Project "INNOVATION AND GOOD PRACTICES EXCHANGE THROUGH ADAPTATION AND TESTING OF SUGGESTOPEDIA AS A HIGHLY EFFECTIVE TEACHING METHOD" – IGETADAPT

COURSE FORM

IO 2 "BASIC SKILLS SUGGESTOPEDIA Tools (BSS Tools)"

Partner:	SCUOLA CENTRALE FORMAZIONE
Tittle of the course:	"SOCIO-SANITARY CAREWORKER" **Module: "Creation of Relationship through Help"**
Tutors:	Psychologists Trainer of Trainers Medical figures
Aim:	the activity of a Socio-Sanitary Operator can be defined as "the creation of a relationship through help(ing)", and that it therefore includes, on one hand, efficient theoretical/practical competences, and on the other hand constructive relationship abilities: welcoming, empathetic sensitivity, listening, etc. Only by integrating in a positive manner these two aspects the Socio-Sanitary Operator can really "take in charge" the patient and his discomfort/disadvantage in a holistic manner.
Objectives & outcomes:	The training path will apply some aspects of the Suggestopedia methodology, enhancing the relational aspects, therefore proposing a class work concerning the operator, his/her characteristics and behaviours. Main objective: enhance the "help(ing) competence" of the carework, meaning the capacity of giving life to a human relationship, in a conscious, controlled and intentional manner, therefore managing the interpersonal complexity Outcomes: - improvement of the life quality of the assisted persons,

	through better communication, increased trust in the socio-sanitary professionals, overcoming of the stereotypes, social inclusion - improvement of the sanitary interventions thanks to the creation of a relationship between careworkers and the assisted persons, based on the psychological and relational needs of the latest
Duration:	The whole course has 1000 hours, out of which 480 hours are of theory and 520 of internship, done in 18 months.
Intensity **(hours per week):**	The didactic curricula is divided in 19 areas/subjects, organized in Basic Module (200 hours) and Professionalization Module (280 hours). 10-15 hours/week The module belongs to the psychological and social area of 60 hours. The Suggestopedia elements will cover around 25 hours of the module.
Target Group:	Unemployed persons or persons who want to change their job.
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INSTITUTION

SCUOLA CENTRALE FORMAZIONE

COURSE TITLE

THE HELPING RELATIONSHIP



SUMMARY

Healthcare Assistants are part of the health professions team. Their support is fundamental for basic assistance, such as helping totally or partially dependent patients in everyday activities, wound dressing, helping patients in correctly having their meals and taking their medicines, preventing bedsores, detecting vital parameters, observing and cooperating in detecting patients needing, transporting biological material, giving first aid, dealing with bureaucracy, carrying out sterilisation, sanitation and disinfection tasks. Moreover, they cooperate with doctors and nurses.

Healthcare Assistants have technical skills (they work in health, social assistance and social education environments, where they can independently give only basic assistance to patients). They can carry out other activities only if they are allowed

to do so by a nurse (but they cannot replace nurses). They cannot carry out activities that require medical and nursing skills.

The empathic relationship between healthcare assistants and their patients is fundamental and is one of the most required skills in order for them to get a job in this field.

This is why we have decided to organise a 12-hours training module (which consists of 8 meetings that last 1 hour 30' each) called "The helping relationship", with the support of suggestopedia.

Its aim is to analyse the relationship aspect of healthcare assistance by doing classroom activities that focus on healthcare assistants, their characteristics and their behaviour.

The module will be mostly experiential, so that to allow a better learning of its contents. Moreover, it will include theoretical parts and moments where the participants can share their opinions and experiences to improve what they have learned.

Contents

- Effective communication
- Distortion in communication
- Communication styles
- Suspension of judgment
- Active listening
- Cognitive restructuring

TARGET AUDIENCE

The target audience is represented by the people who attend the course to get the regional qualification as "HEALTHCARE ASSISTANT". This course is attended by 30 adults, mainly women, whose average age is 35 and who have a degree. Apart from three of them, all the other participants are Italian and come from the province of Venice. The course lasts 18 months, with a total of 1000 hours – 480 hours of theoretical/practical lessons and 520 hours of internship. Approximately 50% of the participants work in a different field.

