# REPORT

# **Creation of AVEC training programme**

**Spain** 

Project:

Against violence in elderly care (AVEC)

2020-1-CZ01-KA2020-0783321

May 2022

LARES (Spain)







# Introduction

Between **October and December 2021**, the partners involved in AVEC project individually developed a training proposal based on the results obtained from the analytical activities.

These proposals were supposed to be presented on **December 9-10, 2021** during the transnational meeting organized by SeneCura Klinikenin in Vienna. However, this meeting was cancelled due to the Austrian COVID lockdown restrictions.

The meeting was rescheduled on **February 10-11, 2022** in Paris at FNAQPA facilities. During this meeting, all partners presented their training programme proposal and agree on a **roadmap for the design of the final AVEC training programme**, including a new division of work, the content, structure and scope of the training. SeneCura Kliniken would prepare Module 1, FNAQPA would take care of Module 2, and Lares will work on Module 3.

# Lares initial training proposal (Oct. – Dec. 2021)

After analysing the Surveys (managers and workers) and the two Focus Groups, Lares created the following training proposal, which combines the in-person and e-learning training according the different target groups and the learning outcomes to achieve.

Lares stated that one module specifically dedicated to managers and another one for direct care staff were required. It is necessary to create a strong management team that believes in the project and the training, as they know first-hand the problems and difficulties. They are the basis for change within the organization and are capable of driving change from the top. Through this training programme, they should be able to make a realistic analysis of the resources available in their nursing home and make a protocol to be implemented.





For the development of this work, Lares involved **professor and researcher Manuel Nevado**<sup>1</sup>, who were already involved in the previous activities of AVEC project (survey and national focus groups). Due his wide experience, Prof. Nevado had the required skills to select appropriate content for the training programme from a pedagogical point of view.

### Structure:

- A. 1st e-learning module for all-staff target.
- B. 2<sup>nd</sup> in-person module, thought as an all-staff training.
- C. 3<sup>rd</sup> e-learning module addressed to direct care staff only.
- D. 4th in-person module for managers and middle management roles only.

# Training Objective A LEARNING FAILURE And AMERICAN COLORS 12005-C201-A200-078332 A LINE TRAINING FAILURE AND AMERICAN COLORS 12005-C201-A200-078322 A LINE TRAINING FAILURE AND AMERICAN COLORS 12005-C201-A200-078322 A LINE

Screenshots of Lares training proposal:

<sup>&</sup>lt;sup>1</sup> Manuel Nevado has a degree in Clinical Psychology and a PhD in Health Sciences. He combines his teaching work with clinical practice in the field of the elderly, neurodegenerative diseases and grief processes. In 2011, he developed his doctoral thesis "The meaning of living in a nursing home" and since then he began teaching in the area of psychology. He has taught Neuropsychology, Psychophysiology, Psychogerontology and Assessment and Diagnosis in different universities. He is currently researching on the factors of resilience and grief in the elderly.









TRAINING PROGRAMME AGAINST VIOLENCE IN ELDERLY CARE - No. 2020-1-CZ01-KA202-078332

nit No.	Topic	Content	Training Objectives	Length (h)	Target	Modality	Methodology
B1	Practical keys to recognising and understanding violence in elder care	Introduction of the course facilitator     Introduction of the participants, impressions/reactions to the course     Introduction of the face-to-face part of the course and its objectives.	Students will evaluate which borderline cases should be considered as violence.	4	All	In-person	Teamwork  Brainstorming  Active discussion  Exchange of experiences  Role play
В2	Identifying and assessing the risk of violence in the care of the elderly	Tactors related to the age or the vulnerable profile of the cared- tor person Organisational/institutional factors indicators of stress increase and triggers for violence Biok assessment of violent behaviour. Assessment tools	Students will identify which risk factors have motivated certain violent behaviours.  Students will be able to assess which elements indicate an increase in tension in the daily practice of schools.  Students will be able to compare the risk of different violent behaviours.  Students will be able to compare the risk of different violent behaviours.  Students will be able to compare the risk of different violent behaviours.	2	All	In-person	Practical analysis of risk assessmentools  Team work  Brainstorming  Active discussion  Exchange of experiences
B3	Age-related risk factors for violence elderly care	Physical, psychological and sensory changes     Psychological and social consequences resulting from loss of autonomy.	Students will distinguish the types of ageing based on the different types of impairments.  Students will assess the impact of different types of ageing based on real cases.	12	All	In-person	Virtual reality: use of an ageing simulator to understand the physical, mental, emotional and social impact of suffering from ageing related skill deficits.  Team work  Brainstorming  Active discussion  Exchange of experiences



