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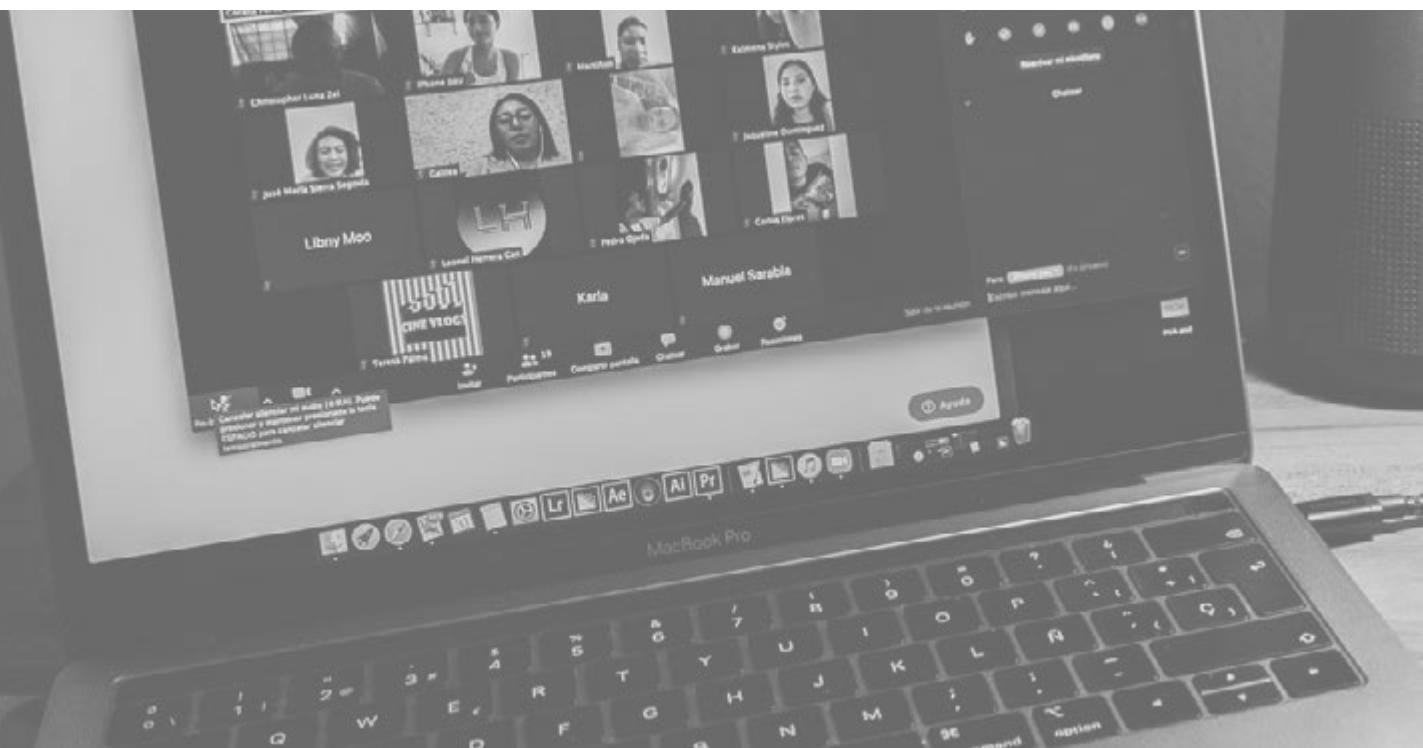
CARE4DEM  
Dementia Caregivers Support

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# Training Course for Facilitators of Web-based Mutual Aid Groups for Informal Carers of People with Dementia

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Training Handbook







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### Programme

CARE4DEM – Dementia Caregivers Support

### Partners

Aproximar – Cooperativa de Solidariedade Social, CRL  
Anziani e Non Solo - Societa Cooperativa Sociale  
CASO50+, Centro de Atendimento e Serviços 50+  
Eurocarers – European Association Working for Carers  
EaSI – European Association for Social Innovation  
ISC III – Instituto Salud Carlos III

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# 01

## The opportunities provided by CARE4DEM

### About CARE4DEM project

The European Commission (EC) has highlighted the advantages of supporting informal carers, including via training, as part of a range of strategies to face the challenges attached to long-term care. Based on this acknowledgment, the EC supported the European project CARE4DEM (2017-2020) through the programme Erasmus+.

The project's partnership is coordinated by Anziani e Non-Solo (Italy), and gathers five organisations from Italy, Portugal, Romania and Spain and a European umbrella organisation. CARE4DEM stands for creating opportunities for all carers to take part in interventions likely to help them in their role, by developing an innovative model of web-based mutual aid group (MAG).

The specific objectives of CARE4DEM are:

- Develop an innovative web-based model of MAGs for informal carers of people with dementia;
- Identify the profile and competences that are the most suitable to the role of facilitator of MAG;
- Develop a multimedia training course to enhance the competences of MAGs facilitators;
- Pilot a web-based MAG model;
- Create a network of professionals across Europe who work with informal carers of people with dementia.