AIMS

THE HELPING RELATIONSHIP

This training module is based on the idea that Healthcare Assistants are the ones who build helping relationships. Therefore, they have efficient theoretical/practical skills and constructive relationship skills such as hospitality, empathic sensitivity, listening skills etc. It is only by putting together these elements that Healthcare Assistants can actually take care of their patients and understand them. The module aims at focusing and improving the relationship aspect, by working in class on the characteristics and behaviour of Healthcare Assistants.

A HELPING RELATIONSHIP (Rogers, 1951) is defined as "a relationship in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, improved coping with life of the other". What makes it different from the other human relationships is the metacognitive aspect: a helping relationship is the ability to build a human relationship in a conscious, controlled and intentional way, by rationally mastering abilities that "are one with what we are".

What is a helping relationship? It is a situation in which a person who is facing suffering, confusion, conflict and/or disability because of a problem they are trying to cope with meets somebody who can better adapt to situations and deal with that problem.

THE MAIN AIM

The aim of the module is to give and increase skills and behaviours that can allow an effective communication in order to build and maintain a helping relationship.

A) Developing a better ability in effectively coping with the various aspects of a helping relationship
B) Learning and experiencing the model based on Mindfulness by means of different awareness practices

In order for a helping relationship to exist, the people involved have to:

- Have the desire of building a relationship
- Have the ability and willpower of receiving information about the others
- Have built a relationship that has been going on for a certain period

THE SPECIFIC AIMS

✓ Developing the right mood for a helping relationship

- Not judging
- Respecting
- Not exceeding in manipulation
- Giving importance to uniqueness and personal potential







• Recognising the creative and positive units

• Fostering reciprocity

• Fostering the curiosity of Healthcare Assistants

• Developing the authenticity of Healthcare Assistants

• Implementing the centrality of the relationship

- ✓ Developing relational abilities

The ability of managing the conversation with the other person and the emotional labor (or pain) related to this, i.e. the ability of interacting with the other person, feeling what they feel and understanding their necessities and point of view. It is not only a matter of rationally understanding but it is all about feeling, hence "being in touch" not only with the other person but also with oneself.

The relational ability is the ability to manage interpersonal complexity.

- ✓ Reducing the behaviour of those who do not listen

• Never looking who is talking in the eyes

• Showing interest

• Not being always too busy

• Not interrupting the others

• Not asking too many questions, hence interrupting whoever is speaking

• Not being aggressive

• Being objective

• Not misunderstanding







• Not understanding what suits them best

• Not being humble enough (preconception)

• Not being too defensive

✓ Reducing the barriers to interpersonal communication

• Being able to listen

• Not judging, giving directives, giving solutions

• Not blaming, criticising, underestimating

• Not changing subject

• Not trivialising, giving stereotypical answers

• Not having an investigative behaviour.

METHODOLOGY

SCUOLA CENTRALE FORMAZIONE (SCF), Educational Institution accredited in the Veneto Region for both secondary and vocational education. In terms of educational activities, it has developed a methodology for apprenticeship for Healthcare Assistants who work in both the public and private field.

The coordination of the courses for Healthcare Assistants, together with the teachers (who are chosen from a list of professionals who work in that field), has developed many methodologies for education in order to partially avoid taught classes. These courses are mostly for adults, both unemployed and employed in different fields.

Classroom learning is based on doing, operating, acting, playing games that simulate healthcare-related activities. It does not aim at "knowing that" but at "knowing how to" instead, which makes the participants understand the reason why it is necessary to know something and how this knowledge can be used. The participants will experiment and understand the "how to" with games and exercises in order to try and reach a high level of realism and concreteness that can demonstrate that there is a link between the definition of aims and the results that have to be reached.

