recognize the well-being, stress management and emotional skills of caregivers in the elderly sector. The theoretical framework includes a program on positive psychology, mindfulness-based stress management and relational competences;
- A Multimedial Open Online Content (MOOC) on well-being (attitude and behavior);
- Formal and interactive training with psychosocial experts, resulting in a script on stress management techniques in the care of the elderly (inspired by the theoretical framework);
- A model to support care providers in the elderly sector to reduce the social costs of work-related disorders.

# DEMETRA

Enhancing formal caregivers skills in dementia care

The partners:



UNIVERSITÀ  
DI PARMA



Ad Personam (Italy), Parma University (Italy), SERN (Sweden), Expertisecentres Dementia Flanders and Paradox (Belgium), Emmaüs Elderly care (Belgium), LRA Enzkreis (Germany), Health Department of Lower Silesian Marshall Office (Poland), SZL Seniorenzentren Linz (Austria)

# DEMETERA TRAINING

## Enhancing formal caregivers skills in dementia care

Dementia is a slow, progressive decline in mental function including memory, thinking, judgment and learning ability, with more or less severe consequences in daily life. Emotions can be changeable, unpredictable, with rapid variations from a sense of happiness to sadness.

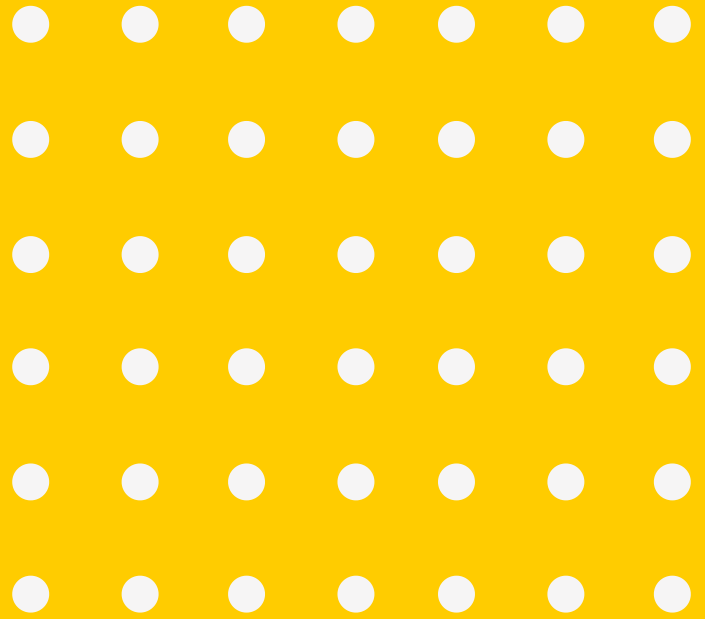
Dealing with a complex, multidimensional and degenerative disease such as dementia can be difficult and demanding. Persons with dementia, family and caregivers are involved in different ways in the disease, but all of them have to cope with stress, difficulties and be able to continuously respond to changing needs and requirements.

The training is developed in 7 different steps, which together complement each other with the aim of providing a wealth of resources applicable daily in the life and care of people with dementia.

The themes developed include:

- reflecting about dementia and the subjectivity of the disease that is different from person to person
- reflecting on the connection between physical, emotional, and psychological states that influence well-being and behavior.
- reflect on some of the main theories concerning change, motivation and the management and knowledge of emotions
- reflect on modes of communication, ways of working, and collaboration among peers

All these issues are also developed through exercises and group discussions, with the aim of contributing together to further enrich the wealth of resources that we would like to implement.



# POSITIVE PSYCHOLOGY



# POSITIVE PSYCHOLOGY

Positive Psychology (P.P.) is a branch of psychology focused on the character strengths and behaviors that allow individuals to build a life of meaning and purpose, to move beyond surviving and to flourishing, improving life satisfaction and well-being.

It is a science of positive subjective experience, positive individual traits and positive institutions, which promises to improve quality of life and prevent the pathologies that arise when life is barren and meaningless.

Positive psychology focuses on the positive events and influences in life, including:

- Positive experiences (like happiness, joy, inspiration, and love).
- Positive states and traits (like gratitude, resilience, and compassion).
- Positive institutions (applying positive principles within entire organizations and institutions).

P.P. focuses on content which favourish self-developmet and personal growth, reflect on themes like character strengths, optimism, life satisfaction, happiness, wellbeing, gratitude, compassion (as well as self-compassion), self-esteem and self-confidence, Positive Psychology focuses on the training of those qualities and skills which can help people to flourish, in order to realize personal goals.

The main point of this new science is that it is possible to improve and train this content in order to favourish the development of greater level of well-being and to help people to learn how to live their best lives.

The most important authors who study and try to formulize new definition of well-being are Martin E.P. Seligman and Mihaly Csikszentmihalyi. They state that "psychology" has become a science largely about healing. Therefore its concentration on healing largely neglects the fulfilled individual and thriving community. Seligman and Csikszentmihalyi further stress that. The aim of positive psychology is to begin to catalyze a change in the focus of psychology from preoccupation only with repairing the worst things in life to also building positive qualities. Renowned American psychologist and researcher Carol Ryff studied the field of well-being before it was even a popular topic. She ended up creating one of the first systematic models of psychological well-being, to date one of the most scientifically proven and empirically rigorous.



# POSITIVE PSYCHOLOGY

## TWO POSITIVE PSYCHOLOGICAL MODELS

### PERMA Model, Martin Seligman

The most important Seligman's theory about well-being is the PERMA Model. The PERMA Model or Wellness Theory is, essentially, a theory of unforced choice. It is a description of what people freely choose to increase their well-being. This model brings together the basics and indicators of well-being to be able to feel good, be positive and maintain this attitude and feeling as long as possible throughout life.

Each element of the PERMA model must meet certain properties in order to be considered part of the theory:

- It must contribute to well-being.
- People must choose it for its own sake and not just as a method of achieving any of the other variables.
- It must be defined and measured independently of the other variables in the model.

Perma is an acronym and encapsulates the 5 main factors on which this theory is based. Thus, developing and improving each of them will be of great help in increasing new levels of satisfaction and motivation:



It presupposes the increase of positive emotions, not exchanging them with negative ones or with their transposition, but as a tool to manage them. Positive emotions allow us to experience well-being. Examples might be peace, gratitude, contentment, pleasure, inspiration, hope, curiosity or love.

### Engagement:

This is a kind of pact or agreement with ourselves and our strengths in order to achieve a certain attunement that allows us to situate ourselves in a state of harmony, affinity, stream of consciousness. It is a matter of commitment in the search for those activities that allow us to enter the "flow", or optimal state of activation. When we engage in a task or project, we experience a state of flow in which time seems to stop and we lose our perception of ourselves, focusing intensely on the present.

# POSITIVE PSYCHOLOGY



## **Relationships:**

Underneath our undeniable status as social beings, it is obvious to state that this factor is indispensable for the achievement of our well-being. To a greater or lesser extent, we all have relationships with others, more or less intense, but which presuppose an extremely powerful and, therefore, important and necessary protection and support factor. Therefore, promoting this aspect can promote our happiness in an important way. This factor is based in improving our interpersonal relationships, this also implies an improvement in our personal skills.



## **Meaning and purpose:**

This factor refers to the pursuit of belonging to something greater than ourselves. It entails the idea that the meaning of our lives goes beyond the concept of us. In this way, for every goal achieved, for every goal, for every goal obtained, there is a relevant meaning that pervades it with a transcendental significance. We all need to make sense of our lives in order to achieve a sense of well-being.



## **Accomplishment:**

Success and a sense of accomplishment. Involves setting goals, which once achieved, will serve to make us feel competent, promoting our autonomy. It refers to the achievement of goals in relation to improving our abilities.

When we manage to cover all these areas, we can say that we have achieved total and sustainable well-being. In this sense, Seligman, states that we should not try to cultivate or promote all the factors of the Perma model in an equal way, nor in an obligatory or imposing way. Rather, we should seek to promote the factors with which we identify and feel comfortable, without the need to mortgage our well-being. After all, this model is directly related to the enhancement in our comfort; a goal that, on the other hand, will not be achieved in a forced way.

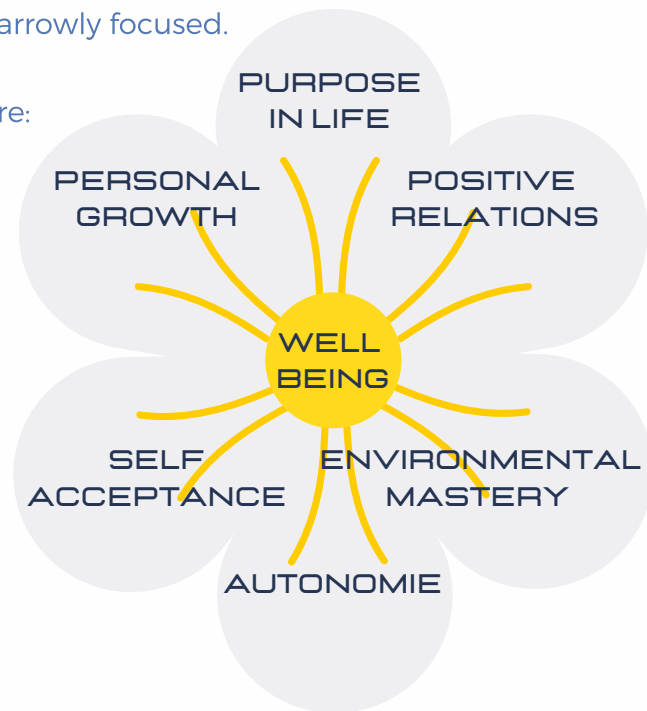


# POSITIVE PSYCHOLOGY

## Six Dimension Model of Well-Being, Carol Ryff

Carol Ryff's model of Psychological Well-being differs from past models in one important way: well-being is multidimensional, and not merely about happiness, or positive emotions. A good life is balanced and whole, engaging each of the different aspects of well-being, instead of being narrowly focused.

Carol Ryff's six categories of well-being are:



- **Self-acceptance:** positive attitude towards yourself, acknowledge and accept multiple aspects of yourself including both good and bad qualities; and feel positive about your past life.
- **Personal growth:** it's like a feel of continued development, see the self as growing and expanding; are open to new experiences; have the sense of realizing your potential; see improvement in the self and behavior over time; are changing in ways that reflect more self-knowledge and effectiveness.
- **Purpose in life:** You have goals in life and a sense of directedness; feel there is meaning to your present and past life; hold beliefs that give life purpose; and have aims and objectives for living.
- **Positive relations with others:** You have warm, satisfying, trusting relationships with others; are concerned about the welfare of others; are capable of strong empathy, affection, and intimacy; and understand the give and take of human relationships.
- **Environmental mastery:** You have a sense of mastery and competence in managing the environment; control complex array of external activities; make effective use of surrounding opportunities; and are able to choose or create contexts suitable to your personal needs and values.
- **Autonomy:** You are self-determining and independent; are able to resist social pressures to think and act in certain ways; regulate behavior from within; and evaluate yourself by personal standards.

# POSITIVE PSYCHOLOGY

## POSITIVE PSYCHOLOGY AT THE WORKPLACE

Positive Psychology principles can be important resources also at the workplace where we can apply different aspects of the two models we have analyzed. As in every day life, also the workplace is an important framework where a positive state of mind can make the difference for having a better work, better performances, better relationships with colleagues.

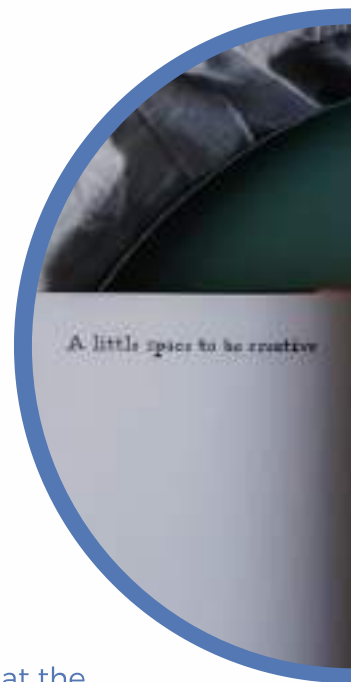
In this framework the focus is on shifting attention away from negative aspects such as stress, burnout and job insecurity and to move the attention to for example collaboration, personal and share goals, gratitude, mutual support. Through the employment of Positive Psychology a working environment with a goal of promoting positive affect in its employees can be created. Positive Psychology can be used to increase happiness and satisfaction within the workforce, to increase well-being, satisfaction and staff production.

Positive psychology workplace interventions can be employed to:

- Develop leadership
- Increase motivation
- Create a more compassionate culture
- Improve performance
- Increase emotional intelligence
- Develop creativity
- Reduce stress
- Increase resilience

So the main content and the main focus of Positive Psychology approach at the workplace framework is to bring the attention on motivation, engagement, knowledge about feedback, conflict resolution skills and original thinking.

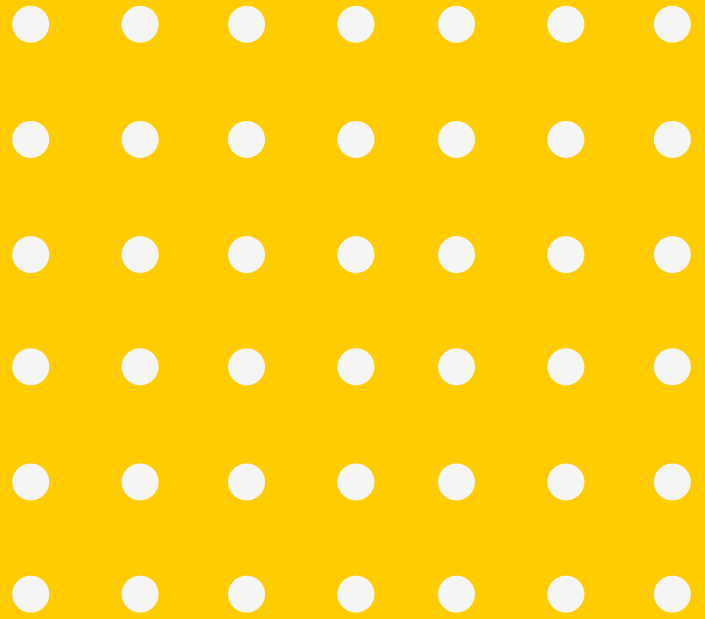
The main goal of positive psychology at the workplace is to favourish the increase of well-being through the improvement of happiness and positive feelings, to favourish connection between colleagues, engagement, creation of meaning, using of gratitude, accomplishment, motivation to keep on our goals, reward about the self and the ability to bring home messages. All these aspects are involved in the creation of a positive state of mind, which is directly connected with well-being at our workplace.