## Why is it important to support informal carers of people with dementia?

In Europe, there is a relevant percentage of informal carers, partly due to the aging population and issues related to the lack of answers for people with dementia. According to a study by the European Commission (2018) on informal carers, it states that in 2016 9% of the Romanian population were informal carers, 13% in Portugal, 16% in Spain and 17% of the Italian population.

**Some benefits come from informal carers |** More than 15% of people aged 50 is taken care of an older person, referring it as an increasing self-esteem activity.

**Respond to the needs of informal carers |** Helping to balancing work and caring responsibilities and reducing stress and risk of burn-out, drop-out from labour market, increased risk of poverty, isolation and social exclusion.

Eurocarers (2020) defines informal carer as a person who provides care - usually unpaid - to someone with a chronic illness, disability or other long-lasting health or care need, outside a professional or formal framework (<https://eurocarers.org/>).

**Develop interventions to benefit informal carers |** Providing effective support to carers with the training of facilitators enabling effective online Mutual Aid Groups (MAGs) implementation and thus help informal carers dealing with the disease and ease up their burden and stress. At the same time, it is possible to promote social well-being, by increasing self-confidence and resilience.

**Increase the benefits of MAG in dementia associated issues |** MAGs are a powerful opportunity for non-formal learning, as they help carers cope with difficulties, through the sharing of experience and knowledge, the interaction with peers, and the building of supportive relationships. The facilitation of MAGs implies a set of soft skills related to communication, empathy and sensitivity (Champeix, 2019).



## 02

# Introduction to the Training Handbook

Take care of someone is a demanding responsibility and a stressful activity. People who are taking care of a relative or loved one with dementia often feel, at some point or regularly, the need to access information, support and understanding, training or connections to people with similar experiences. The absence of access to these empowering resources increases the stress in providing care and reduces the well-being of everyone involved.

CARE4DEM products help informal carers strengthen their own capacities and support them through a pathway towards further training and employment in case they are excluded from the labour market and willing to improve their situation.

CARE4DEM offers both volunteers and professionals the possibility to identify the competencies desirable to facilitate Mutual Aid Groups (MAGs) for informal carers of people with Dementia, assess their own competencies with regards to the needs, and develop their skills. For this purpose, in addition to the MAG model itself, the project has developed:

- A Mutual Aid Group Facilitator's Competence Profile and Online Self-evaluation Tool
- A Blended Training for Facilitators

The same tools support health and social care professionals developing their understanding of the situation and needs of informal carers, as well as their ability to work with and support them.





### WHO IS A FACILITATOR?

A facilitator is a person who makes group discussion easier. Each group should involve two facilitators – one former carer or a “senior” carer with the support of a professional. A facilitator promotes the discussion if needed and take notes of what was discussed. Concepts such as democracy and equality should always be considered key when developing MAGs, which intend to promote relationships between peers, where professionals and facilitators only have a supportive role (Azevedo et al, 2019).

The Care4Dem Blended Training for Facilitators is designed to be used in several formats and to respond to all stakeholders in the process of providing care to people with dementia. The tools presented in this handbook allow any interested organization and / or entity to train facilitators of MAGs of informal carers. These can be informal carers directly (former or ‘senior’ carers) or professionals.

This handbook is a step-by-step guide to implement the training of facilitators of MAGs for informal carers, to improve the care and quality of life of the carer and of the person being cared for. The contents within this training handbook focus on the course syllabus, the different formats and process for course delivery (implementation), activities on how to reach participants (promotion) and the contents and activities (lesson plans).

## Pilot experiences

The “Training Course for Mutual Aid Groups’ Facilitators” was piloted in four European countries: Italy, Portugal and Romania, by different types of organizations:



**ANS – Anziani e non solo (Italy)** is an organization working in the field of informal care and with specialized trainers in that area of expertise. To know more about the organization follow <https://www.anzianienonsolo.it>.



**CASO50+**

**Aproximar (Portugal)** is an organization with the mission to value the social and human capital of organizations and people, as a strategy to respond sustainably to challenges and opportunities raised by the environment. See more in <http://www.aproximar.pt>.

**Caso50+ (Portugal)** is a non-profit organisation, committed to the main objective of promoting the quality of life of older people. CASO50+ has been working alongside people and organizations in promoting solutions to create a more inclusive, active and healthy world for older people. For more information access <https://www.facebook.com/caso50mais/>.



**EaSI - European Association for Social Innovation is a European network (Romania)**, representing more than 30 organizations from 15 European countries which aim is the advancement of Social Innovation in Europe. At national level, EaSI has collaborated with several organizations and public institutions. See more in <http://easi-socialinnovation.org>.