There will be simulations in which the participants will follow a particular professional aim by using and putting into practice their knowledge and skills that allow them to achieve their objectives. This will motivate them and make them use their skills, so that they create the perfect situation to improve their knowledge. The aim will be the improvement of the learning strategy, where learning means understanding. The decisional and managing abilities will be strengthened, the ability to work in a team will be developed and the participants' performance will be improved.

The ROLE PLAYING methodology is the one that better allows us to share the theoretical and pragmatic concepts of Suggestopedia. Its main objective is to give

importance not only to the role and behaviour but also to the creativity of all the people involved.

The role playing activity, which takes place in a cooperative, relaxed and welcoming environment, is divided into four parts:

-Warming up: it involves specific techniques (sketches, interviews, discussions etc.) in order to create a calm and productive environment.

-Action: the participants take different roles and propose solutions.

-Cooling off: the participants stop taking different roles and finish the game.

-Analysis: the participants analyse, comment and discuss what they have just done.

The aim is the improvement of individual creativity.

AIM: Improving creativity in order for the participants to introduce new feasible ideas. Supporting the idea of working as part of a team and improving its potential.

PROBLEM SOLVING: All the activities that allow the participants to analyse and face many issues and find solutions.

OBJECTIVES: 1. Looking for the origin of a problem to solve it more quickly. 2. Finding the solution and describing in details both the problem and the way to solve it. 3. Describing the problem in details even if no solution could be found and describing the steps that need to be followed in order for the problem not to occur.

ACTIONS: The actions can be outlined as follows: • creating a list of problems • selecting • verifying and identifying the problem • writing down the description of the problem that has to be analysed • deciding what needs to be known • collecting reference data • identifying the significant factors • creating a list of the critical factors that need to be solved • finding alternative solutions • choosing a solution • developing an action plan • choosing the solution for the problem • defining the action plan • working hard to obtain the expected results • carrying out the action plan • monitoring the impact during the implementation of the action plan • organisational commitment • completing the action plan • final evaluation.

CONTEXT

The mobility of people with temporary or permanent reduced abilities who, therefore, have issues related to their independence, and the care of their skin are daily tasks for Healthcare Assistants. We would like to make these tasks easier, less demanding and less dangerous for both the assistant and the patient.



SPEAK WITH YOUR EYES

Day: 1

Duration: 1 hour 30'

OBJECTIVE:

Recognising one's own ability to speak with their eyes and understand the emotions that other people are feeling by looking them in the eyes.

DESCRIPTION:

Before starting the game, the participants have to set up the chairs in a semicircle. Then, they are given two sheets of paper and a pencil each and have to write on the first one a few emotions, both positive and negative (anger, joy…), then give the sheet back to the leader of the game. After this, the game starts. One of the Healthcare Assistants has to stand in front of the others, who are sitting in a semicircle, express with their eyes one of the emotions that they had previously written down, which the leader chooses, and cover the rest of their face with a tissue. Then, the others, who must not know which emotion has been chosen, have

to write down on the second sheet of paper the emotion they think that has been expressed. After everyone has expressed an emotion, the leader asks them to tell the emotions they have guessed. The aim of this game is to evaluate the ability of the participants to express their emotions with their eyes and understand what other people are feeling. At the end of this activity, the leader asks each of the participants to tell what they have felt when playing the game, what difficulties they have faced, how they use their eyes in everyday life to express their emotions and if there is anyone with whom or any situation in which they find it hard to express their emotions.

FEELINGS THROUGH THE BODY

Day: 2

Duration: 1 hour 30’

OBJECTIVE:

Being able to use nonverbal communication

DESCRIPTION:

The participants have to set up the chairs in a semicircle. Before starting the game, the leader explains the importance of the body as a way to communicate with the others, in order to avoid any discrepancies or ambiguities in the communication. Then the participants are given one of the situations here below that they have to use for communication:

- Asking for attention
- Communicating tiredness
- Showing love
- Expressing anger
- Communicating anxiety
- Expressing craftiness

Then, the participants are asked in turn to express what they need by using their body, including their face and eyes, and the others have to understand what they are expressing and notice any discrepancies in nonverbal communication. In the end, everyone tells what they have felt when playing this game. If anyone finds it hard to communicate nonverbally, the leader can ask somebody else to replace them in order for them to observe this behaviour and try to reproduce it.