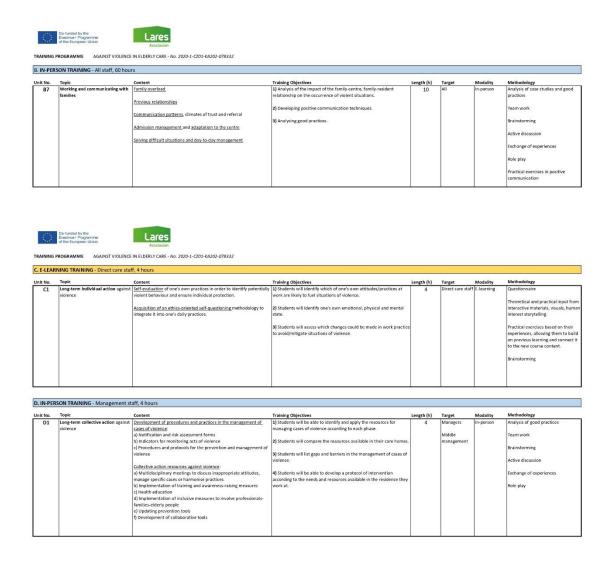


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t No.	Topic	Content	Training Objectives	Length (h)	Target	Modality	Methodology
B4	Promoting good treatment or how to take the right stance to prevent violence	Respect of the principles of the person centred care model.  Mechanisms to prevent the adoption of harmful attitudes  Detractors/Automatisms  Good practices that encourage high quality communication.  Carring practices to protect against violent situations.  Development of awareness-raising materials	Students will develop recommendations for the promotion of good reatment hased on real caces.  2) Students will build up effective communication techniques to face violence.  3) Students will carry out a self-diagnosis to identify personal limits not to be exceeded in order to safeguard individual protection from violence.	4	All	In-person	Analysis of good practices Team work Brainstorming Active discussion Exchange of experiences Role play
BS	Now to react to the detection of violence. Intervention protocols	identify attuations Avoid becoming an accomplice Reporting process of violent situations Criminal responsibilities	Students will be able to analyse violent situations and will identify the needs which create the problem and will be in a position to face them.  2) Students will prioritize their actions and propose non-violent solutions in order to avoid becoming an accomplice of violent situations.  3) Students will design how to carry out a reporting process according to different violent distuations.  4) Students will measure the different criminal responsibilities of common violent situations.	8	All	In-person	Analysis of good practices Team work Brainstorming Active discussion Exchange of experiences Role play
B6	Behavioural management and communication with residents	Develop guidelines for communication with residents identify guidelines for intervention with residents and the state of t	Students will analyse good practices     Students will develop positive communication techniques     Students will review intervention/assessment plans for active cases of violence in your own school.	20	All	In-person	Analysis of case studies and good practices Team work Brainstorming Active discussion Exchange of experiences Role play Practical exercises in positive communication







# Final training programme – Creation process of Module 3, assigned to Lares (Feb. – May 2022)

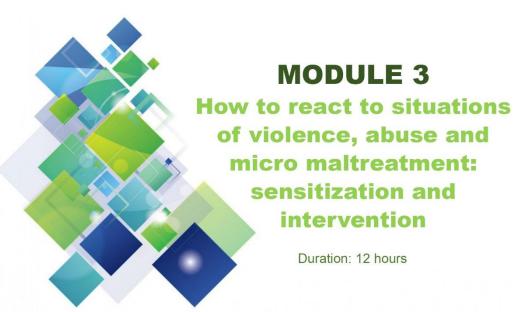
Lares team took care of preparing the detailed content of Module 3, the last module of the AVEC training programme, its topics, including a proposal of methodological tools and materials.