**ISC III – Instituto Salud Carlos III (Spain)** is a public research organization and the national reference centre on scientific research and technological development for health in Spain. The Nursing and Healthcare Research Unit (Investén-ISCIII) is the main Unit for Nursing Research at national level. The main objective of its strategy is to incorporate nursing research into daily clinical practice, and to promote the development, promotion and support of the evidence-based approach to health care. See more in <https://www.isciii.es/>.

The experience of piloting the training course allowed to reflect the strengths and weaknesses of the training course and how to improve it in the future. The criteria used for the evaluation of the pilots was two-fold: satisfaction of participants and quality assessment – both performed by participants. Satisfaction covered topics such as logistics, contents and its practical application, and the trainers. Quality assessment was about suitability, usefulness, accuracy, among other indicators. Here is an overview of the results<sup>4</sup> (CARE4DEM, 2020).

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<sup>4</sup>For detailed information on the piloting results, you can access to the full report here: <https://eurocarers.org/care4dem/for-facilitators/>

## Key Piloting Delivery Indicators:

	Italy	Portugal	Romania	Spain <sup>5</sup>
<b>Face-to-Face training hours</b>	7	12 <sup>6</sup>	12	-
<b>Number of registrations</b>	9	35	26	-
<b>Number of participants</b>	6	24	8	-
<b>Number of facilitators certified</b>	6	22	8	-
<b>Number of participants accessing e-learning materials</b>	4	12	1	3
<b>Number of visitors to the course presentation</b>			2610	

## Key Participants Indicators<sup>7</sup>:

	Italy	Portugal	Romania
<b>Age</b>	27 - 55	23 - 58	26-56
<b>Profession</b>	Carers Professionals	Health Professionals Social Professionals	Health Professionals Social Professionals
<b>General Satisfaction<sup>8</sup></b>	5.5	5.07	5.3
<b>Attendance rate</b>	100%	98%	90%

## Key Quality Attributes:

- Accessibility: the course is user-friendly
- Usefulness: there is a big social value perceived to informal carers
- Feasibility: realistic content, the use of practical examples and activities

<sup>5</sup> Spanish partners were not able to pilot the training course by using the b-learning approach, but they managed to involve some participants for the e-learning.

<sup>6</sup> There were 2 pilot courses in Portugal, each one run for 12 hours.

<sup>7</sup> There are no references from Spain as only e-learning access has been provided and data was not collected.

<sup>8</sup> The maximum possible score was 6.

03

## Training Course

This section is structured to provide a step-by-step on the delivery of the ***Training Course for Mutual Aid Groups' Facilitators***. It covers the activities to be implemented and short instructions and guidelines to complete each stage of the training course delivery. It includes a three-stage approach:

- 1.** Implementation: how to organise the training course;
- 2.** Promotion: how to reach participants; and
- 3.** Contents and activities: lesson plans.

The CARE4DEM Course Curriculum<sup>9</sup> allows the person or organization to have an overview of the course "Training Course for Mutual Aid Groups' Facilitators", which allows to facilitate MAGs of informal carers. The Course Curriculum includes in one single document: title; description; intended audience; keywords; language of instruction; course delivery; objectives; learning outcomes; contents; learning hours; methods; assessment; references and conduct code.

**This is an overview of the training units and the proposed duration:**

Type of session	Type of session			Hours		
	F2F <sup>10</sup>	Online	Total			
I. Introduction to CARE4DEM	-	0.5h	0.5h			
II. Basics of Dementia	1h	1h	2h			
III. Informal Carer	1h	1h	2h			
IV. Introduction to MAG	1h	1h	2h			
V. Facilitation of MAG	3h	2h	5h			
VI. Communication Skills	1.5h	1h	2.5h			
VII. E-Facilitation	1.5h	1.5h	3h			
VIII. Online Mutual Aid Groups – the CARE4DEM model	3h	2h	5h			
	<b>TOTAL</b>	<b>12h</b>	<b>10h</b>	<b>22h</b>		

<sup>9</sup> See Annex 1 – Course Curriculum on page 41

<sup>10</sup> F2f stands for face-to-face sessions

## a) Implementation

The CARE4DEM model places the informal carer at the centre of MAGs, that is, the facilitators' course aims to recruit informal carers with experience who can implement and facilitate mutual aid groups, promoting the active participation of other carers - in this model the group has to be fed by the participation of informal carers. The training model of facilitators also foresees the involvement of social and health professionals as co-facilitators.

