

BLOCK “0” - 2 DAY COURSE ON SENSITIZATION

Goals of the course:

- to increase sensitivity to, and recognizing emotions in oneself and in others;
- to learn about the process of empathy and develop empathy with others;
- to learn how to calibrate
- to learn basic communication skills

- 30 min Introduction: set the structure (goals, who am I, etc.)
Review the goals for this course, goals for this day, expectations and requirements:
- | | |
|-----------------|-----------------------------|
| Adult education | Responsible for own process |
| Ask ??? | Extend your boundaries |

Discuss the framework for learning:

Security: what we do here is confidential & we will be non-judgmental

Authenticity: means to be real, honest, genuine, as you are, it means making mistakes, and learning

Creativity: tap your resources, be conscious of what you do, what you already know and take responsibility for that

- 10 min What is Validation:
Describe tripod and place Validation within the context of psychogeriatric care
We will focus on the Basic Attitude during this class.

- 10 min What is good communication?
- It is not possible to NOT communicate
 - Communication happens in a 50/50 relationship, every relationship has interaction
 - Every communication has two parts: contents and the way it is expressed, verbal and non-verbal elements: 20% / 80%
 - Every communication has a verbal and non-verbal aspect - there should be congruence demonstrate non-congruence

- 30 min Aspects of Communication
- Non-verbal aspects of communication:
- Closeness/distance-
- Factors: physical size, familiarity, intimacy of conversation, eye level,
 - Exercise: energy arm
- Touching-
- Discuss the cultural/generational aspect of touching, as well as the basic human need for physical contact.
- Eye contact- what is too much and what is too little; what does it feel like to be observed.
- Discuss the cultural aspects of eye contact and the needs of very old people.
 - Exercise: A/B: A tells an emotional story; B actively listens first avoiding eye contact and then with eye contact.
- Facial expression –
- (We will cover this issue later when we discuss observation of emotions)

Body language –

Demonstrate:

‘I don’t want to be here’ body language and say: ‘I’m glad to be here’

‘I am very, very angry’ body language, say: ‘Everything is just fine.’

‘Very tense, inwardly focused’ body language, switch roles to caregiver coming into the room: ‘good morning Mrs. de Klerk, did you sleep well?’ ‘Go AWAY!’

15 min Verbal aspects: contents

Voice tone:

Demonstrate: inner meaning/what is said

I don’t want to be here/I’m so glad to be here

I’m very angry/Everything is just fine

I hate you/I love you

Exploring/telling/assuming/demanding

Discuss the difference: ‘I am tired.’

What makes you tired?

You are very tired.

You are working too hard.

Relax, or you’ll wear yourself out.

15 min What is empathy? Describe

Identification: observation

Incorporation: calibration

Reverberation: reflection

Detachment: going back to yourself

30 min Identifying emotions:

list emotions - use flip chart or chalk board

recognize pictures of emotions - use overhead sheets of pictures

recognize emotions in each other: practice different emotional states and reading the other person

(use overhead of emotions)

30 min. Calibration - describe

a/b/c exercise: a and b have a discussion about an emotional situation - c calibrates and makes notes. Afterwards c describes what he/she has seen.

Repeat the exercise so that each person is c

15 min Eye contact: what is too much and what is too little; what does it feel like to be observed and how does that affect you

30 min. ‘Reverberation’ or reflection.

Talk about the difference and similarity between mirroring and empathy

Demonstrate the difference

Empathy exercise:

A - Think of a recent difficult situation from your life. ex: a check bounced, a fight with your partner, one of the kids got sick, etc. Tell the experience to B in 2 or 3 short sentences. After B responds, notice your feelings. Breathe, center, then tell the same story, with feeling again. Do this 4 times. Each time B will respond differently.

B - 1st reassure A: "Don't worry, it will get better."

- 2nd understand A: "I know just how you feel", verbalize your understanding

- 3rd divert A: change the subject, "Isn't that too bad. Shall we go and get a cup of coffee?"

- 4th validate A: listen and do not respond with more than one or two words at a time.

Look at the partner's eyes, lips, shoulders, breathing; find the truth in what he or she says.

Allow some time for exchange between partners and then in plenum.

15 min Detachment: use centering and clearing to come back to yourself after an intense moment of empathy.

Exercise: centering with tension and release

60 min Role play in groups of 3: Having empathy with another person
a - thinks of a difficult moment at work; b - will be the dialog partner and explore with empathy; c - will observe the physical characteristics of both and write down what was said (what brought them closer and what made emotional distance.)