Module 3 is focused on the methods and techniques available to deal with situations of violence and abuse, as well as how to raise awareness and intervene in such cases.





## Screenshots of some slides of the Module 3 PPT



# Learning outcomes of the module



By the end of this module, learners will be able to...

- Detect automatisms that generate conflicting situations in their daily work.
- Distinguish how to react to situations of aggressiveness on the part of residents.
- Identify self-control techniques to apply in situations of violence.
- Explore how to work in a team.
- Determine the values of the humanization of health and the importance of the environment as an element of behavioural improvement.
- Identify their strengths and weaknesses and apply them in their daily work.





# **Key words**



Management

Good Treatment

Kitwood

Best Practices

Psychological Needs

Person-Centered Care

Micromistreatment

Dementia Needs

Cognitive impairment

Ageism

"I" Messages

Dementia

Self-Control

Sensitization

Communication

Relaxation

Automatisms

Active listening

Conflict Mediation

Criticism

• Assertive communication • Anger Curve

Feelings

Guidelines

Discrimination

 Malignant Social Psychology

### Content

### Structure of the module

The module is divided into the following units:



- 1. Introduction to behavioural problems
- 2. Knowing how to adopt the correct position as a professional
- 3. How to react to violent situations
- 4. Emotion regulation techniques and social skills
- 5. Sensitization to abuse
- 6. Psychological needs of people with dementia in institutions

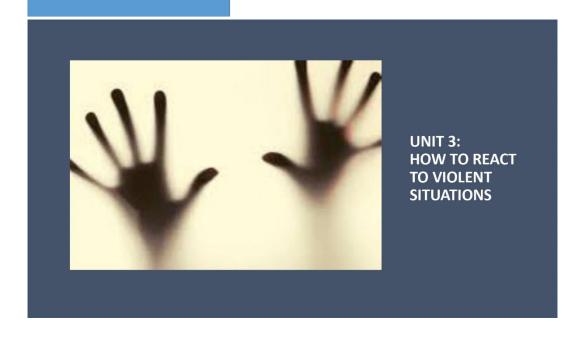






UNIT 2: ADOPT THE CORRECT POSITION AS A PROFESSIONAL





UNIT 4: EMOTION REGULATION TECHNIQUES AND SOCIAL SKILLS









UNIT 5: SENSITIZATION TO ABUSE

UNIT 6: PSYCHOLOGICAL NEEDS OF PEOPLE WITH DEMENTIA IN INSTITUTIONS



"The well-being of people with dementia is a direct result of the quality of the relationships they have with those around them"

(Kitwood, 1997)

# Methodology

- ✓ Practical exercises
- √ Real clinical cases
- ✓ Experiential workshops
- ✓ Role play
- ✓ Psychodrama
- √ Multi workshops
- √Icebreaker activities
- ✓ Interactivity apps like Kahoot

- ✓ Analysis of each participant's experience
- ✓ Elaboration of awareness material
- ✓ Development of work decalogues
- √ Mental maps
- ✓ Didactic brochures
- √ Poster sessions
- ✓ Elaboration of podcast and playlist





Lare has already produced a 1st draft of Module 3 theoretical contents. This document will be used both by the trainees and the lecturer of the AVEC pilot training, which will take place in Autumn 2022.

### MODULE 3

HOW TO REACT TO SITUATIONS OF VIOLENCE, ABUSE AND MICRO MALTREATMENT: SENSITIZATION AND INTERVENTION

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### 3.6. How to deal with difficult situations

- Stay calm. Respond instead of reacting. To react is to become infected with the emotions of the other. Responding instead means behaving thoughtfully.

- - at this time."

    Fog bank. (whing the other reason in what we consider may be true in their criticism but refusing to eptar/ juty further discussions. In this way, we appear to give up the ground, without excluding globage in by, because we make it clear that we are not going to change our position. "Every time I come in the afternoon, I have to wait a lot, You're right, I may have to vary my schedule."

    Negative assertion. Avoid saying "I'm sorry" or "excuse me" that by dint of repetition mean nothing, instead, use phrases such as "I'm was silly on my part", "I shouldn't have said/done", "you have all the reason".