The CARE4DEM Training Course can be implemented by the following formats:



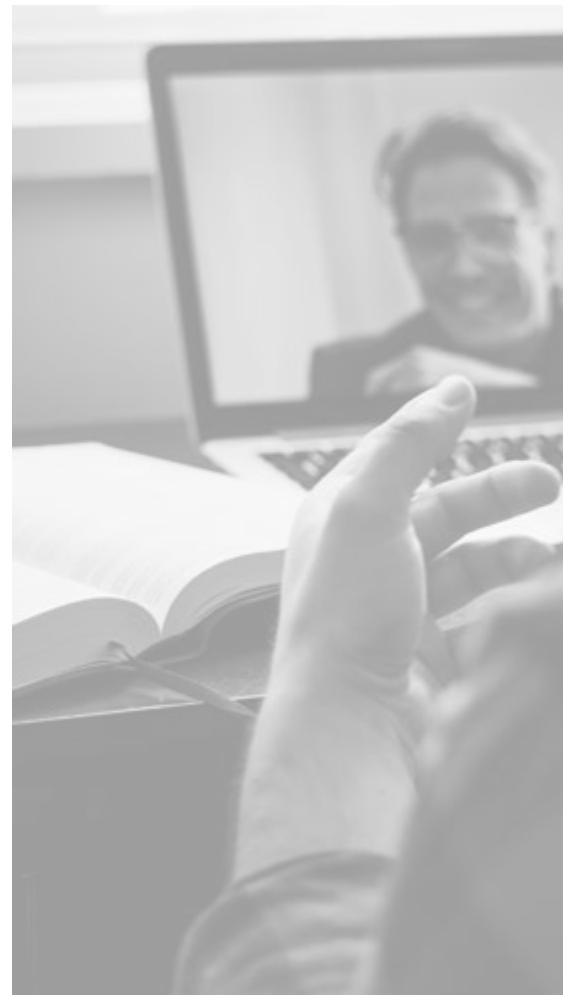
**Full Training Package**



**E-learning**



**Modular**



CARE4DEM suggest using the principles of experiential learning theory (Kolb, 1984) – specially under the formats of the full package and modular-, as it emphasizes the role of "experience" and hands-on activities in the learning process. This means that participants are invited to simulate the "real-life" environment of the subject they are learning about, to reflect on that concrete experience and then create a ground of concepts to frame their experimentation.

Each format is presented considering aspects such as: assessment needs; contents; format; trainers; materials needed; online platform and assessment. Here is an overview of the guidelines.



	<b>Full Training Package</b>	<b>E-learning</b>	<b>Modular</b>
<b>Assessment needs</b>	<ul style="list-style-type: none"> <li>• Use Short Profile</li> <li>• Pre and Post training</li> </ul>	<ul style="list-style-type: none"> <li>• Use Short Profile</li> <li>• Include as an assignment</li> <li>• Pre and Post training</li> </ul>	<ul style="list-style-type: none"> <li>• Select specific competences from the Profile and connected to the training units being implemented</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Use all the training units</li> </ul>	<ul style="list-style-type: none"> <li>• Choose self-directed route or predefined learning path</li> </ul>	<ul style="list-style-type: none"> <li>• Choose self-directed route or predefined learning path</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• Blended learning: online access to theory plus F2f sessions for practice</li> </ul>	<ul style="list-style-type: none"> <li>• 100% online</li> <li>• May introduce practical activities online or hold synchronous sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Blended learning</li> <li>• E-learning</li> <li>• Face-to-face</li> </ul>
<b>Trainers</b>	<ul style="list-style-type: none"> <li>• Experienced professionals in the field of care and dementia</li> </ul>	<ul style="list-style-type: none"> <li>• Experienced professionals in the field of care and dementia</li> <li>• Experienced in online training</li> </ul>	<ul style="list-style-type: none"> <li>• Experienced professionals in the thematic field of each learning unit</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Audio-visual presentations (theory) and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual presentations (theory)</li> <li>• Provide activities as assignments</li> <li>• Make use of forums</li> </ul>	<ul style="list-style-type: none"> <li>• Select audio-visual presentations and activities suitable for each learning unit</li> </ul>
<b>Online platform</b>	<ul style="list-style-type: none"> <li>• Choose a user-friendly platform</li> <li>• Provide manual and IT support</li> </ul>		
<b>Assessment</b>	Satisfaction		

The next section introduces this information in detail.



## Full Training Package

*This format was used in all training pilots and it can be replicated using the course curriculum and lesson plans presented in this handbook.*

### *Assess needs and Competences*

The CARE4DEM initiative makes available a **Comprehensive Competence Profile**, with 7 competences described through 53 behavioral indicators which constitutes what the partnership agreed to consider as the ideal profile of the facilitator.

It is also available a Shorter Competence Profile which assess 23 behavioral competences.

For the matter of developing a full training package, it is important to set a strategy of delivering the self-assess competences profile. In this case it is recommended to use the tool in the beginning of the training and again at the end, to understand the competences developed with the training. The questionnaire can also be submitted after the implementation of the MAG, to understand the progress of the facilitator.

### *Contents*

It is suggested to use all the training units presented in this document. The relevant activities can be chosen based on the results of the competences assessment.

### *Format*

The training course is available in blended learning units translated in five different languages. An experiential learning methodology is suggested to deliver this full training, using online platforms to present the theoretical aspects of the training such as concepts and legislation and the face-to-face sessions to improve competencies with practical activities and role-plays.