Were you able to go through the steps of empathy?

Where were the difficulties?

This role play can be repeated if it is useful. Give time to work through problems. Focus on recognition of emotions, reflection of emotions and detachment.

45 min Exploring by asking questions:

Discuss either in plenum or small groups:

What questions stimulate communication? What questions do not work well?

Which questions are more oriented to the other person and which questions are more oriented to me? Refer back to good communication skills – verbal aspects.

Interview versus exploring - discuss the difference

Communication versus chatting - discuss the difference

15 min Close the day with a bonding exercise:
stand in a circle, holding hands, humming.

30-45 min Questions? Comments?

Finish

DAY 2:

Goals:

To introduce the population for Validation and begin integrating Validation Principles related to the basic attitude

To continue to practice elements of the basic attitude

To develop sensitivity for maloriented and disoriented elderly

Who are the disoriented old-old?

What is normal aging.

Power Point: Understanding Disoriented Old-Old
discuss

Who is appropriate for Validation and who is not? (refer to handout)

The goals/needs/drives of disoriented old-old

What is Alzheimer, Pre-Senile Dementia etc.

The difference between a person with early on-set Alzheimer's and a Disoriented old-old.

Do role-play: 'I am 50...60...70...80...85' go through all 4 phases.

Discuss the characteristics of each phase briefly. We will go into depth later on.

Validation Principals: are created by Naomi Feil, apply to maloriented and disoriented elderly; they help guide our actions and determine the Validating Attitude

1. **All very old people are unique and worthwhile.**

We treat clients with respect, use their family name, give them honor.

Talk to the group using the 'kindergarten teacher voice' – "I know this is all very complicated..."

Discuss how this felt in plenum.

Could break out into small group and list ways that each of us can offer honor to older people. In plenum, discuss every idea.

2. **Maloriented and disoriented old people should be accepted as they are: we should not try to change them.**

We do not try to change the person's behavior; we accept it and try to help the individual fulfill the needs that are being expressed.

Describe difference between ROT and Validation. Could do the exercise "The Attack"

3. **Listening with empathy builds trust, reduces anxiety and restores dignity.**

We share the feelings of the client, without worrying about the 'truth' of the facts.

Refer to the empathy exercise we did in Day 1.

Exercise:

1. One participant in the group is chosen. This person will express different feelings, one after the other, by stamping his/her feet.

2. The other participants are asked to enter and to adapt to the rhythm of the participant expressing emotion.
3. The Teacher guides the participant, who will be expressing feelings by playing the drum, to enter into each emotion by asking open questions.

For instance: Remember a situation when you were angry. What did you see? What did you hear? How did you feel? Who was there? What made you the angriest?

When the participant really feels the emotion, he or she begins to stamp his/her feet using that emotion.

4. The other participants adapt to this participant with empathy and stamp their feet in the same rhythm.
5. The participants share their experiences in the group. Repeat this exercise using the emotions: anger, love, fear and sadness.

4. Painful feelings that are expressed, acknowledged and validated by a trusted listener will diminish. Painful feelings that are ignored or suppressed will gain in strength.

We are open to all feelings expressed by clients. Through empathy we share these feelings and encourage expression. We acknowledge that disoriented older people freely express emotions in order to heal themselves.

Discuss Universal Feelings

Empathy versus diversion exercise:

The group is divided into 2 parts A's and B's. A's go out of the room and get special instructions (do everything you can to avoid talking about the emotions that your partner expresses)

Instructions to B: tell your partner about a very emotional situation that you experienced recently and try to get A to feel as you do.

After 5 minutes of dialog, stop the exercise and discuss what happened.

Do the exercise again, this time A's instructions are: observe, calibrate, have empathy and explore so that B can express emotions.

5. There is a reason behind the behavior of very old maloriented and disoriented people

Although we cannot always know why the person behaves in a certain way, we help him or her express emotions to resolve unfinished business.

Role play examples: lady wants to go home to her husband and children = she wants to be a good wife and mother

In small groups: 1 person role plays a disoriented client, 1 person 'validates', the rest take notes and give feedback.

Listen for the needs and feelings, identify what is the reason behind the behavior.

Repeat the role plays as needed and as there is time.

Focus on: using the validating attitude, identifying the needs and feelings behind the behavior.

Close the day with the trust exercise.