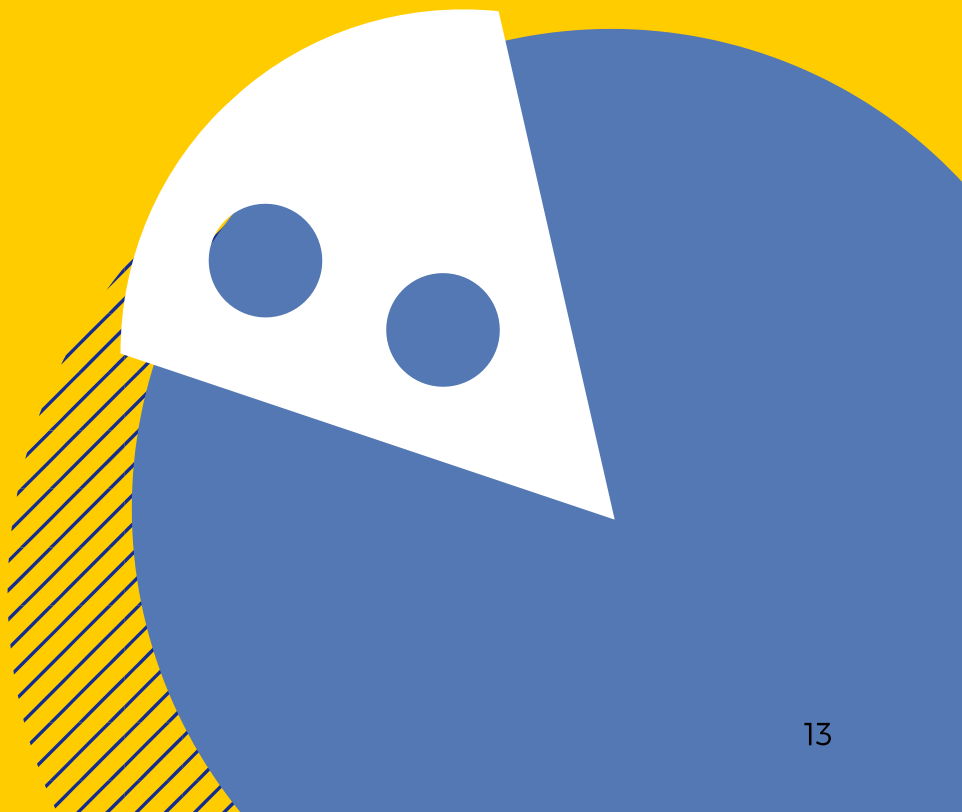
# POSITIVE PSYCHOLOGY



"THE BETTER YOUR BRAIN IS AT USING ITS ENERGY TO FOCUS ON THE POSITIVES, THE GREATER YOUR CHANCES AT SUCCESS."  
SHAWN ACHOR



# TRAINING





## ENHANCING FORMAL CAREGIVERS SKILLS IN DEMENTIA CARE

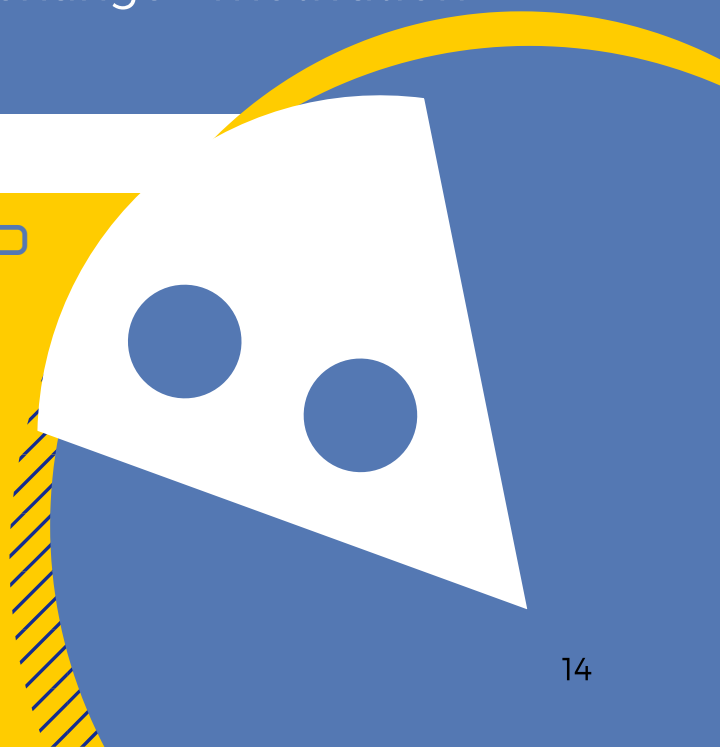
Enhance emotional skills in dementia care,  
Have an opportunity to look inside yourself,  
Take care of relationships,  
Learn wellbeing attitudes.

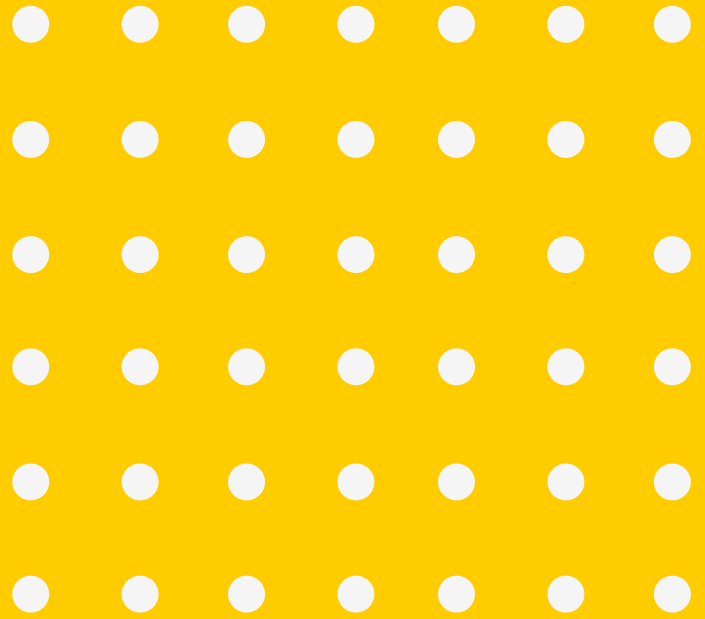
## APPETITE FOR MORE?

communication - emotions - awareness - empathy

relationship - wellbeing - change - motivation

TASTE OUR INTENSE AND  
FLAVOURED TRAINING  
COURSE DEMETERA  
AND LEARN HOW  
TO FEEL BETTER  
WITH YOURSELF  
IN DEMENTIA CARE





# TIME TO CHECK



## The growth meter

To measure is to know, although this is not easy in this theme. We cannot make an objective measurement, but rely on the subjective feeling.

A growth chart is used to evaluate the evolutions, it is used to measure whether the skills of the care provider have improved during the training.

It is advised to fill in the growth chart at the start of the training and at the end. If the training is spread over time, a mid-term evaluation can also take place. There is a minimum of two measurements (pre- & post-measurement) and a maximum of four measurements.

The growth meter is based on the perma model, which was explained earlier in the manual.

The following aspects are evaluated:


- Positive emotions
- Engagement
- Relationships
- Meaning
- Achievement

The trainee looks at how he/she has evolved in these aspects throughout the training. For example, this means that the trainee checks whether he/she can more easily reach positive emotions through the lessons learned during the course or whether he/she deals more consciously with positive emotions.

The evaluation is done as follows.

I feel concerning .....  
**positive emotions, engagement,  
 relationships, meaning, achievement**  
 in my work environment  
**very small, small, big, very big or gigantic**

### HOW?

Place a  above the corresponding dot.  
 At the end of the training connect the crosses per segment and check your growth process.

### LEGEND OF DOTS:

- gigantic
- very big
- big
- small
- very small



# example

## GROWTH METER PERMA MODEL

HOW DO I  
FEEL ABOUT:

1

2

3

4

POSITIVE EMOTIONS



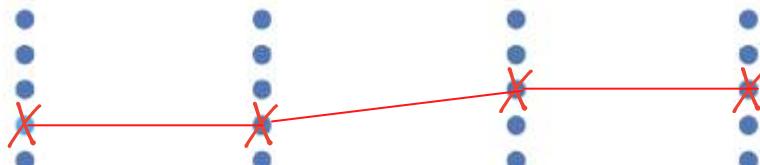
ENGAGEMENT



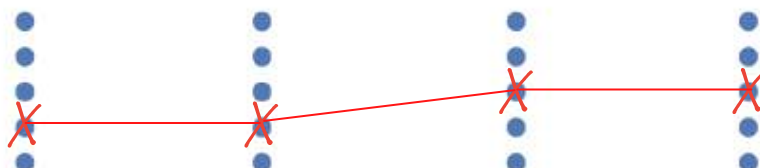
RELATIONSHIPS



MEANING




ACHIEVEMENT



### WHEN?

- 1: at the start of training
- 2: at the end of part 1
- 3: at the end of part 2
- 4: at the end of training

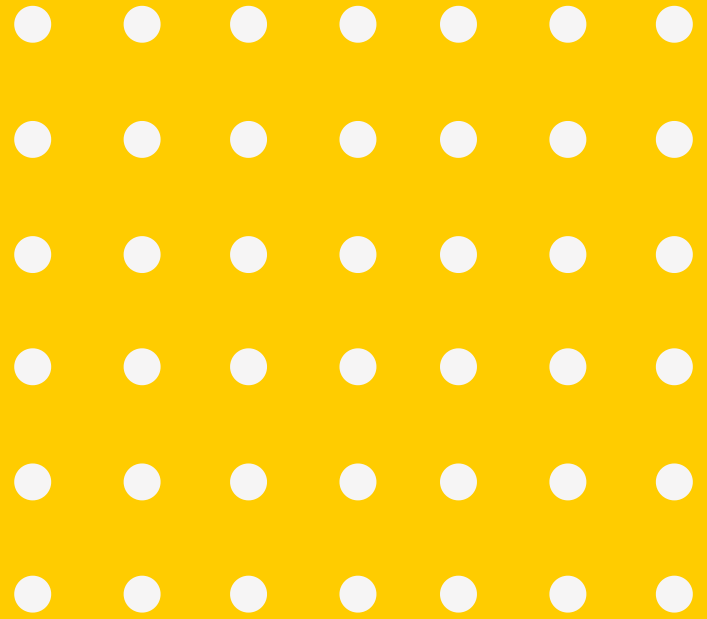
### HOW?

Place a  above the corresponding dot.  
At the end of the training connect the crosses per segment and check your growth process.

### LEGEND OF DOTS:

-  gigantic
-  very big
-  big
-  small
-  very small





# BODY, MIND & EMOTION





# BODY, MIND & EMOTION

## **BODY MIND EMOTION**

- thoughts and feelings come and go, therefore they do not define our identity.
- iterlinked, not the parts, but the interdependence.
- learning to notice, learning to name things.

## **IMPORTANCE OF OBSERVATION**

- body sensations
- thoughts on your mind
- emotions you feel

## **ATTENTION**

- what you pay attention to, grows.
- our brain naturally has 5 times more focus for the negative than for the positive.

## **LET'S EXCERCISE**

- introduction on bodyscan
- raisin excercise
- self check



**"REST COMES WHEN WE ALLOW  
UNREST TO BE THERE AND LEARN TO  
NOTICE OUR THOUGHTS, FEELINGS AND  
BODY SENTATIONS."**

## Body, mind & emotion

Dealing with feelings is one of the most difficult things to do. In this part of the training we do not want to change the emotions, but it is all about noticing what is going on in our mind, in our body and what thoughts are in our heads. It is about noticing. Thoughts and feelings/emotions come and go, therefore they do not define our identity, although we sometimes feel that way. When we pay attention to our body, sometimes certain emotions may arise that you would otherwise not feel or avoid. It is not about the parts themselves, not about the whole, but about interdependence between our body, our mind and our thoughts.

We must learn to pay attention to thoughts, emotions and our body.

- What do we think?
- What do we feel?
- What do I notice in my body?

When an emotion or sensation is present, we often start thinking about it. This increases the chance that we lose ourselves in thought: why do I feel this way, what do I have to do to feel better, ... We have the desire to feel different from what our body feels now. We are usually looking for inner peace, but we should practice in mildness: allowing any experience to be as it manifests itself. No matter how uncomfortable or unpleasant the experience is.

We often judge good or bad. We have been carrying patterns (habits) with us for a long time, making new choices can sometimes feel unnatural at the beginning, sometimes even confronting at times. In many cases we cannot change much about the situation (eg. A situation from the work field - people with dementia.) We also do not make the choice how we feel. This happens to us as it were. We can choose the way in which we deal with situation and feelings. Our body can serve as a gateway to achieve mildness. We use our bodies, we learn to notice, we learn to exist, we learn to name things. Rest comes when we accept unrest.

Sometimes we may feel that our thoughts and emotions are gaining the upper hand and often our emotions partly determine our behaviour.

- Ex. I know that a particular person with dementia can react aggressively to morning care, that thought makes me feel anxious. The thought and this feeling will possibly influence my behaviour and my body will react in a certain way (tense, defensive).
- Ex. I slept very badly this night, instead of sleeping I mainly thought. Started the day tired, a full agenda, a lot of preparations and the necessary stress. The result: my responses to questions are short, I'm rushed, I can't get a bite through my throat, I keep walking back and forth.

### **INTERACTION WITH THE GROUP:**

Ask the participants to illustrate with an example of their daily work (situation, thoughts, emotion, body)

Our body gives us messages about our state of mind and health. Our thoughts and emotions about a situation determine our behaviour.

There are two kinds, namely:

#### **Automatic pilot:**

- More often lost in thought
- Routine
- Simplify and stay in certainties
- Less aware of our body, senses and emotions
- Less in the moment, less mentally flexible
- We will respond more often more responsively
- We often fall into automatic patterns (FFF)

Examples:

- A colleague gives me a well-intended comment. I react in a defensive or even offensive way. This means the the fight mode is being used.
- A person with dementia approaches me aggressively and I paralyze in my reactions (this is the freeze mode) or I run away (this is the fight mode).

### **INTERACTION WITH THE GROUP:**

Ask the participants: when or in what situation do you notice that your autopilot determines your behaviour? and what behaviour do you show?

#### **Adaptive mental mode:**

- sensory curiosity
- acceptance and flexibility, nuance
- put openness into perspective
- logical thinking
- personal opinion

### **INTERACTION WITH THE GROUP:**

What has changed if you could apply an adaptive mental mode in the situation you just mentioned or in the described examples?

The reality is that we have no control over situations or the feelings that accompany them. But what we do control is how we deal with these situations and feelings. A person with a fixed mindset is constrained by their beliefs and thoughts. A person with a growth mindset finds freedom in their beliefs and thought.