### *Trainers*

To train participants in the "**Training Course for Mutual Aid Groups' Facilitators**" it is important that trainers are involved in the field of dementia care, providing some knowledge about the stress and burnout of the care process. In the pilot experience the



trainers were social professionals with experience in social and health care for older adults. Regarding competences, it is recommended that trainers can understand and deliver online MAGs.

### **Materials needed**

To deliver a training exploiting the experiential learning methodology, materials, such as presentations, online contents, face-to-face activities, must be prepared considering the time and resources available.

To cover the theoretical contents, the online training developed and available in partners' languages can be used.

For the face-to-face sessions, a set of activities and group dynamics is available in this handbook (see section Contents and activities: Lesson plans).

### **Online Platform**

Being the goal of the training course to create an online MAG to help informal carers, the use of an online platform will be an easy and desirable way to understand the ICT competences of the trainees. Nevertheless, the organization of the training must take into account the accessibility and ease of the chosen platform, as well as, how much the target audience is used to operating with this type of tools. At the beginning of the training, the promoting organization must send to all users an explanatory manual of the chosen platform and available contacts for technical support.

### **Assessment**

Create ways and tools to assess satisfaction regarding logistics, contents and trainers, give space to suggestions and improvements.



## e-Learning

*This format allows trainees to control their learning process. When they have access to online content, they can manage both the time and schedule they attend the course and the content they want to reinforce. Participants may or may not be required to complete all modules available online.*

### **Assess needs and Competences**

The CARE4DEM initiative makes available a *Comprehensive Competence Profile*, with 7 competences described through 53 behavioral indicators constitutes what the partnership agreed to consider as the ideal profile of the facilitator. It is also available a *Shorter Competence Profile* which assess 23 behavioral competences.

In the online format the tool can be delivered by email or as assignments in the online platform being used. It has to be explained to the participants at the beginning of the training when and how to complete it.

### **Contents**

The training units created can be presented in a predefined sequence or trainees permitted to choose their own route and carry out only the training units in which they need to increase their skills.

### **Format**

The completely online format requires the use of a platform where the contents are available for trainees to access. The fact that it is online does not inhibit the holding of synchronous sessions with the participants and / or the involvement of the group in tasks and activities proposed on the platform itself.

### **Trainers**

To implement the online version of the "**Training Course for Mutual Aid Groups' Facilitators**" the main professional profile that needs to be available is that of ICT technician to help with platform related issues, together with a contact person who can



help with doubts about the contents. In the case of using synchronous sessions is recommended that the trainer is prepared for the online format and prepare participative sessions applying online activities.

A background experience about MAG, caregiving and dementia is highly suggested.

### ***Materials needed***

Sometimes online courses may not be attractive and present content in a flat manner. There is also the possibility that the contents are presented too extensively which may lead participants to lose interest. Thus, it is proposed that the online training available can be combined with the use of other online activities, such as chats, forums and assignments.

### ***Online Platform***

Use an accessible and ease platform and understand how much the target audience is used to operating in this type of tools. It's important to send an explanatory manual (how to use and contact of technical support) of the platform to all trainees.

### ***Assessment***

Create an online questionnaire to assess satisfaction regarding ease and usefulness of the online platform, contents and technical support, give space to suggestions and improvements.



## Modular

*Here it is presented how the course contents can be delivered independently, taking into account the needs of the trainees. Although interdisciplinary, each training unit can be delivered independently.*

### **Assess needs and Competences**

When delivering the training units in an independent way, the training provider must plan the learning outcomes expected for each training unit. This is connected to specific indicators from the Competences' Profile.

### **Contents**

The training units created can be presented in a given sequence or trainees can be permitted to choose their own route and carry out only the training units in which they need to increase their skills.

### **Format**

The training units can be delivered face-to-face, combining them with theoretical and practical elements, as well as in e-learning format delivering the theoretical contents and provide some quizzes or activities if needed. There can also be a combination of both in a blended learning process. The training provider is free to choose the possible format and training units that correspond to the needs of the participants.

### **Trainers**

The profile and knowledge of the trainers must be adapted to the training unit they are going to carry out. In other words, combining the contents of the training unit with more knowledge from trainers around dementia, ICT, care and ageing.



### ***Materials needed***

To cover the theoretical content of each training unit, the online training material can be used, together with documents and studies about the topics of the training unit delivered. For the face-to-face sessions, a set of activities and group dynamics are available in this handbook for each training unit.

### ***Online Platform***

Consider the accessibility and easiness of use of the chosen platform, as well as, how much the target audience is used to operating with this type of tools. At the beginning of the training, the training provider must send to all users an explanatory manual about the platform and available contacts for technical support.

### ***Assessment***

Create ways and tools to assess satisfaction regarding the easiness of the platform, usefulness of the contents and technical support, give space to suggestions and improvements.