    Assertive porthonement. It consists of postponing the issue that is being discussed until a time when it is more appropriate: "I thisk this is not the time to talk about this issue, because we are very upset. We'd better talk about it knomorrow".

    Parlai denial. Useful technique with demands in which we are willing to Jay a part, but with certain conditions. It is expressed in such a way that, first, we say what we ave willing to do something, and then continue with the part that we do not except: "I have no problem staying two more hours for your query, as long as we do it the other way around on another occasion."

  - certificate for the nursery."

    Disarm the anger. With this technique, we intend to focus on the interlocutor's negative feelings, ignoring the content of the request: "I realize that you are very angry about waiting. Let's see what we can do."

- ow how to ask questions:

  a. Ask questions that guide the negotiation. If we see that the negotiation is not going in
  the direction it should, ask, for example: "Is this plan taking us where we wanted to

Against violence in elderly care

AVEC training

Many behavioural problems can be solved by following a series of communication steps, in order to ensure a correct communication process.

- Choose the right time and place agreed with the other person and be in an emotional state favourable to communication.
- 2. Be consistent and have reflected on what is wanted, what is meant and how to say it better.
- 3. Be aware of your own filters to send and receive messages.
- Listen actively and empathetically and ask open or specific questions as appropriate to the topic being discussed.
- 6. Express feelings and emotions in the form of "I-messages"
- 7. Use clear, precise, consistent, and useful messages
- 8. Accept arguments, objections, or criticism, incorporating the other person's messages into our
- 9. Active listening, Listening well is a cognitive, affective, and motivational skill that requires an attitude that shows our interlocutor that we are really understanding what they want to tell us. On the other hand, listening is an essential element to get to know the other person, to establish qualify interpersonal relationships.

The positive effects of active listening are, for those who feel listened to, helpful; By being more aware of your realthy, you contribute to your personal growth. And for those who listen, it is a source of information, it contributes to modifying attitudes positively, acquiring greater sensitivity, tolerance, and flexibility. The skill of assertive communication.

- Communication styles. There are three communication styles:
   Assertive communication: It implies expressing one's own feelings, needs and rights without threatening the rights of other people.
- b. Passive communication: implies the violation of one's own rights, by not being able to honestly express feelings, emotions, thoughts, and opinions. Accompanying verbal language appear non-verbal behaviours such as hiding one's gaze, tense postures...
- Aggressive communication: it involves defending our rights in a way that can sometin be inappropriate and can violate the rights of the other person. The person expreshimself/herself in an imposing way, using coercion.

For instance; you enter the room of your residence user and see that it is very messy with all the clothes on the floor. What do you say?

### 4.2. Emotion regulation techniques

### Technique #1: Deep Breathing

It is one of the emotional control techniques that is very easy to apply and, furthermore, is very useful for controlling physiological reactions before, during and after facing emotionally intense situations. It is done as follows:

In short, it is about doing the different phases of breathing slowly and a little more intensely than normal, but without having to force it at any time. To check that you are breathing correctly, you can put one hand on your chest and the other on your abdomen. You will be doing the breathing correctly when only the hand of the abdomen moves when you breathe. Some also call it abdominal breathing.

If we talk about techniques to control emotions, this can also be used before, during or after the situation that causes us problems. Specifically, it focuses on **thought control**. To put it into practice, you must follow the following steps:

- When you start to feel uncomfortable, peopus or upset, pay attention to the type of thoughts you are having, and identify all those with negative connotations (focused on failure, hatred towards other people, blame, etc.).
- 2. Savita vaucroti. "enauchi".
- 3. Replace those thoughts with more positive ones.

The problem with this technique is that it takes some practice to identify negative thoughts, as well as to turn them around and turn them into positive ones.

This emotional self-regulation technique can also be applied before, during and after the situation, but its effective use **requires prior training**. If you want to put it into practice, follow these steps:

- Slowly relax all the muscles in your body, starting with your toes and then relaxing the rest of your body until you reach the muscles in your neck and head.
- Once you have relaxed all the muscles in your body, imagine yourself in a peaceful and relaxing place, for example lying on a beach. Whichever place you choose, imagine yourself totally relaxed and carefree.
- 4. Picture yourself in that place as clearly as possible.







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