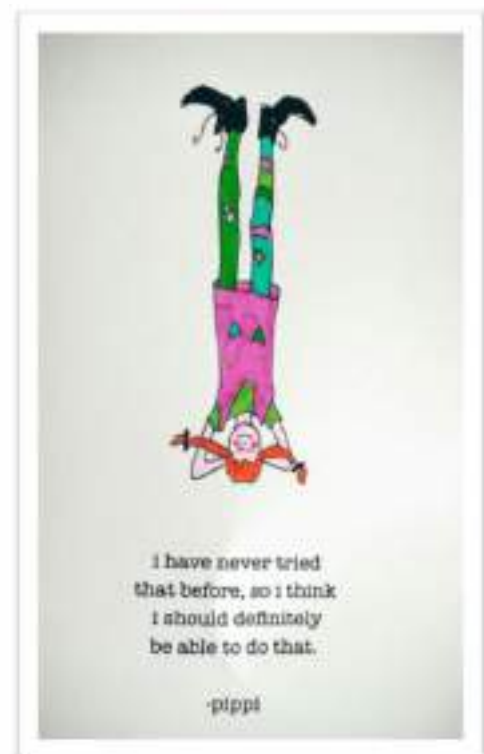
Growth mindset: developing a growth mindset when thinking about our personal characteristics

### FIXED MINDSET

'Mistakes are the limit of my abilities'  
 'I may or may not be good at it'  
 'My options are fixed'  
 'I don't like challenges'  
 'I can or I can't'  
 'If I'm frustrated I give up'  
 'Feedback and criticism are personal'  
 'I stick to what I know'

### GROWTH MINDSET

'Mistakes are an opportunity to grow'  
 'I can learn anything I want'  
 'Challenges help me grow'  
 'My effort and attitude determine my ability'  
 'Success of others inspire me'  
 'I like new things'

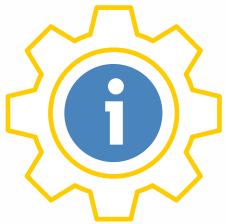


### What you pay attention to grows!

Giving attention intentionally to what is good at work / in your life is not only nice at the moment itself but also has an impact on your brain, state of mind and body. The more grateful experiences we allow in our implicit memory the more they influence our daily mood and emotions. We have to train ourselves in this, because in our daily life or at work we pay little attention to everything that is / is going well. We always look for "better", "different", ...



## EXCELLENT EXCERCISE TO START THE TRAINING



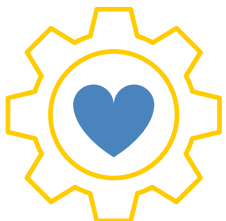
This exercise is an introduction to mindfulness.

It helps to cultivate the willingness to put aside everything we think, we know and start all over again with an open mind. This exercise contains the following elements of positive psychology: allows to appreciate the moment /the present

Time: 10 minutes

People: In group

Props: one raisin for each participant



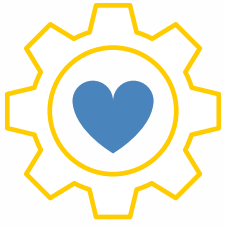
### Step-by-step instruction:

Imagine you are from Mars and you know nothing or nobody on earth. Everything is new and you want to discover everything down to the smallest detail.

Close your eyes during the exercise. Every time you get the feeling that you've discovered everything, try to go a little further in exploring.

Listen to and follow the instructions, do not try to anticipate the instructions.

You are curious, you want to discover more quickly, but let yourself be surprised by paying more attention to the object.

**Sense of touch**

Grab the object and hold it in the palm of your hand or between your thumb and forefinger. Focus on it. Turn it around between your fingers, check how it feels.

**Sense of smell**

Hold the object under your nose and absorb with every breath what you smell; pay attention to what the smell of the object does with your mouth or stomach.

**Placement in the mouth**

Now bring the object slowly to your lips and note that your hand and arm know exactly how and where to place it. Carefully place the object in your mouth - do not chew - and notice how it enters the mouth. Take a few moments to explore the sensations; explore the object with your tongue.

**Sense of taste**

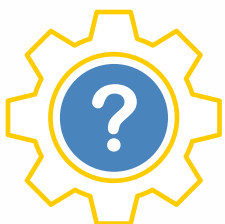
When you are ready, you start chewing; note how and where the object must be placed to chew. Then consciously bite once or twice and notice what happens afterwards; experience every extra flavor that comes off while you are chewing. Don't swallow it yet, but give attention to the pure sensations of taste and texture in your mouth and how they change, moment by moment, and watch for changes in the object itself.

**Swallow**

If you are ready, you can swallow the object, see if you can detect the intention to swallow, try to experience the swallow very consciously. What do you feel? What is moving?

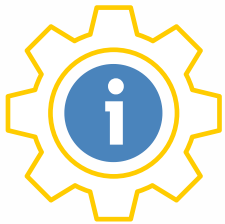
**Follow**

Finally, consider whether you can feel what is left of it sliding into your stomach, and how your body feels as a whole after this exercise in conscious eating.

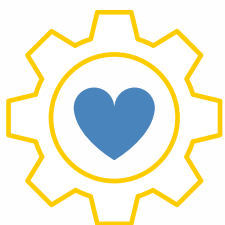
**Interaction with group:**

- How did you experience this exercise?
- What are your findings after this exercise?
- What can you take with you from this exercise in working with people with dementia? Illustrate with an example.

## A TASTE OF MEDITATION BODY SCAN

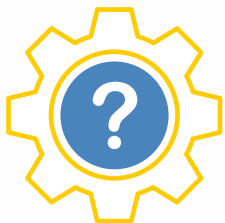


A body scan is one of the most effective ways to begin a mindfulness meditation practice ((Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens). The purpose is to tune in to your body—to reconnect to your physical self—and notice any sensations you're feeling without judgement. While many people find the body scan relaxing, relaxation is not the primary goal.

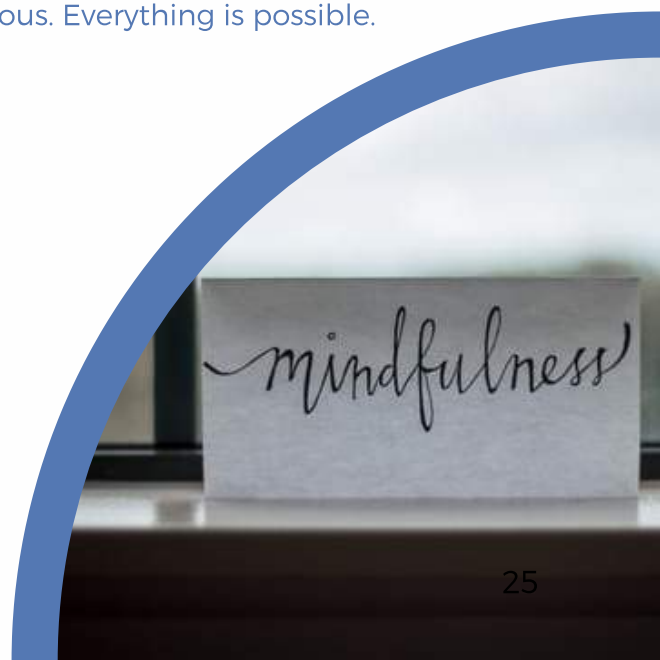


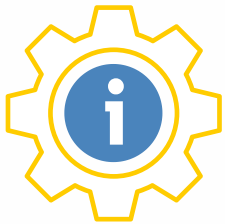
It is recommended to search for a body scan in your own language, so that no effort is required to understand it. A body scan of 10 minutes is sufficient as an introduction. Try a bodyscan before giving the training.

**NOTE:** every experience is good. You will have people who don't like it and are not or not yet open to it. You will have people who get lost in their thoughts. You will have people who will become nervous. Everything is possible. Everything is okay. It is a matter of practice.



Interaction with group:  
How was your experience during this meditation?



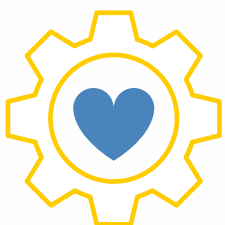


The self check is an exercise in strength building. It makes the participants reflect on their selves and to learn to be aware of their selves. This exercise contains the following elements of positive psychology: allows to appreciate the present time and helps to be more grateful and forgiving.

Time: 15 min

People: individual

Props: Worksheet

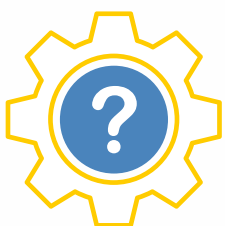


### Step-by-step instruction:

It is important to regularly pause and check in the moment how are you doing. This exercise helps to consider the different parts of yourself.

Fill in the form and get answers on:

- What are your **thoughts** at the moment?
- How are you **feeling** at the moment?
- What is your level of **energy**?
- What are you feeling in your **body**? What does your body tell you at the moment?
- What is your **behaviour** at the moment?



### Interaction with the group

- What is your conclusion after doing this exercise?
- What can you take with you from this exercise in working with people with dementia?

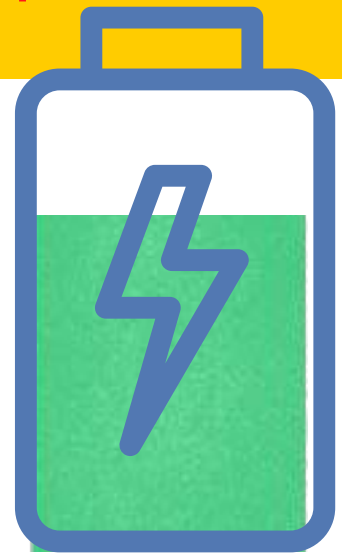


# SELF CHECK

## example

### THOUGHTS

I just read that he was aggressive during the morning care. I hope he won't hit me.



### ENERGY

### BODY

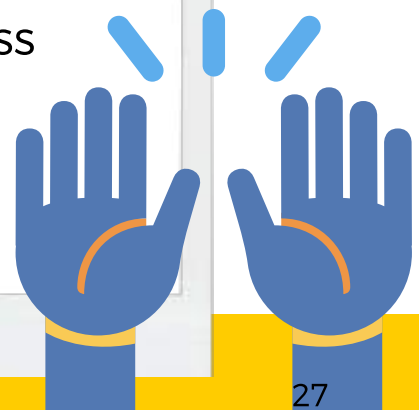
I feel a pressure on my chest and have stomach cramps.

I feel anxious and stressed.

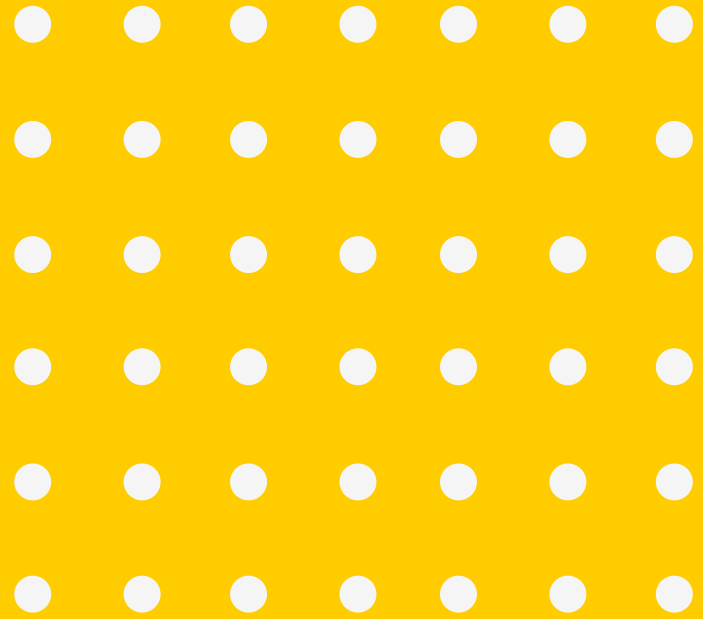


### EMOTIONS

I already behave in a defensive manner towards the resident, I address the resident quite strictly.



### BEHAVIOUR



# FROM PERSON TO PERSON





# FROM PERSON TO PERSON

## PERSONAL SKILLS AND VALUES

- Each person has an absolute value.
- Being a person implies: recognition, respect and trust.

## PERSON - CENTERED CARE

- Tom Kitwood
- Approach towards people with dementia
- Personhood
- Personhood and relationships

## APPRECIATION

- appreciated and valued as a person

## LET'S EXERCISE

- My values and abilities
- Code of appreciation



"PERSONHOOD IS A STANDING OR STATUS  
BESTOWED ON ONE HUMAN BEING, BY  
OTHERS, IN THE CONTEXT OF  
RELATIONSHIP AND SOCIAL BEING."

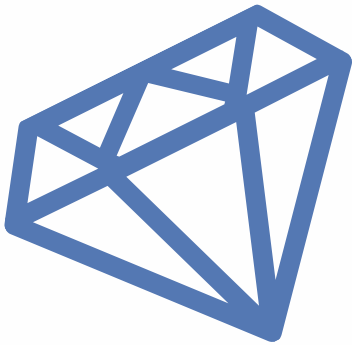
# BRAINHUNGER



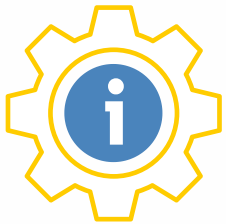
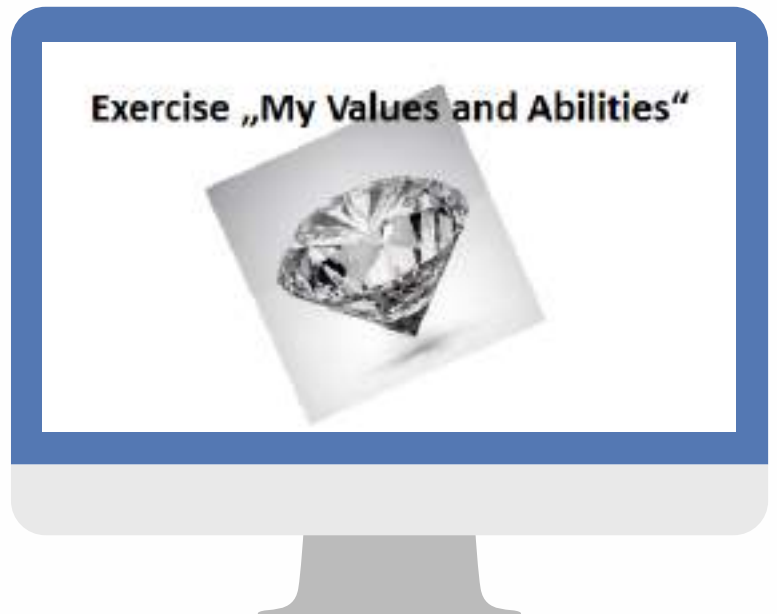
Kitwood, T. M. (1997). Dementia reconsidered: the person comes first. Buckingham: Open University Press.

<https://livingwellwithdementia.wordpress.com/what-is-person-centred-care/>

[https://academic.oup.com/gerontologist/article/58/suppl\\_1/S10/4816735](https://academic.oup.com/gerontologist/article/58/suppl_1/S10/4816735)



## MY VALUES & ABILITIES

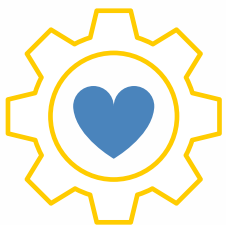


In this exercise you take a look at personal skills and values/self-worth. This exercise contains the following elements of positive psychology: each person has an absolute value and being a person implies recognition, respect and trust.