## b) Promotion

The target group of the CARE4DEM training course "***Training Course for Mutual Aid Groups' Facilitators***" is, as mentioned, that of informal carers with experience in supporting people with dementia and also social and health professionals working in the aging field. The promotion and recruitment of participants with this profile is not always easy, so some concerns with the promotion of the training have to be considered by the training provider. To reach carers and professionals it is important to consider several ways of dissemination and advertising. With this intent, many tools can be used as follows:



Prepare a **mailing list** with the contacts of organizations and support groups of people with dementia, community services; ageing centres, municipalities and local partners. Send an invitation to take part or disseminate the information in their network of stakeholders.



For some groups, it is important to have written information about the action that is intended to be carried out, and in that sense, it may be useful to **create a poster or leaflet** that contains the general information of the course such as the timetable, duration, available content, to whom it is intended and the expected results. These materials can be distributed in health centres, hospitals, nursing homes, social work services and community support offices.



An appealing way to get the message across is to create an advertising **video** for the course using storytelling by carers or professionals. Demonstrating the experience of others and the needs that arise when caring for people with dementia can be appealing and make potential participants interested. The video can present the content, duration and organization responsible for delivering the course.



**Word of mouth** advertising is very important when trying to reach carers, known advocates and informal carers associations leaders. Information about the course should be clear and concise so that people can pass the information on to others easily, always promote the organization that is developing the course so that interested parties know where to go or contact for more information.

## c) Contents and activities: lesson plans

To identify the objectives, learning outcomes and activities, CARE4DEM presents a series of lesson plans, one for each training unit of the course curriculum. The lesson plans allow each user and the promoter of the training to define the contents that will be worked with for what purpose in what format and with what materials. In the case of the CARE4DEM experience, lesson plans were created by the partnership and piloted in three countries, thus being able to serve as support and guidance for future actions aimed at facilitators of MAGs for informal carers.

As previously specified, the contents and activities worked on in each training unit can also be used in other training courses whose themes are mutual aid groups, mainly in online formats and to dementia-related issues.

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### Online multimedia presentations



Audio-visual and interactive files which can be delivered in both online and/or face-to-face sessions.

You may access the full multimedia in English here: <https://eurocarers.org/care4dem/for-facilitators/>

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### Activities<sup>11</sup>



Exercises for learners to consolidate acquired knowledge. It might be brainstorming or other tasks/activities to improve knowledge, skills or attitudes. It might also be a task that requires that learners give an answer (e.g. watch a video and comment his/her personal point of view) or perform an activity (e.g. role play, group dynamics).



### Documents or videos

Relevant information for learners to read and keep, or to work on.

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<sup>11</sup> Activities are presented here in a short overview. To consult the full worksheet, access the file "Annex 3 – Worksheets" on the correspondent activity number.

Training unit#	Name	Duration (hours)
<b>1</b>	<b>INTRODUCTION TO CARE4DEM</b>	<b>0,5h (0,5 online /0 face-to-face)</b>
<b>Objectives</b>		<i>To provide an overview of the CARE4DEM project</i>
 <b>Online part</b>		
Contents	Learning outcomes	Activities
CARE4DEM rationale	Activities	
CARE4DEM: outcomes and impact	To provide knowledge on the aim of Care4Dem initiative and the expected impact of its implementation	Online multimedia presentation
CARE4DEM: target group	To understand the target groups included in Care4Dem and what is their role	
 <b>Face-to-face part</b>		
Contents	Learning outcomes	Activities
Get to know each other	-	<p><b>[Activity #1.1 - The graph of my life]</b></p> <p>An ice-breaking activity for the first face-to-face session.</p> <p>Participants are invited to share with the group some things about themselves.</p>

Training unit#	Name	Duration (hours)
<b>2</b>	<b>BASICS OF DEMENTIA</b>	<b>2h (1 online / 1 face-to-face)</b>
<b>Objectives</b>		<i>To provide basic knowledge on the field of dementia and informal caregiving</i>
 <b>Online part</b>		
Contents	Learning outcomes	Activities
Definition, types of dementia and different symptoms		
Consequences of dementia and its impact on behaviour	To understand dementia and its consequences, ensuring the reliability and relevance of information shared within the MAG	Online multimedia presentation
Communication with people with dementia		
Information and resources on dementia		
 <b>Face-to-face part</b>		
Contents	Learning outcomes	Activities
Q&A	-	<b>Open discussion</b> to take doubts and summarize concepts of dementia
Get to know each other	To understand dementia and its consequences	<b>[Activity #2.1 - Dementia concepts]</b> Participants are invited to categorize symptoms of dementia in different moments of its development