RECOGNISE THE EMOTIONS OF THE MOMENT

Day: 3

Duration: 1 hour 30'

OBJECTIVE:

Learn to be in contact with one's own emotions

DESCRIPTION:

The participants have to set up the chairs in a circle, then they have to take off anything that could prevent them from relaxing (belts, watches, shoes etc.). Then the leader tells them to sit and relax, bend their head forwards, spread a bit their legs, put their forearms and hands on their thighs and close their eyes. After they have done this, the leader says: "Free your mind from every thought, concentrate on your muscles. Free your mind from every thought, concentrate on your muscles while you relax each of them, focus on your forehead… your neck… your shoulders…, let it out. Relax your arms… your hands… focus on every muscle of your chest and stomach while you relax them. Feel your muscles completely relaxed. Your breathing is regular, breathe in and out, every time you breath out you release your tension. Now try to understand what you are feeling, the predominant emotion you are feeling now, its intensity and what or who is making you feel it". Then the participants have 3 minutes to be in contact with themselves. After this, the leader says: "Now start to tap your fingers, move your feet, open and close your hands, bend your arms more than once, move your legs, take a deep

breath and let it out, then open your eyes". Finally, the participants are asked to understand what they are feeling, the situation that has made them feel it and the difficulties they have had.

RECOGNISE THE EMOTIONS OF THE MOMENT

Day: 4

Duration: 1 hour 30'

OBJECTIVE:

Recognise one's own way of communicating through their facial expressions, their eyes, voice and body.

DESCRIPTION:

The participants have to set up the chairs in a semicircle, then the leader gives them a sheet of paper and a pencil each and whoever wants to start has to stand in front of the others. The leader, then, tells each of the participants in private an emotion that they have to express in an ordinary or absurd conversation (for example: talk about one's own watch in an angry way, talk about one's couch in a sad way, talk about a screwdriver in a happy way…). Before starting the game, it would be better to underline that the important thing is not what is said but the way it is said. While every participant plays their sketch, the others write down the emotion that has been expressed and any discrepancies they find in their body language, voice, facial expression and eyes. At the end of every exercise, everyone tells what they have felt when playing. At the end of the game, all the participants read the emotions that have been expressed and the discrepancies in terms of verbal and nonverbal communication.

IN YOUR SHOES

Day: 5

Duration: 1 hour 30’

OBJECTIVE:

Encouraging empathy. Changing one’s own body schema to develop self-awareness.

DESCRIPTION:

Each participant is asked to swap their clothes with another one of the same or opposite sex who has a different style. It is also possible to swap coats, hats or jewels if they identify the participants’ style. If the participants cannot swap their clothes (for example if there are no changing rooms), they can just swap their objects, jumpers, coats, shoes… Then, the leader asks the participants to feel this change by looking at themselves in the mirror, feeling the texture of their new clothes, walking around wearing a new pair of shoes, moving by following the sensations they feel using objects that do not belong to them for about 10 minutes. In the end, there is a discussion in which the leader asks each of the participants how they have felt in another one’s shoes and asks the owner of the clothes or objects worn by them if they recognise themselves in what the other participant has said.

FALLING AND CATCHING

Day: 6

Duration: 1 hour 30’

OBJECTIVE:

Fostering the relationship with the other and confidence. Feeling the weight of the body, its limits and its action possibilities.

DESCRIPTION:

The leader asks the participants to put them in pairs, where one person must catch and hold the other one who has to lean on them as if they were falling. It is important to highlight that the latter has just to pretend to fall, so they only have to lean on the other person to look for their support. Every pair tries different kinds of fall and grasp and swaps their roles. The participants are allowed to put on some music during the game. The game lasts about 10 minutes, then the leader asks everyone to choose a different partner and play again. At the end of the game, the participants sit in a circle and tell what they have felt.