Time: 20 minutes

Individual exercise

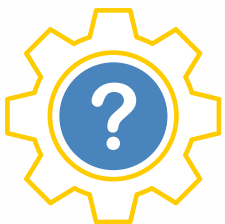
Props: individual worksheet/"folder"



### Step-by-step instruction:

Each participant receives their individual worksheet. Each person gets time to think about personal answers and write them down.

Possibly hand over a symbol/gemstone



What gives you energy? What are your energyresources?

What inspires you? What are your liferesources?

What do you want more?

## What is person-centred care?

Person-centred care is an important approach towards people with dementia and their care. It was developed in the late 1980s by Tom Kitwood at the University of Bradford, United Kingdom. Person-centred care challenged archaic institutional approaches towards people with dementia and redirected attention away from bio-medical aspects of dementia and to people's subjective experience of having dementia. This enabled people with dementia to be seen as being able to make sense of their situation, to have feelings and to possess value, worth and dignity.

Kitwood's initial argument was that professional practice towards people with dementia had been underpinned by the bio-medical approach. Kitwood argues that within the medical profession there existed a "hypothesis of exclusive neurological causation" which claimed that the behaviour of people with dementia was entirely due to neuropathological processes. Kitwood challenges this view and argues that people's experience of dementia arises out of a the (dialectical – sorry Kitwood uses technical words at times, but continue reading anyway) relationship between physical health/neurological impairment and social/psychological factors.

"Personhood" is a central idea in person-centred care and Kitwood defines it as "a standing or a status that is bestowed on one human being, by another in the context of relationship and social being" (Kitwood 1997, p. 8). In addition, Kitwood sees personhood as transcendent, sacred, and unique; and that it accords people who have dementia with an ethical status that offers them absolute value resulting in an obligation "to treat each other with deep respect" (Kitwood, 1997; p. 8).

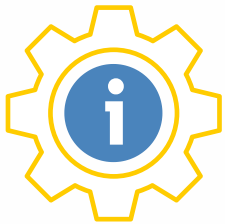
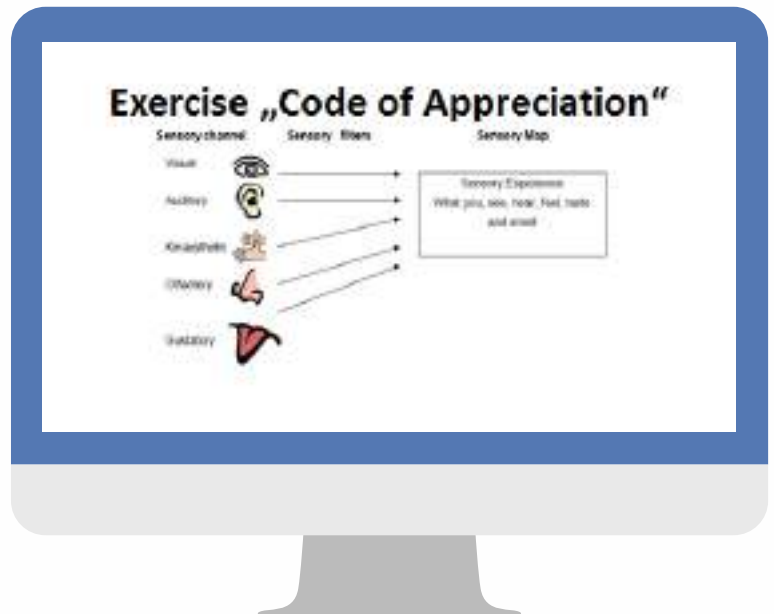
Kitwood links personhood with the provision of care to people with dementia and describes different types of interactive processes that often occur in dementia care settings that impair the personhood of people with dementia. These processes are called 'malignant social psychology' and are seen to have a malign effect on personhood and contribute to the development of dementia. Kitwood describes seventeen of these processes as "malignant social psychology". One type of malignant social psychology is "treachery". This happens when different forms of deception are used to manipulate or gain control over a person with dementia. Regrettably, this sometimes happens when a nurse says something that is untrue to a person with dementia so that they can get them to do something they would not otherwise do. When this occurs, the person with dementia feels betrayed and humiliated and contributes towards their downward decline into dementia.

Another malignant social psychology Kitwood identified is “objectification”. This occurs when a person with dementia is treated as if they had no opinions and feelings, as if they were just a lump of dead matter. This occurs in many situations such as when a nurse changes someone’s clothes without realising that they can be seen by other people or when a nurse is talking to another nurse about what they were doing the previous night without any consideration that the person with dementia is beside them. All these forms of interaction would have a malignant effect on anyone’s sense of self-esteem, but even more so someone with dementia.

Kitwood argues that the progression of dementia is not necessarily downward and that through good communication which he calls “positive person work”, a person’s condition may improve and lead to “rementia”. Kitwood (1997) outlines ten different forms of “positive person work”. One form of positive person work is recognition. This occurs when a person acknowledges that a person with dementia is a person. Nurses may do this by speaking to someone with dementia by their preferred name, by affirming the views of the person with dementia or by simply thanking a person with dementia. Another form of positive person work is play. This occurs when people with dementia are enjoying themselves as they undertake activities that engender spontaneity, self-expression and fun.



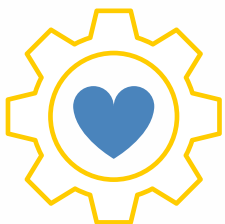
## CODE OF APPRECIATION



As a computer stores its data binary in ones and zeroes, the human mind stores data in the form of the five human senses: what you can see, hear, feel, smell and taste. The purpose of this exercise is to give the trainees a set of terms which instantly give them a sense of being appreciated. Also they can use those terms to keep check whether or not they treat others in the same way they want to be treated.

**People:** The trainees are supposed to practice in pairs.

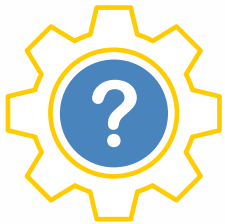
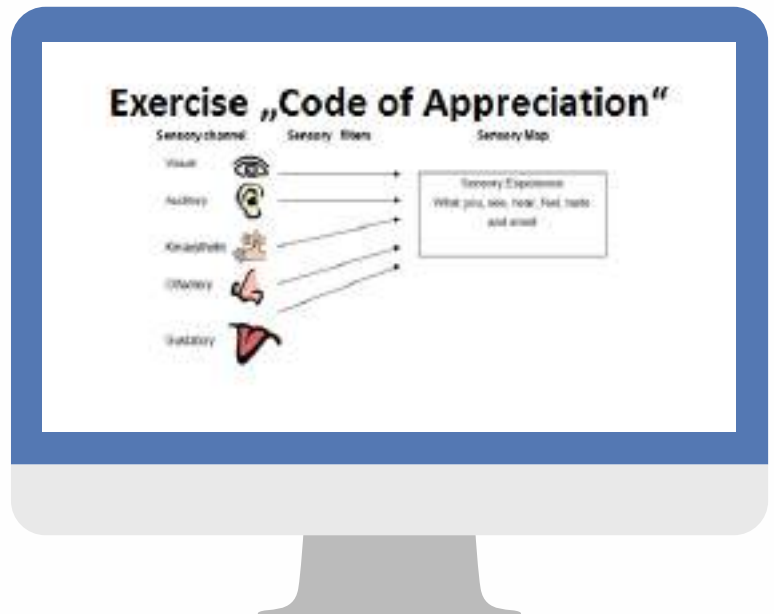
**Time:** 20 minutes (10 minutes each)



### Step-by-step instruction:

Ask your trainees for one volunteer. Have this volunteer sit down on a chair next to you, then tell them to close their eyes. Ask them to recall the last time they felt totally appreciated at work and valued as a person. Just for being who they are. They do not need to tell you much about it. If it's absolutely personal, they don't need to tell you about it at all. All they need to do is to imagine that moment, to totally associate it. Next ask them where in their body they feel this appreciation. Many trainees may need some help, so if they struggle, you can offer them some possibilities, such as the head, neck, shoulders, breast, or belly. Some may name their hands or arms, some their legs.

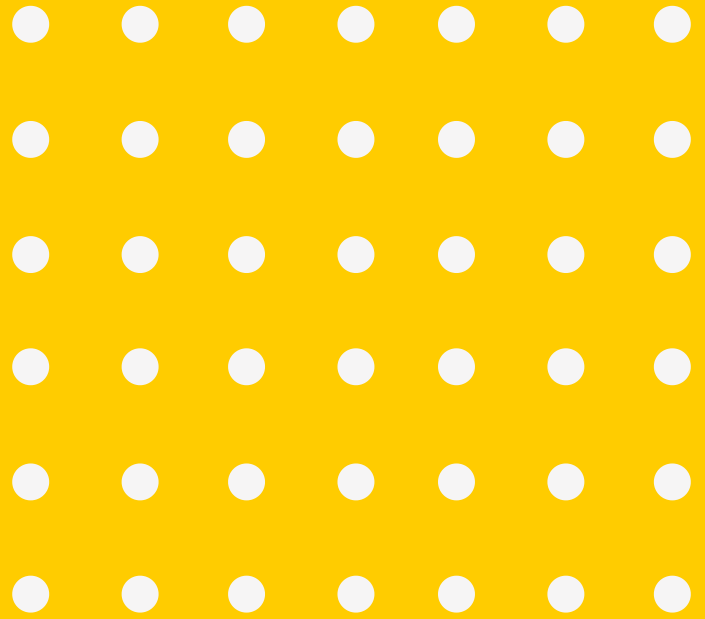
## CODE OF APPRECIATION



Once they have a bodypart where this feeling is most dominant ask them how they would describe that feeling and try directing them to words (mostly adjectives) associated with one of the five senses. So if they say it feels funny, ask: "What does 'Funny' feel like?" It may be a tingling in the belly. It may feel light. It may be a sound of humming bees (humming, in short), it may be colorful or just one color, dark or light. See that they pin down about three to five words and have the trainee write them down.

As a last step ask them to reflect whether or not they treat others according to those magic words how they want to be treated themselves. Say, your volunteer picks warm, fuzzy and colorful, do they also feel warm, fuzzy and colorful when they treat others? Or do they need other magic words for appreciating others? If necessary, advise them to pin down new words for that.

Finally, ask the whole group to form couples. One of those two shall guide the other to finding their



YES, I CAN





# YES, I CAN

## TRANSTHEORETICAL MODEL OF CHANGE

- Behavioral, emotional and mental change is a process that develops during the time and it is characterized by 5 different stadiums.

## FIVE STADIUMS OF CHANGE

Contemplation - Determination - Action  
Maintenance - Relapse

## THREE THINGS WE NEED TO CHANGE

- Self-acceptance
- Personal growth
- Environmental control

## LET'S EXERCISE

- Draw your personality
- What do you like and what you don't

"IF NOT NOW, WHEN?  
IT IS TIME TO CHANGE."

## Transtheoretical model of change

The aim of this model is to integrate in a systematic way a field that has been divided in more than three hundred psychotherapies (Prochaska, 1979).

The most original aspect of this model is that it doesn't look at the precursors or at the antecedents of change, but only at its develops during the time.

The main aspects of the transteoretical model are:

- A single theory is not sufficient to talk about the complexity of the change process. An adequate model can develops only from an integration of the most important theorization in psychology;
- The behavioral change is a process that develops during the time through a sequence of stadiums;
- Stadiums are stables and open, like risk factors of behavior they are established but in the same time open at new changes; change during the time of the behavior in its self;
- The largest part of subjects belonging at a specific risk population are not ready to a determination phase or action direct to the change, and consider this thing the traditional preventive programs directed to the action appears non so efficacy.

Prochaska and DiClemente identified 10 most important principles independent each other: 5 in a cognitive and experiential way and 5 in a behavioral way.

In Prochaska and DiClemente, the process of change is characterized by 5 different stadiums:

### Pre-contemplation

- Any kind of intention to change
- Any kind of consciousness of himself pathological or risk condition
- Other people see the problem, but the subject ignore and minimalized the problem
- Large presence of mechanism of negation and projection

### Contemplation

- The subject start to consider the possibility to change
- The subject start to consider the necessity to change
- Perception of the positive aspects of the behavior and, at the same time, of tis negative consequences
- Mechanism of ambivalence

**Determination or Preparation**

- Keep the decision of the change
- Less emotional importance of the positive aspects of the behavior
- High level of consciousness of the negative aspects
- Less ambivalence
- Openness to advices, counseling is fundamental
- Stadium characterized by less duration then the other, there is the possibility to go on or to go back

**Action**

- Interruption of the problematic behavior
- Adoption of the new behavior
- Incorporation of the behavior in the lifestyle

**Maintenance**

- Definitive end of the problem
- Risk of fall again in the problem, "physiological" phenomenon in the process of behavioral change
- Much is the guilt attribute to the new fall, more is difficult to start again the circle.

The first two stages require cognitive-experiential processes (the way the individual thinks), the subsequent stages the behavioral processes (the way the individual acts).

The process of change can be sustained from two levels:

- our selves (improving self-acceptance,, personal growth  
These people feel themselves as in a ongoing situation of growth and they interpret the self as in a situation of expansion.  
They are open to the new experience and they always try to realize their potential.  
If they look to the future, they see themselves better.  
This predisposition to the change let them to keep an higher consciousness of themselves.
- environmental control) other people's help and advices.  
These people have a sense of domination and power in the control of their environment.  
They are able to manage a large number of activity and they are able to keep all the opportunity in everything there is around them.  
One other important quality is that they are also able to adapt the environment to their necessity.

Recognizing and assessing the effects that the status quo and change have on the environment and on people (both cognitive and affective evaluation), also includes acquiring awareness about one's role as a model for others.

**Self-acceptance**

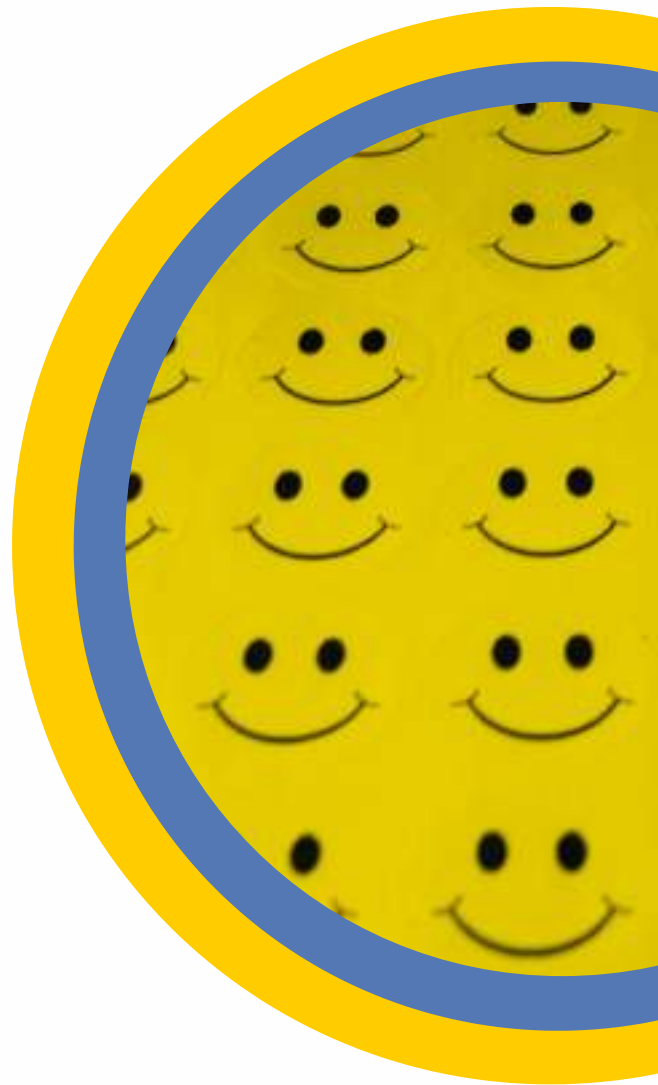
A good level of self-acceptance, implicated the possession of positive feeling for the self. It underlines the consciousness of self's positive and negative qualities.