Training unit#	Name	Duration (hours)
<b>3</b>	<b>INFORMAL CARER</b>	<b>2h (1 online / 1 face-to-face)</b>
<b>Objectives</b>		<i>To provide basic knowledge on the field of informal caregiving</i>
 <b>Online part</b>		
Contents	Learning outcomes	Activities
Who is the informal carer		
Skills and competences acquired through caring	To recognize the scope of informal caregiving in dementia, being aware about the various approach to care and caring	Online multimedia presentation
The risk associated with the carer role		
Information and resources on informal caring and support	To reach out to relevant carers' organisation in one' country	
 <b>Face-to-face part</b>		
Contents	Learning outcomes	Activities
Skills and competences acquired through caring	To recognize various approach to care and caring	<b>[Activity #3.1 – Simulation – Role play]</b> Participants are invited to play the roles of facilitator, co-facilitator and carers, using given scripts
Risks for carers of people with dementia		

Training unit#	Name	Duration (hours)
<b>4</b>	<b>INTRODUCTION TO MAG</b>	<b>2h (1 online / 1 face-to-face)</b>
<b>Objectives</b>		
	<ul style="list-style-type: none"> <li><i>To develop or improve the necessary competencies to organise and facilitate an online MAG;</i></li> <li><i>To provide knowledge on good practices regarding the facilitation of an online MAG.</i></li> </ul>	
 <b>Online part</b>		
Contents	Learning outcomes	Activities
History of MAG	To understand how mutual aid groups appeared	
What is a MAG?	To understand what a MAG is	Online multimedia presentation
Online MAG	To recognize the definition and structure of an online MAG	
 <b>Face-to-face part</b>		
Contents	Learning outcomes	Activities
Q&A	-	<p><b>Open discussion</b> to take doubts and summarize concepts</p> <p><b>[Activity #4.1 - MAG characteristics – Are all the groups similar?]</b></p> <p>Participants are invited to choose the correct characteristics, through true or false election</p>
What is a MAG?	To understand what a MAG is	<p><b>Open discussion</b> for debate and discussion about what and why characteristics are essential</p>

Training unit#	Name	Duration (hours)
<b>5</b>	<b>FACILITATION OF MAG</b>	<b>2h (1 online / 1 face-to-face)</b>
<b>Objectives</b>		
	<ul style="list-style-type: none"> <li><i>To develop or improve the necessary competencies to organise and facilitate an online MAG;</i></li> <li><i>To provide knowledge on good practices to apply in the facilitation of an online MAG.</i></li> </ul>	
 <b>Online part</b>		
Contents	Learning outcomes	Activities
Introduction to facilitation	To understand the concept of facilitation, specifically in the context of an online MAG	Online multimedia presentation
The competences' profile	To recognize the competencies a facilitator should have	Online multimedia presentation <b>[Activity #5.1 – What is a facilitator?]</b> Launch a discussion online (using forums, for instance) for participants to share their results
The role of the facilitators in the C4D model	To understand the role of the facilitator and co-facilitator	Online multimedia presentation
Good practices in facilitating an online MAG	To mobilize knowledge on how to facilitate an online session	Online multimedia presentation <b>[Activity #5.2 - Non-verbal communication]</b> Participants are invited to list non-verbal signals on different feelings
Strategies to keep facilitator's wellbeing	To understand the possible implications and consequences of facilitating and know how to act upon them	Online multimedia presentation
 <b>Face-to-face part</b>		
Contents	Learning outcomes	Activities
Skills and competences acquired through caring	-	<b>Open discussion</b> to take doubts and summarize concepts
Good practices in facilitating an online MAG	To mobilize knowledge on how to facilitate an online session	<b>[Activity #5.3 - Let's have control over our emotions]</b> Participants are invited to reflect on how to develop self-control of emotions in various situations
The role of the facilitator	To understand the role of the facilitator and co-facilitator	<b>[Activity #5.4 – Role play]</b> Participants are invited to discuss on how a facilitator should act in different scenarios
Good practices in facilitating an online MAG	To mobilize knowledge on how to facilitate an online session	<b>[Activity #5.5 - Am I listening and understanding what is said?]</b> Participants are asked to provide examples of active listening sentences to given statements.

Training unit#	Name	Duration (hours)
6	<b>COMMUNICATION SKILLS</b>	<b>2,5h (1 online / 1,5 face-to-face)</b>
<b>Objectives</b>		<i>To develop or improve the necessary competencies to organise and facilitate an online MAG</i>
 <b>Online part</b>		
Contents	Learning outcomes	Activities
Concepts of effective communication: empathy, assertiveness, active listening, observation	To communicate with informal carers, promoting dialogue among MAG' participants	Online multimedia presentation
Strategies on group management		
Conflict management		
Strategies for smooth co-facilitation	To become aware of the importance of the co-facilitator, its role and how to collaborate	
 <b>Face-to-face part</b>		
Contents	Learning outcomes	Activities
Leadership styles	To communicate with informal carers, promoting dialogue among MAG' participants-	<b>[Activity #6.1 - Leadership styles - Guess which?]</b> Participants are asked to discuss the leadership style in different scenarios
Communication styles		<b>[Activity #6.2 - Passive, aggressive or assertive?]</b> Participants are asked to debate based on given situations and answers