MY STABILITY

Day: 6

Duration: 1 hour 30’

OBJECTIVE:

Trying to maintain one’s own stability.

DESCRIPTION:

The leader asks everyone to bend their knees, keep their feet distant one from the other, relax their shoulders and neck and drive their hips forward. This is a stable position that the participants have to try many times. Then, the leader tells them to move around and stop in this position whenever they like. It would be better to repeat this exercise many times. After this, the participants are asked to put them in pairs in which one has to stay in that position and the other has to try to move them or make them lose their balance by pushing them with the hips, then they swap their roles. At the end of the game, the participants discuss the emotions they have felt.

MY STABILITY

Day: 7

Duration: 1 hour 30’

OBJECTIVE:

Encourage self perception, the ability to listen and rhythmic expression.

DESCRIPTION:

The participants have to sit in a circle. Then, the leader asks one of them to produce a rhythm by tapping their hands either on the floor or on their legs; this rhythm must represent their feeling of the moment and be reproducible. When the participant has found and clearly produced the rhythm, the whole group must reproduce it together. After each of the participants has found and produced their own rhythm, the leader asks them to tell about what they have expressed with regards not only to them but also to the others.

THE SENSE OF SMELL ROOM

Day: 8

Duration: 1 hour 30’

OBJECTIVE:

Encouraging creativity from an olfactory stimulus, introducing people to teamwork

DESCRIPTION:

The game is divided in two parts, of which the first one is for warming up and the second one is for playing. The leader tells the participants to relax and close their eyes if they like. After a short pause, the leader says: “Today we will visit the house of perception. You are walking down the street when you are attracted by a house. It is the house of the five senses. Enter it and explore it. You are now in

front of a door; over the door there is the image of a nose: it is the sense of smell room. Open the door and enter it. The room is full of scents. Try to smell the air inside the room (pause). Pick the scent that you prefer (pause). Take that scent and carry it around the room, on your clothes, on your body (pause). Now it is time you left the room. Leave your favourite scent inside the room and exit it. You will visit once again the house of perception (pause). Gently open your eyes and stretch your body". The leader, then, asks the participants to tell what they have just experienced. What scent did they choose? How was it? What did they feel when they had it on their clothes and body? In the second part of the game, the leader makes them smell a scent from a box or a small bag (which must not be transparent) in order to put the sense of smell first. The olfactory stimulus must not be easily recognisable, this is why it would be better to use uncommon spices or perfumes. After everyone has had some time to focus on the olfactory stimulus, the leader asks the group to tell what they have seen and felt.

RESULTS AND DISCUSSION

The helping relationship can be defined as a relationship in which at least one of the people involved wants to foster in the other one:

- growth (progression through the different stages of life)
- development (self-esteem and realisation of one's own potential)
- maturity
  a) from pleasure to reality
  b) union of cognitive, emotional and behavioural aspects
- social integration
  a) acquisition of a way of acting which is more adequate to the context and the other people
  b) adaptation ability
  c) acceptance and constructive use of diversity

d) awareness and ability of facing conflicts and relational difficulties

The conditions of a Helping Relationship are:

- Authenticity
- Coherence
- Evaluation of distance
- Respect for the others
- Respect for other people's pace
- Total acceptance of the other
- Activation of the potential of the other
- Self respect
- Acceptance of one's own limits
- Avoidance of evaluation and judgment

- **CONCLUSIONS**

  It is possible to have a helping relationship if the conditions allow a person to facilitate the growth of another one by considering them as a distinct person. This ability is strictly connected to personal growth. Whatever the level of maturity, it is fundamental to be aware of:

  - The reciprocity of the relationship (helping other people fosters one's own growth)
  - One's own feelings and behaviour
  - The limits of the intervention.