Usually, thinking about the time of life promotes positive feelings.

When there is a low level of self-acceptance, a sense of dissatisfaction for the self and for how things of life are going emerge.

Each time you formulate a negative judgment on yourself you are going to block the possibility of change. you may activate an overcompensation as coping strategy that leads to see a different behaviour but you are not changing how do you feel and what you think about that part of yourself.

Focus on the ability to recognise what you want to change in your life and how you can change it.



**Gordon's traps of communication**

The language we use can become a block to change and personal growth.

Gordon has synthesized a series of language modalities that have the power to block the change of ourselves and of the people with whom we are in relationship.

**Give orders, imposition, pretend:**

- Eg: "you must, you must" these messages communicate to the other that his feelings, emotions, thoughts and behaviors are not adequate and that the speaker knows what is good or bad for the other person. This creates an asymmetric relationship.

**Threaten, warn, alert:**

- Eg: "If you don't do this ...", "If you continue like this ...", .... They are messages similar to the previous ones, but here the consequences, if you do not obey, are more explicit. These messages arouse feelings of hostility, anger and rebellion, on the one hand and on the other, fear and submission.

**Moralize, reprove, preach:**

- Eg: "You don't behave in this way ...", "It would be appropriate ...", .... These messages create an imposed obligation and feelings of guilt and force the person to submit to the power exercised by the ideas and values of others. These messages are difficult to "counter" because they are often "hidden" by manipulative sentences (I do it for you). In any case, they communicate the lack of trust in the sense of responsibility and choice of the other.

**Offer solutions, advice:**

- "In my opinion the best thing to do is ...", "listen to my advice, I've been there too, you'll see that it's the best thing for you too." Providing solutions and advice elaborated without taking into account the other, this blocks communication and somehow sends a message of intellectual and emotional superiority.

**Arguing, redarguing:**

- "Yes, but ...", "no, don't tell me that ...". In a slightly different way from the previous one, these messages also tend to solicit defensive measures and counter-arguments from the listener.

**Judge, criticize:**

- "You are basically selfish ...", "You're doing everything wrong ...". They are messages that clearly create a barrier to communication. Evaluation causes people to hide their true feelings and these messages insinuate an evaluation of incompetence and poverty of judgment and interrupt communication.

**Appreciate, express complacency:**

- **How can appreciation become a barrier? "Bravo, this is the best choice ...", "you finally did the right thing". This is a difficult barrier to identify as such, it is always pleasant and rewarding to receive appreciation. At the same time, the message we send of "approval" implicitly contains the idea that we would have considered other choices wrong or inappropriate. Although they may appear as a manifestation of esteem and trust, they are manipulative and paternalistic attitudes.**

**Ridicule, label:**

- **"Here you are the usual careless", "Here we go again", "No, you don't speak because when you speak everyone falls asleep". These modalities are further aspects of negative evaluation and criticism. They are the classic messages that devalue the person and not only his behavior and that can deeply hurt.**

**Interpret, diagnose:**

- "I think you don't really mean that ...", "I know what you're really trying to say." The interpretative attitude consists in attributing our meaning to the interlocutor's words. It translates into giving the other an explanation of his problem and this attitude is often supported by the idea of knowing more and better the speaker's world.

**Reassure, comfort:**

- "Do not be afraid ...", "You will see, everything will be resolved ...", "On courage, do not cry". Apparently, these messages would seem supportive, in reality they are a barrier because they tend to block the experience that the other is experiencing. If a person is sad and / or scared why shouldn't he cry? Sometimes reassuring and consoling is more a need linked to the inability to support the experience of the other than a real attempt at emotional closeness. (I can't stand the pain of the other and reassure him so that he can stop and I too can feel relieved).

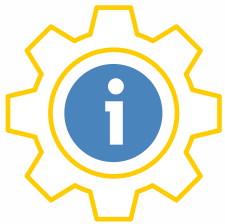
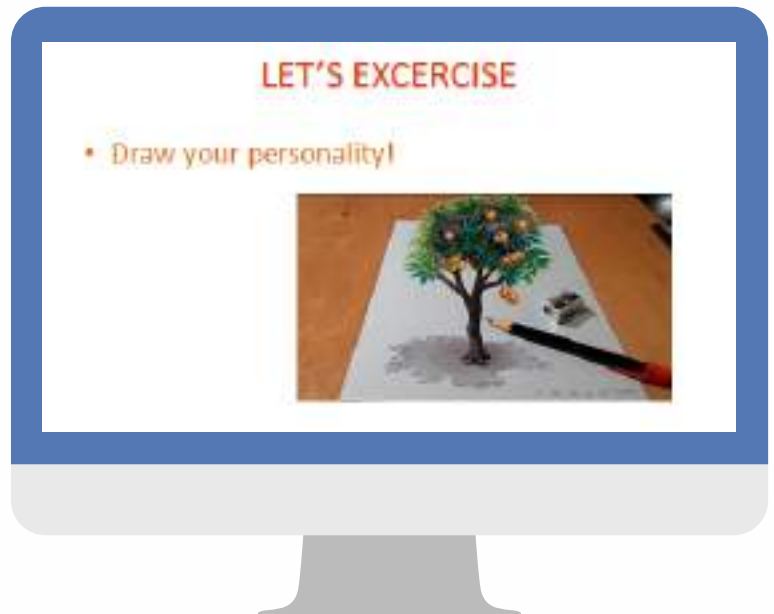
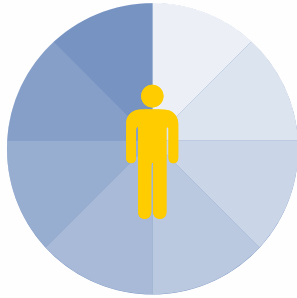
**Ask questions, investigate, inquire:**

- It consists of a marked tendency to solicit information. This leads to moving the interview in a different direction from that of our interlocutor. Those who receive persistent questions ("but why?", "But what were you doing?", "Why were you there?") Has the feeling of being busy answering an interrogation. In daily relationships these messages become a barrier to communication, because the people under investigation feel threatened.

**Distract, minimize:**

- "Come on let's talk about serious things, how is the job going?", "What happened is not so serious, think about who is worse off than you". Messages of this type communicate little interest for our interlocutor and for what he is trying to tell us, it is a lack of attention to the priorities and feelings of the other.

## MY PERSONALITY

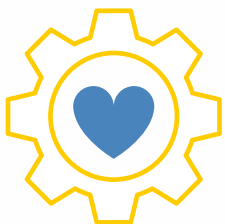


This exercise help us to reflect on our personality, drawing it as we imagine. Reflecting about ourself it's an important way to learn something new about our feelings, emotions, though. This exercise help us to learn something about what we like and what we don't, about our values, strenghts and weaknesses.

Time: 5 minutes

People: individual

Props: a pencil and a paper for each participant



### Step-by-step instruction:

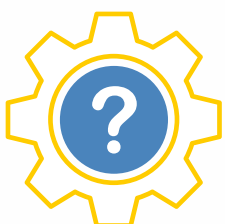
Think about a way to draw your personality in the way you think it's more representative of you.

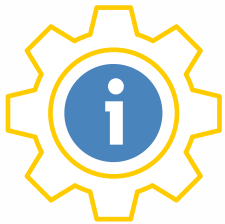
Draw out your personality in the workplace and indicate.

### Interaction with the group:

How could this exercise be helpful in your daily life?

In your opinion how can this exercise influence your personal well-being?



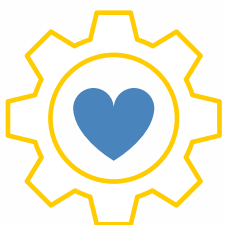


Every person always have something that appreciate and something doesn't appreciate about the self. It's important to know and accept also the aspects of our self we don't like, but it's of course very important to be consciousness about our good quality. This exercise help us to have a better consciousness about ourselves.

Time: 5 minutes

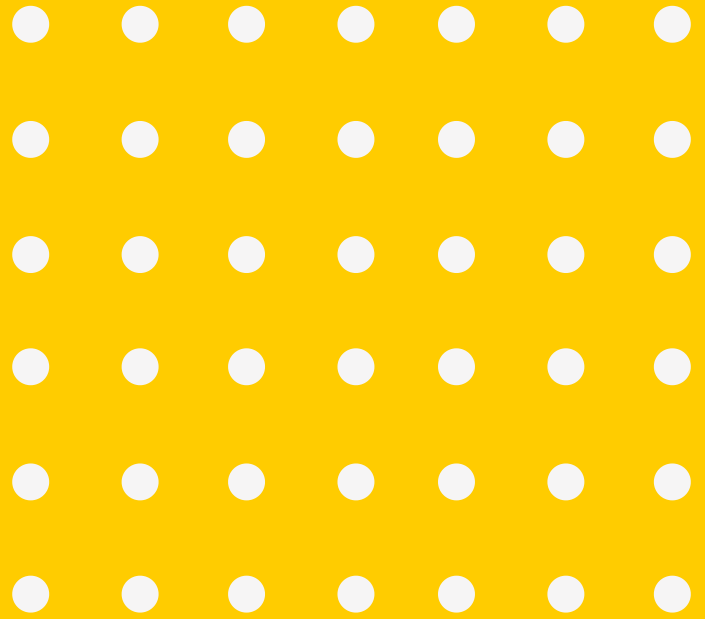
People: individual

Props: a pencil and a paper for each participant

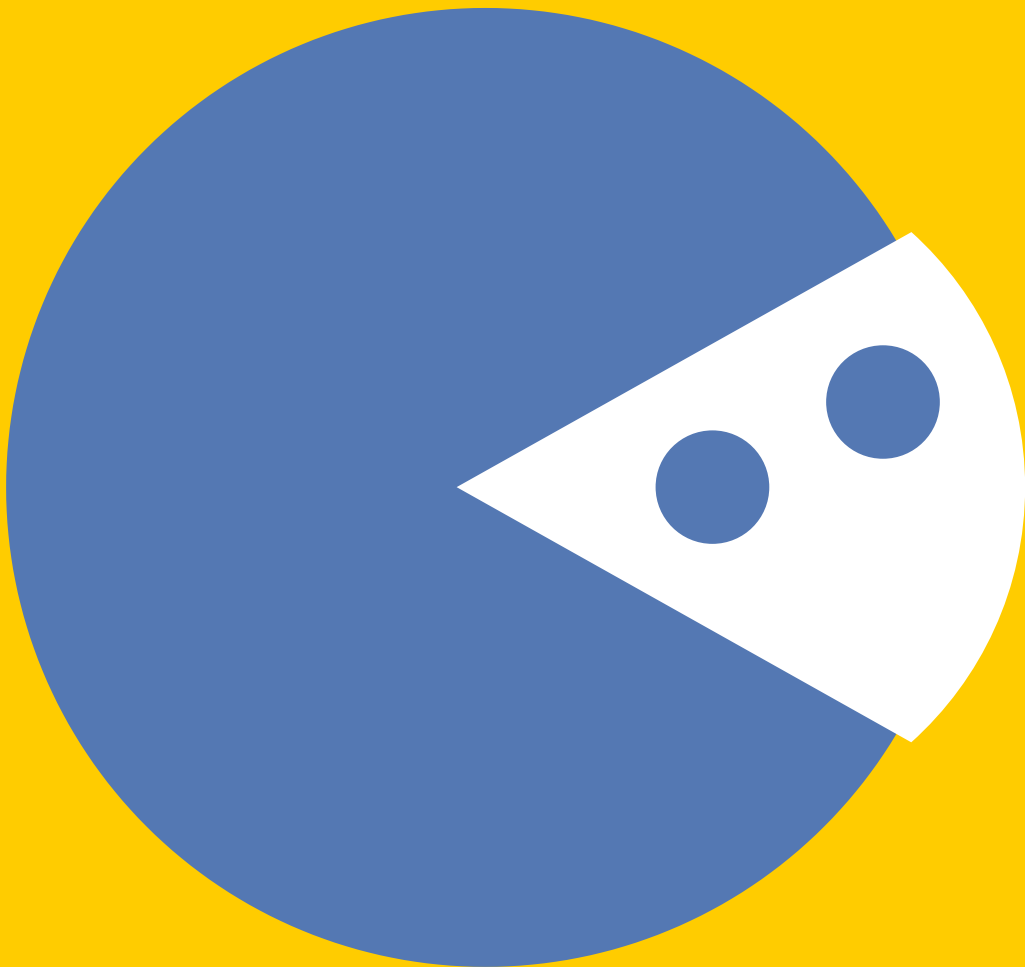


**Step-by-step instruction:**

Use the drawing of your personality and add by drawing, writing down 3 things you like about yourself and 3 things you don't like about yourself. Highlight the 3 things you appreciate.



# INSIGHT IN MYSELF





# INSIGHT IN MYSELF

## EMOTIONAL INTELLIGENCE

- Perception and expression
- Comprehension
- Conscious management of emotions
- Emotional facilitation of thoughts

## THE SIX SECONDS MODEL

- Self awareness
- Self management
- Self direction

## IMPROVE SKILLS

- Emotional skills
- Personal skills
- Social skills

## LET'S EXERCISE

- How emotionally intelligent do you consider yourself
- Imagine an emotion
- Different point of view
- Trust and drive

"ANY PROCESS IS INFLUENCED BY  
EMOTIONS."

## Emotional intelligence

The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth.

Are we afraid because we run away or do we run away because we are afraid? Focus on: Physical response to an external stimulus.

Mental states resulting from the perception of physical reactions. Result of cognitive assessments of physical reactions to external situations WHAT ARE EMOTIONS? "What is an emotion" [W. James, 1884] EMOTION MENTAL STATE PHYSIOLOGICAL ANSWERS But "why" do we feel emotions? What are they for? To "communicate" internally and with others .... to survive "Emotions not only do not interfere with rationality, but allow it" (Damasio, 1995).

In 1998, in working with Emotional Intelligence (Goleman), It was set out a framework of emotional intelligence (EI) that reflects how an individual's potential for mastering the skills of Self-Awareness, Self-Management, Social Awareness, and Relationship Management translates into on-the-job success. This model is based on EI competencies that have been identified in internal research at hundreds of corporations and organizations as distinguishing outstanding performers.

As it is define, an emotional competence is "a learned capability based on emotional intelligence that results in outstanding performance at work" (Goleman, 1998b).

**Emotional intelligence** is the ability to recognize the information transmitted by emotions, identifying possible causes and consequences, to classify them, describe them, to reflect on them by integrating them with cognitive processes "

### EMOTIONS: PERCEPTION AND EXPRESSION

- Identification of one's own emotions at physical, feeling and thought level.
- Recognize in the other person, drawing, sounds.
- Express them appropriately as well as the needs related to them.
- Distinguish between emotions appropriate / inappropriate & expressions, Candid/insincere.

### EMOTIONS: UNDERSTANDING

- Give a name to emotions.
- Interpreting the information that emotions convey.
- Understand complex emotions.
- Recognize the transitions from one emotion to another.

### CONSCIOUS MANAGEMENT OF EMOTIONS

- Always keep open to feeling emotions.
- To remain involved or distant from an emotion based on how useful it is considered.
- Monitor your own and others' emotions by recognizing how typical they are reasonable.

## Emotional intelligence

### EMOTIONAL FACILITATION OF THOUGHT

- Accessing them voluntarily (e.g. flow status).
- Countering the emotional state that prevents you from taking different points of view.
- Have a differentiated approach to problems based on different emotional states.

**Emotional competences are:**

	<b>SELF PERSONAL COMPETENCE</b>	<b>OTHER SOCIAL COMPETENCES</b>
<b>RECOGNITION</b>	<b>Self-Awareness</b> <ul style="list-style-type: none"> <li>• Emotional self-awareness</li> <li>• Accurate self-assessment</li> <li>• Self-confidence</li> </ul>	<b>Social Awareness</b> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Service orientation</li> <li>• Organizational awareness</li> </ul>
<b>REGULATION</b>	<b>Self-Management</b> <ul style="list-style-type: none"> <li>• Trust</li> <li>• Worthiness</li> <li>• Conscientiousness</li> <li>• Adaptability</li> <li>• Achievement drive</li> <li>• Initiative</li> </ul>	<b>Relationship Management</b> <ul style="list-style-type: none"> <li>• Developing others</li> <li>• Influence</li> <li>• Communication</li> <li>• Conflict management</li> <li>• Leadership</li> <li>• Change catalyst</li> <li>• Building bonds</li> <li>• Teamwork</li> </ul>

However, emotional competencies are learned abilities: having Social Awareness or skill at managing relationship does not guarantee we have mastered the additional learning required to handle a customer adeptly or to resolve a conflict—just that we have the potential to become skilled at these competencies. Emotional competencies are job skills that can, and indeed must, be learned. Although our emotional intelligence determines our potential for learning the practical skills that underlie the four EI clusters, our emotional competence shows how much of that potential we have realized by learning and mastering skills and translating intelligence into on-the-job capabilities.

Some adults often tend to be rigid, with poor self-control, poor social skills and are weak at building bonds. Understanding and using emotions/feelings are at the heart of business and indeed being human. Often business people prefer to talk about emotional competencies (rather than traits or abilities).

## The 6 seconds model

- Emotions are information
- Ignoring emotions doesn't work
- Hiding emotions is impossible
- Decisions must incorporate emotions to be effective.
- Emotions follow 'logical paths'
- Emotions are contagious

The Six Seconds model turns emotional intelligence theory into practice for your personal and professional life.

Emotional intelligence is the capacity to blend thinking and feeling to make optimal decisions – which is key to having a successful relationship with yourself and others. To provide a practical and simple way to learn and practice emotional intelligence, Six Seconds developed a three-part model in 1997 as a process – an action plan for using emotional intelligence in daily life.

This model of EQ-in-Action begins with **three important pursuits**: to become more aware (noticing what you do), more intentional (doing what you mean), and more purposeful (doing it for a reason).

### Know Yourself

Clearly seeing what you feel and do.

Emotions are data, and these competencies allow you to accurately collect that information.

### Choose Yourself

Doing what you mean to do.

Instead of reacting “on autopilot,” these competencies allow you to proactively respond.

### Give Yourself.

Doing it for a reason.

These competencies help you put your vision and mission into action so you lead on purpose and with full integrity.

Know Yourself gives you the **“what”** – when you Know Yourself, you know your strengths and challenges, you know what you are doing, what you want, and what to change.

Choose Yourself provides the **“how”** – it shows you how to take action, how to influence yourself and others, how to “operationalize” these concepts.

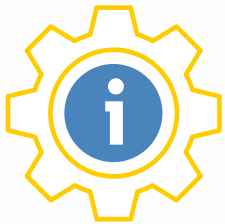
Give Yourself delivers the **“why”** – when you Give Yourself you are clear and full of energy so you stay focused why to respond a certain way, why to move in a new direction, and why others should come on board.

Think back to a current situation where you have felt unemotionally intelligent and answer the following questions:

- What emotions did I feel?
- What have I done with those emotions?
- How are they related to each other? Is it my pattern?
- What behaviors did they trigger?
- What were the beneficial costs of those behaviors?
- What thoughts were behind those emotions?
- What other prospects could I take on that situation?
- What thoughts and emotions have prevented me from taking on other perspectives so far?
- What should I think differently to feel different about that situation?
- What is under my control in that situation?
- What is really important to me?
- Which behaviors would be more in line with my values in that situation?



## EMOTIONALLY INTELLIGENT



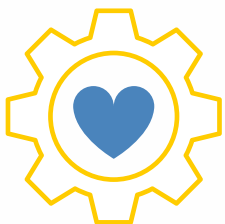
How emotionally intelligent do you consider yourself?

Reflect about our self and our way to leave, feel and consider our emotions it's important to be more consciousness about ourselves and help us to leave in a better way difficult situations and feelings they keep on. This exercise help us to reflect on our way to consider our emotions.

Time: few minutes for each participant

People: in group all together

Props: everyone has the possibility to talk about him or her self



### Step-by-step instruction:

Give two examples about a situation particularly emotioned to you and try to think how you was able to understand your feelings in that moment.



### Interaction with the group:

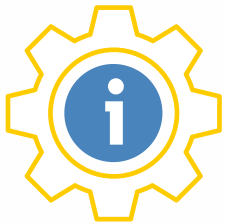
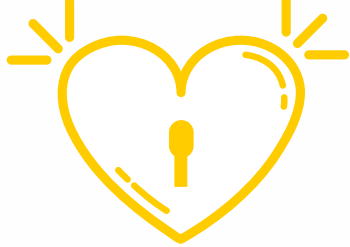
How emotionally intelligent do you consider your self?

When you feel a particular kind of emotion, are you always able to give it a name, or manage it?

How could this exercise be helpful in your daily life?

In your opinion how can this exercise influence your personal well-being?

## REMEMBER AN EMOTION

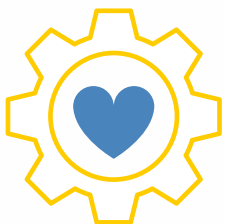


Imagine a situation which arouse us a particular emotion could let us to feel the same emotion in the present time. We can learn ourselves to arouse every kind of emotion training our way to imagine and feel them. This exercise help us to reflect on our way to remember and feel our emotions.

Time: few minutes for each participant

People: in group all togheter

Props: everyone has the possibility to talk about him or her self



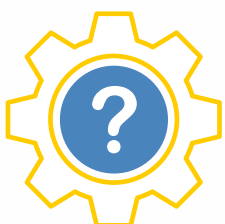
### Step-by-step instruction:

Think about a situation during you feel a particular kind of emotion

Try to feel this emotion

Give a name to this emotion

Try to explain your behaviour while you are experiencing it

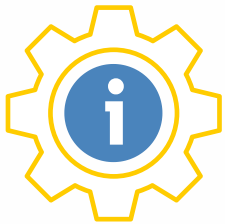


### Interaction to the group:

How could this exercise be helpful in your daily life?

In your opinion how can this exercise can influence your personal well-being?

## DIFFERENT POINT OF VIEW

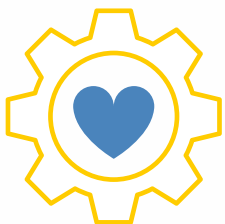


Reflect about your way to evaluate life. There are many different ways to evaluate situations and the way they adopt could have an influence on your emotional state of mind and on your happiness. This exercise help us to understand how different people could have different point of view and the same thing could be evaluated in different ways.

Time: few minutes for each participant

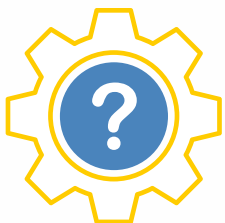
People: in group all together

Props: everyone has the possibility to talk about him or her self



### Step-by-step instruction:

Look at the first imagine and then look at the other two  
Which of them is more similar to the first one in your opinion?



### Interaction with the group:

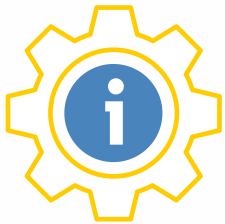
How do you think you can use this exercise in your daily work with elderly?

How do you think that this exercise can affect the relationship with the people you care for?

How this exercise could be helpful in your daily life?

In your opinion how this exercise can influence your personal well-being?

## TRUST AND DRIVE

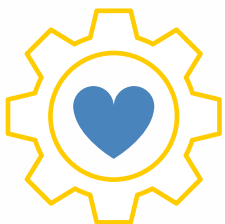


The aim of this exercise is to make the participants experience what they usually ask to people they care, to be trustfully and be driven. To be active in modulation of communication according with context. Useful to experience contact and relationship with other.

Time: 10 minutes

People: in couple of three

Props: Scarf to blindfold eyes, pen and paper



### Step-by-step instruction:

- Form triplets, decide the roles (Observer, Driver, Driven)
- Blindfold the driven
- The driver choose a pathway and give instruction to the driven
- First level the driver will physically drive and give vocal instruction
- The driven in order to move in the pathway.
- Then repeat the exercise using only vocal instruction.
- Repeat again exercise using only physical drive.
- The observer look at the interactions and take note about verbal behavior of the driver, nonverbal behavior of the driven, interaction between them.
- Change of roles: each member of the triplets should make each role.
- After each turn, participant discuss the experience.

## TRUST AND DRIVE



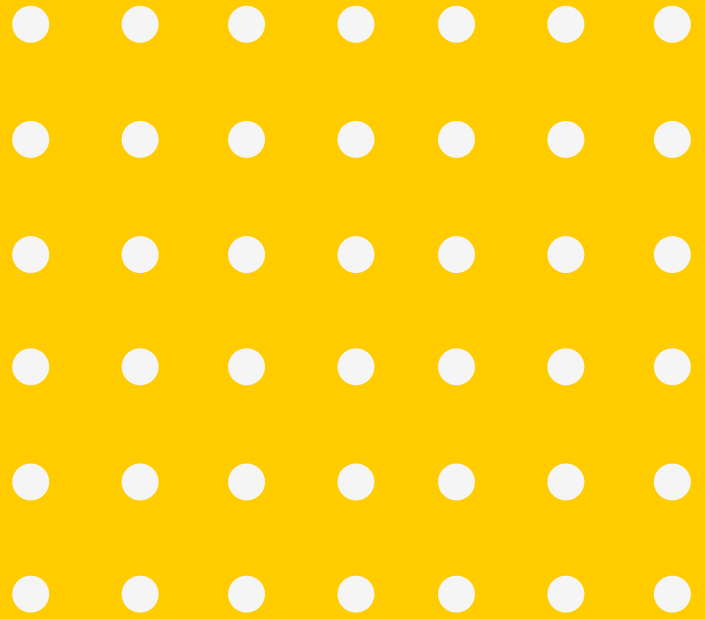
How important is "trust" in your job

How do you feel when you have to trust someone you don't know?

How often do you experience such situation in your daily life?

How do you think that this experience can be helpful in your job?

What did you learn about yourself?



OPEN YOUR MIND





# OPEN YOUR MIND

## **OBJECTIVE AND SUBJECTIVE OBSERVATION**

- being aware of how different observations can be interpreted.
- Perspective taking

## **PERCEPTION**

- the variance of perception

## **ACCEPTANCE**

- Positions and perceptions that are not mine should be better accepted.

## **TRANSFER INTO THE FIELD OF WORK**

- Inductive thinking



## Objective and subjective observation

### Excercise:

"I spy whith my little eye." With photos show to participants should be practiced how different observations can be interpreted.

### Aim:

The trainees realize that different people can interpret one and the same picture in different ways. The subjective view of the different individuals should be taken (Perspective taken).

## Perspective

### Excercise:

This is followed by a perceptual excercise. The participants chose their eyes, place their hands under their thighs and finally take several deep breaths of air. Their personal perception should be written down on index cards wich shall be discussed in group.

### Aim:

This should appeal to all senses. Participants schould record the variance of perception and help to show each other participants how different individual perception in a single situation can be.

### Excercise:

This person has no influence on what is happening all around them. Right in this total passivity of the person, different things happen around the person. The participants are informed in advance, about the things which can happen. Then a short verbal reflection about the situations, the perceptions and the feelings takes place.

### Aim:

They put themselves mentally into a completely dependent person.

## Acceptance

### Excercise:

Then the cards are passed on to the right and the participants are invited to take this other foreign perception and to defend it in a short dialogue.

### Aim:

The participants are really forced to take and defend a view, they are not compliant with. Positions and perceptions that are not mine should be better accepted.

## Transfer into the field of work

**Exercise:**

An exemplary situation in nursing home is shown on film. Participants discuss the scene and find similar examples from their everyday lives.

**Aim:**

Transfer to other situations, making general conclusions (inductive thinking)

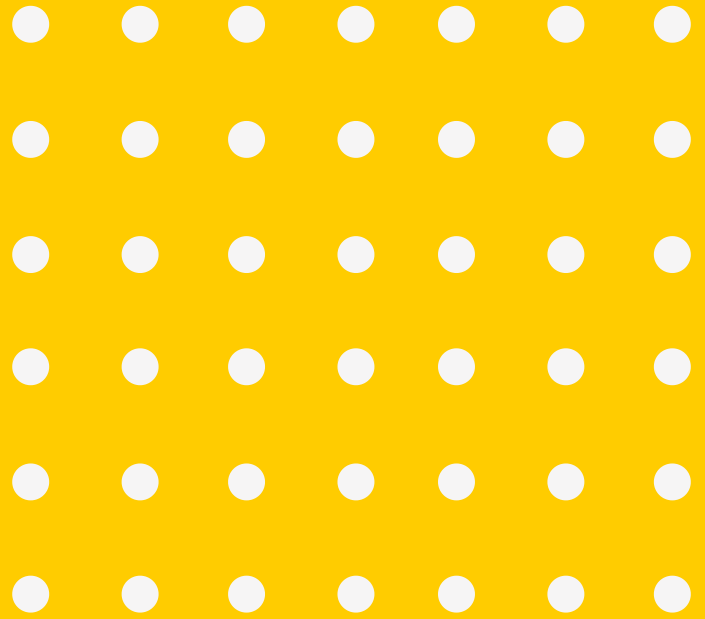
## Homework

To find and write down observations in everyday situations and to discover how interpretations can be reflected and possibly transformed into different action alternatives.

**Aim:**

Practicing reflective thinking and acting in everyday life.





YES, I WANT.





# YES, I WANT

## Self determination theory


- Importance of motivation to activate behaviors focused on goal.
- Innate tendencies towards personal growth and vitality

## Three main psychological needs

- Autonomy
- Competence
- Relatedness

## Let's exercise

- Strengths exploration
- What went well



**“I am not what happened to me,  
I am what I choose to become.”**

—Carl Gustav Jung

## SELF DETERMINATION THEORY

Self-determination theory (SDT) is a general theory of human motivation that emphasizes the extent to which behaviors are relatively autonomous (i.e., the extent to which behaviors originate from the self) versus relatively controlled (i.e., the extent to which behaviors are pressured or coerced by intrapsychic or interpersonal forces). SDT defines motivation as psychological energy directed at a particular goal. SDT has thus emphasized the importance of motivational quality in addition to its quantity. SDT uses the term “internalization” to describe the process by which behaviors become relatively more autonomously regulated or valued over time. Autonomous self-regulation is particularly important for health behavior because the more autonomously-regulated an individual is toward a given behavior, the greater effort, engagement, persistence, and stability the individual is likely to evidence in that behaviour. According to SDT, the least internalized form of regulation is external and reflects engaging in behaviors to gain some reward or avoid some negative contingency.

Introjected regulation involves engaging in behavior out of some sense of guilt or obligation or out of a need to prove something to oneself or others (i.e., enhance selfworth). Thus, a person may stop smoking because she would feel guilty about the emotional and financial turmoil her family would have to face if she were to have a prolonged illness and early death.

The next most internalized form of regulation (i.e., the first level of autonomous regulation) is called identified in which case a person engages in a behavior because it is important to them. For example, someone may stop smoking because he personally believes it is an important goal to accomplish.

Finally, the most internalized form of extrinsic motivation is integrated. Integrated regulations are motives for behaviors that are important to the person, and they are engaged because they are also consistent with one's other goals and values.

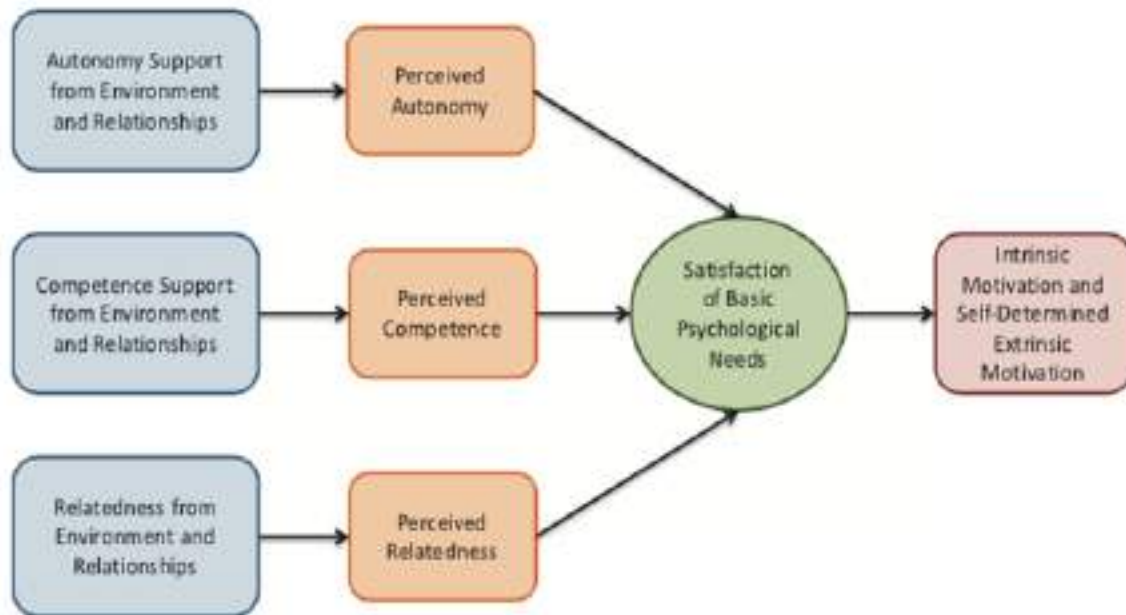
Recently, researchers have begun developing interventions based on the tenets of SDT and the empirical support for the SDT process model of health behavior change from observational research. Thus, there is some initial evidence that SDT-based interventions not only facilitate health behavior change, but, importantly its maintenance.

For more informations:

Self-determination theory: its application to health behavior and complementarity with motivational interviewing, Heather Patrick<sup>1</sup> and Geoffrey C Williams 2012.

## THREE PSYCHOLOGICAL NEEDS

Deci and Ryan suggest that when people experience these three things, they become self-determined and able to be intrinsically motivated to pursue the things that interest them.



### Autonomy

- Being self-initiating and self-regulating of one's own actions.
- The universal urge to be causal agents of one's own life and act in harmony with one's integrated self; however, Deci and Vansteenkiste note this does not mean to be independent of others
- People need to feel in control of their own behaviors and goals.

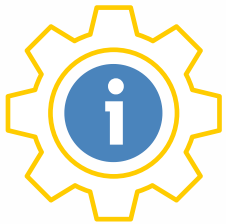
### Competence

- Understanding how to attain various external and internal outcomes and being efficacious in performing the necessary actions.
- Seek to control the outcome and experience mastery.
- People need to gain mastery of tasks and learn different skills.

### Relatedness

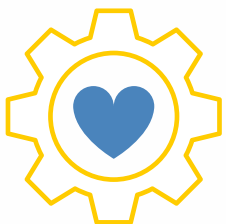
- Is the universal want to interact, be connected to, and experience caring for others
- Involves developing secure and satisfying connections with others in one's social milieu.
- People need to experience a sense of belonging and attachment to other people.

## STRENGTHS EXPLORATION



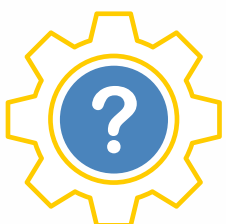
The aim of this exercise is to improve the knowledge of your strengths and use them tend to have more success in several areas. You feel happier, have better self-esteem and are more likely to accomplish you goals. This exercise helps to look at life with optimism.

Time: 30 minutes  
People: individual  
Props: Worksheets



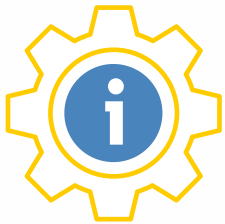
### Step-by-step instruction:

- Circle your strengths from the choices on the worksheet. You may also add your own at the bottom.
- Fill up the answers to following questions:
  - List the strengths you possess that help you in your relationships/profession/personal fulfillment
  - Describe a specific time your strengths were able to help your relationships/profession/personal fulfillment
  - Describe two new ways you could use your strengths in your relationships/profession/personal fulfillment



Wrap up exercise: everyone receives a suggestion of another participant what he/she can also do with one of his/her strengths.

## WHAT WENT WELL?

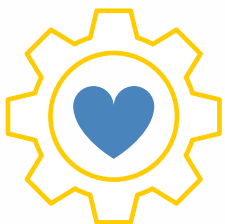


The aim of this exercise is to move your focus away from what might have gone wrong and over to what has gone right during your day. Unpleasant emotions do have their place but most of us tend to overly focus on the negative to the detriment of our own wellbeing. Even when you have had the day from hell you should be able to salvage a few blessings from what has happened during the course of the day- no matter how small.

Time: 10 minutes

People: individual

Props: pen and paper for each participant

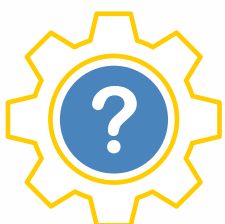


### Step-by-step instruction:

Grab a notepad, chalkboard or even a scrap of paper and reflect on what has gone well during the course of the day.

Write down three things that have gone well during that day (think of them as three big or little blessings from that day).

Next to each of these positive events write down why you think those things went well/happened.

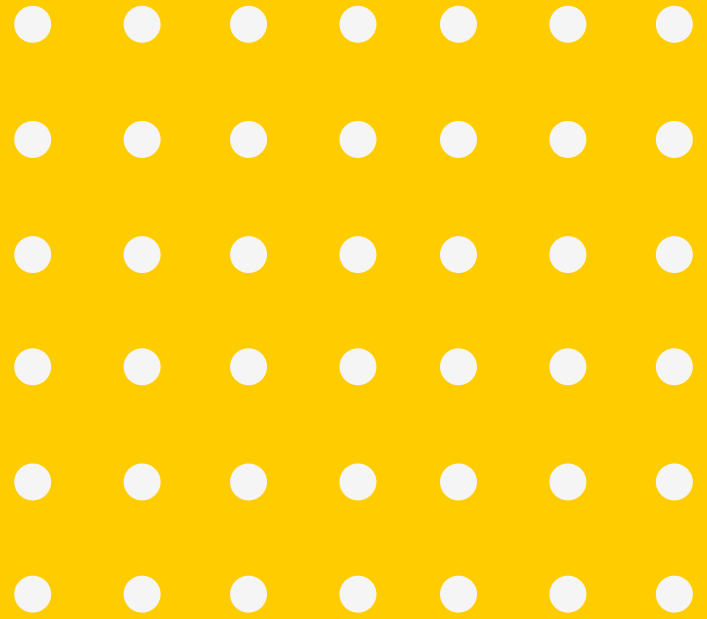


### Interaction to the group:

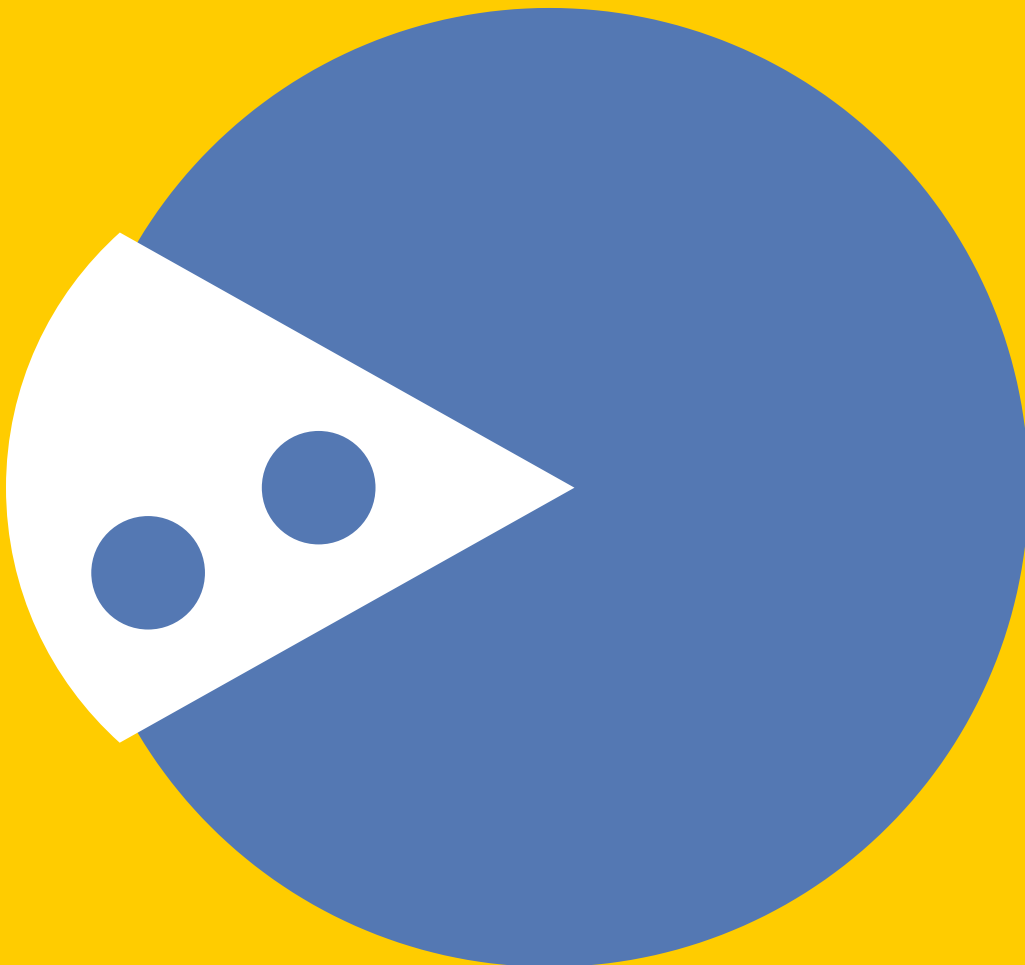
How do you think that this experience can be helpful in your job?

In your opinion how this exercise can influence your personal well-being?

What are your findings after this exercise?



# THE ART OF FEEDBACK





# THE ART OF FEEDBACK

## **PURPOSE OF FEEDBACK**

- It creates learning opportunities about effects of a person's behavior.

## **TYPES OF FEEDBACK**

- Positive and negative feedback

## **CULTURAL CONDITIONS FOR FEEDBACK**

- Learning people, learning team, safe working environment

## **ELEMENTS OF FEEDBACK:**

- describe behavior, say what you feel, indicate effects
- How to give feedback? How to receive feedback?

## **CRITICISM VERSUS FEEDBACK**

## **LET'S EXERCISE**

- Positive feedback versus criticism
- Explore feedback



"FEEDBACK IS A FREE EDUCATION TO  
EXCELLENCE. SEEH IT WITH SINCERITY AND  
RECEIVE IT WITH GRACE."  
ANN MARIE HOUGHTAILING

## Purpose of feedback

Feedback creates learning opportunities about the effects of a person's behaviour.

- feedback is focused on the behaviour and actions of people/ colleagues: to perpetuate or adjust behaviour.
- feedback wants to improve or promote good cooperation.

## Two formes of feedback:

- positive feedback = encourage more the same behaviour
- negative feedback= changing behaviour

## Feedback is based on:

- You MUST learn from mistakes.
- Learning people: We feel challenged for the growth of the other and are curious to receive feedback.
- Safe working environment = result of open communication
- Learning team: We are all responsible for the growth of the team and driven to get started

## Criticism = negative.

The other person is mainly told what is wrong with his attitude, behavior, performance, This is a personal attack that makes someone feel offended and hurt = conflict / tension

## Good feedback

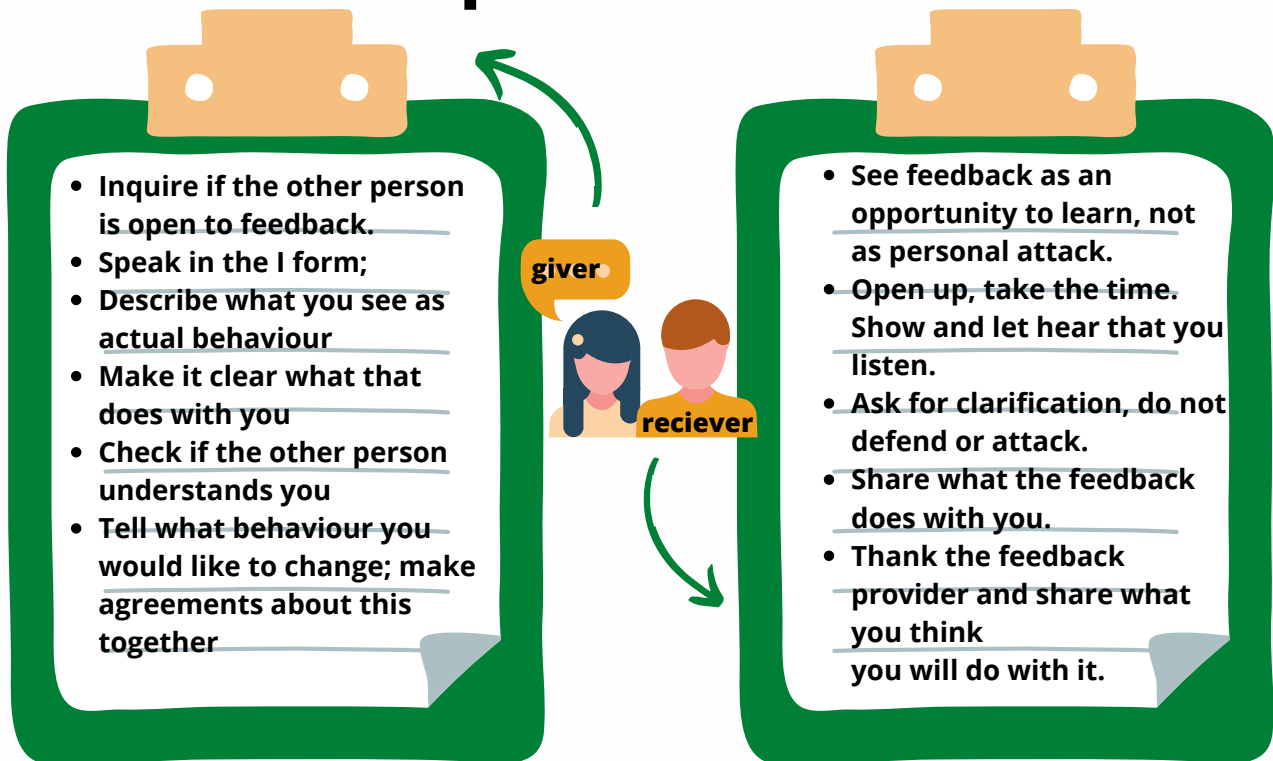
Talking about behaviour and not about the personality of the other.

Leave out your own judgment or interpretation

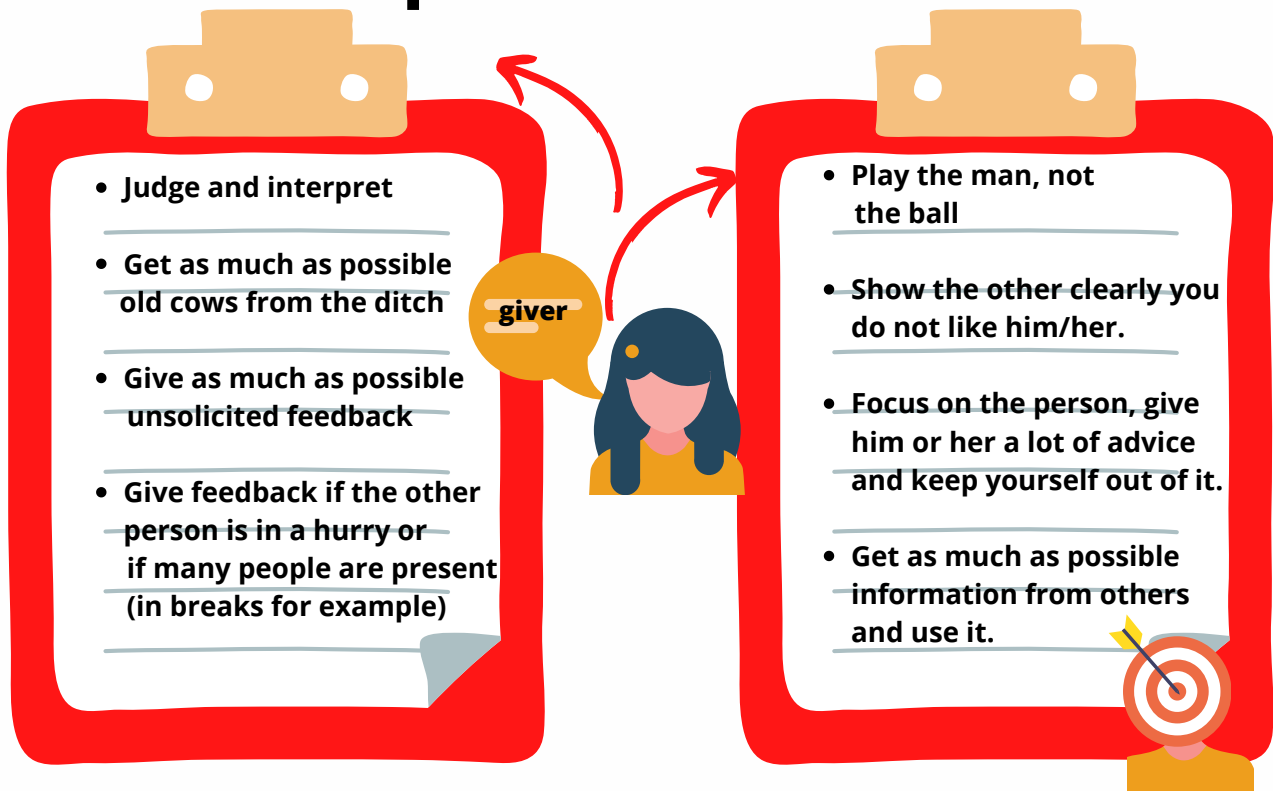
Keep it to pure facts "I see that you are doing odd jobs in the room" and NOT "I see that you have turned the whole room upside down with that rumble of yours"

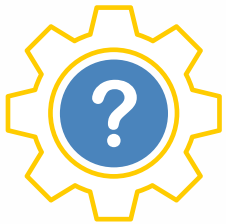
What do you want to achieve ==> find it annoying when that happens and I would like it to be different next time.

## Recipe for feedback



## Recipe for misfeedback





### Plenary discussion

#### What do you need to give feedback?

Feedback:

Vulnerability is the most difficult!

Your mutual relationships?

Your self-image and how others see you.

Have I seen it right?

Is it "normal" that I feel worse about this?

And what exactly bothers me?

What do I find wrong with his work?

Can I say something about this?

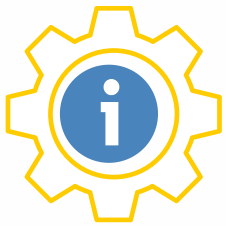
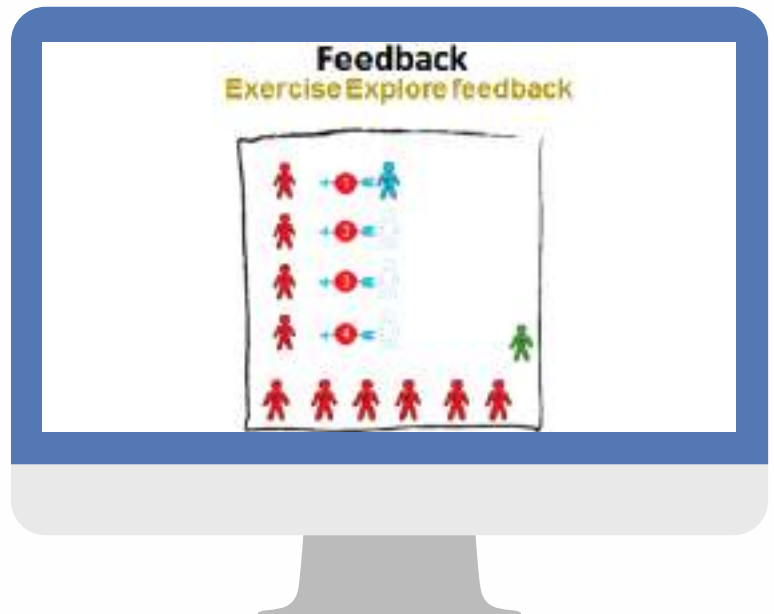
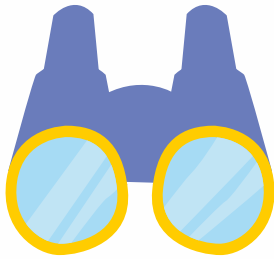
Why do I want to say something about it?

What do I want to achieve with that?

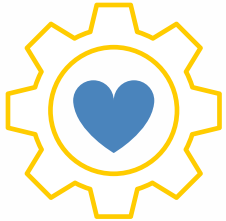
How can I say it without getting angry?

Can we still enjoy working together after the conversation?

## EXPLORE FEEDBACK



Explore feedback



### Step-by-step instruction:

Imagine: You are a professional caregiver entering a room of a person with dementia without knocking on the door. The head nurse has noticed it and is not pleased. This was not the deal. He or she will give you some comment on your behaviour.

The trainer plays the head nurse and gives feedback in 4 "wrong" ways  
The trainer chooses 4 participants out of the group.  
Each of them is the professional caregiver in our example.

Place 4 participants next to each other and give them feedback in 4 "wrong" ways (to choose mistake 1 to mistake 7).

After giving the feedback the participants will give response on several questions:

- What do you think of this?
- How does it feel to get this comment?
- What is the effect on your behaviour?
- What would you have wanted?
- What would have been pleasant here?
- Do you do something with the feedback if it goes like this?
- What would work better?

•

Possible ways of feedback:

- **Mistake 1: without attention**

“ Euh (I'm looking elsewhere grab in my pocket, do other things).... O by the way, the next time if you enter the room you knock, will you? Ok, that's understood.... “

- **Mistake 2 : indirectly**

“ Dear X how are you? You know, last I saw something very nice in the web-shop of Spotify. Maybe something for you, a wonderful song of Bob Dylan, he became eighty, you know . The song is called “Knockin’ on heaven’s door”. Wouldn't it something for you? Just a tip. What do you think?”

- **Mistake 3: on the person**

“Misses X I thought you were raised better. You know how important it is to knock on the door before entering the room of mister B. Johnson. You've really disappointed me. I want from now on that you knock on the door, every time . Agreed? Agreed!”

- **Mistake 4: over and over**

You waltz over the other, without giving him the chance to explain his behaviour

- **Mistake 5: With velvet gloves**

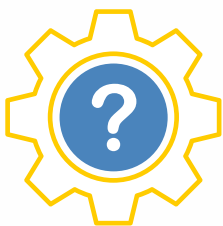
From a "under" position you indicate this behaviour is not done. Use diminutives and that's it "was actually a little bit annoying".

- **Mistake 6: keep out of yourself and not being clear**

“ Dear X I've heard from the other colleagues they felt very disturbed that you don't respect the agreements we made. They suffer of it, you know. They are complaining to me, so I think I should report it to you anyway; so that you know. Okay? “

- **Mistake 7: Gild the pill**

First you start praising the other person: that he is such a great colleague, that you always have such an enormous contribution appreciates, etc. After that, you come careful with your feedback.



Discuss the 4 ways one by one. Involve both the participant who concerned and the others.

see questions above

**BEHAVIOUR:**

I see you...

I observe that...

I notice that...

**CONSEQUENCE:**

The effect of your behaviour...

What I see happening is...

**FEELING:**

This give me the feeling that...

I notice that...

I am feeling...

**DESIRED BEHAVIOUR:**

What I like to see...

I hope you can...,

Would it be possible to...

Is it an idea...

**Let's try**

•**Example:** a colleague approaches a resident abruptly. She does not take into account what the resident indicates and just does her thing. You see this. And you give your colleague feedback.

•**Example:** you notice that a family member gets angry with a resident with dementia because he is shouting. You see this. And you give the family member feedback.

•**Example:** two colleagues are taking care of a person with dementia. They are pleasantly talking over the head of the resident. You see this. And you give feedback to your colleagues.

•**Example:** You receive criticism from a colleague about your actions. You do not agree and you give feedback.

# Evaluation of the training

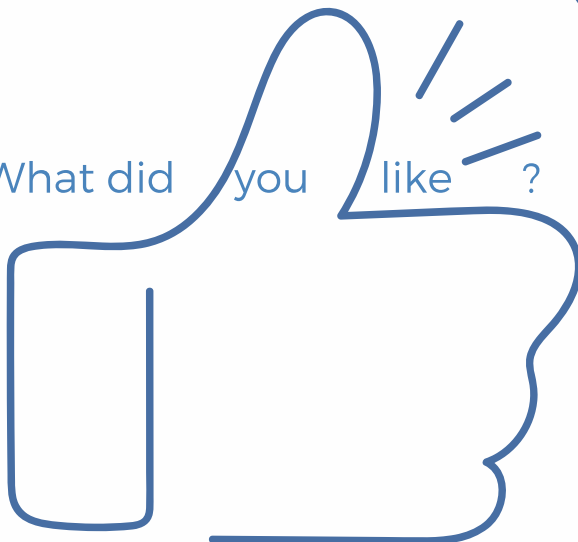
What did you learn?



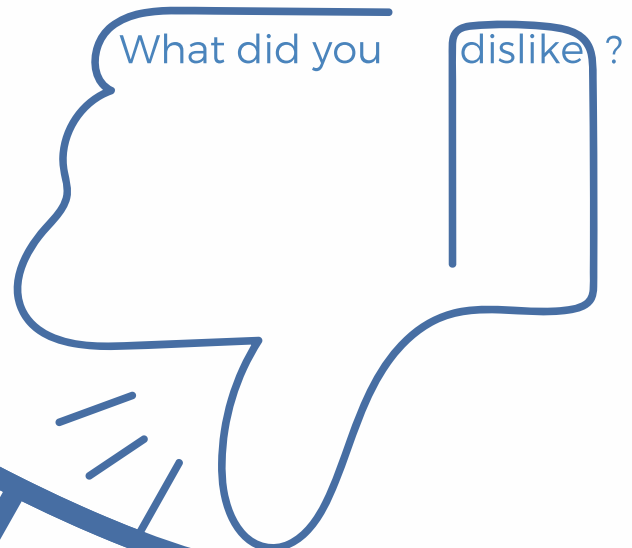
What did you feel?



What did you like ?



What did you dislike ?





## ENHANCING FORMAL CAREGIVERS SKILLS IN DEMENTIA CARE





## ENHANCING FORMAL CAREGIVERS SKILLS IN DEMENTIA CARE