Training unit#	Name	Duration (hours)
<b>7</b>	<b>E-FACILITATION</b>	<b>3h (1.5 online / 1.5 face-to-face)</b>
<b>Objectives</b>		
	<i>To provide knowledge on good practices to apply in the facilitation of an online MAG</i>	
 Face-to-face part		
Contents	Learning outcomes	Activities
Stages of e-facilitation	To understand the benefits of e-facilitation	Online multimedia presentation <b>[Activity #7.3 - Plan activities for each stage]</b> Participants are asked to reflect on the stages and list activities to implement each stage
Collaborative interaction	To recognise the concept of collaborative interaction	Online multimedia presentation
Strategies on e-facilitation	To promote collaborative and supportive interaction	Online multimedia presentation
Online security	To recognize risks associated to online environments	Online multimedia presentation <b>[Activity #7.1 - How to deal with security threats]</b> Participants are asked to reflect on given statements and select those to delete to protect participants from security threats.
 Online part		
Contents	Learning outcomes	Activities
Q&A	-	Open discussion to take doubts
Strategies on e-facilitation	To promote collaborative and supportive interaction	<b>[Activity #7.2 - Strategies for collaborative interaction]</b> Participants are invited to perform some interactive activities to understand how they behave in facing of motivating others

Training unit#	Name	Duration (hours)
8	<b>ONLINE MUTUAL AID GROUPS – THE CARE4DEM MODEL</b>	<b>5h (2 online / 3 face-to-face)</b>
<b>Objectives</b>	<i>To provide knowledge on how to implement an online MAG, according to the CARE4DEM model</i>	
 <b>Online part</b>		
Contents	Learning outcomes	Activities
Structure of the group	To understand how the CARE4DEM group is structured and organised	
Participants	To be aware of the characteristics that participants shall have To recognise the importance of meeting participants before the start of groups	Online multimedia presentation
Technical features of the online platform	To acknowledge the ICT features of the CARE4DEM MAGs	
 <b>Face-to-face part</b>		
Contents	Learning outcomes	Activities
MAG implementation process	To understand how the CARE4DEM group is structured and organised	<b>[Activity #8.1 - Map the process for implementation]</b> Participants are invited to draw the flowchart of the process map for an online MAG
Carers recruitment	To be aware of the characteristics that participants shall have	<b>[Activity #8.2 - Questions for recruitment of caregivers]</b> Participants are challenged to list a set of questions to be asked to carers
MAG co-facilitation	To facilitate an online MAG	<b>[Activity #8.3 - Simulation of online MAG]</b> Participants are invited to play the role of facilitators on an online environment
Critical aspects of online MAGs	To acknowledge the ICT features of the CARE4DEM MAGs	<b>[Activity #8.4 - Critical aspects of online MAG]</b> Generate a debate with participants about critical issues in delivering an online MAG

# 04

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# 05

## Annexes

### Annex 1 – Course Curriculum

<b>Title</b>
Training Course for Mutual Aid Groups' Facilitators
<b>Online part</b>
This course curriculum addresses the main knowledge and skills needed by a facilitator to properly implement a mutual aid group and introduce it online. We propose a training for facilitators of a web-based mutual aid group. The B-learning course is designed as a combination of face-to-face (F2f) and online (internet based) sessions. Learners are encouraged to implement a mutual aid group which will promote their ability to carry out assigned competencies and responsibilities effectively (action-learning <sup>12</sup> ).
<b>Intended audience</b>
This training course is designed to any informal carer (actual or former) who wishes to take the role of facilitator of a mutual aid group. It also suits professionals working in the field of health and social field who are willing to provide support to carers of people with dementia by facilitating an online mutual aid group.
<b>Keywords and phrases</b>
Facilitator; Informal Carers, Dementia; Mutual Aid Group; Online; Lifelong learning; Information and Communication Technologies (ICT).
<b>Language of instruction</b>
English; Italian; Portuguese; Romanian and Spanish.
<b>Course delivery</b>
The training course will be an object-based learning, which means the delivery can be tailored to fit within a portfolio of learning materials, lesson plans and training activities to be used with flexibility according to countries' and training group needs. Therefore, training providers can easily configure training courses in terms of length/duration of F2f/online sessions or learning materials to be used, according to what learners already know or skills they already have. Learners must attend online sessions before beginning F2f sessions: <ul style="list-style-type: none"><li>• Online sessions will provide the theoretical knowledge for implementing a MAG and will take place via an e-learning platform;</li><li>• Face-to-face sessions will focus on clarification of theoretical knowledge, debates and sharing experiences, and mainly on practical exercises such as role-plays, group dynamics or group assignments.</li></ul>

<sup>12</sup> Action learning is an approach of training in which learners can experiment what they have learned by to solving real-life problems, taking action and reflecting upon the results or by receiving feedback.

## Objectives

- Provide basic knowledge on the field of dementia and informal caregiving;
- Develop or improve the necessary competencies to organise and facilitate an online MAG;
- Provide knowledge on good practices to apply in the facilitation of an online MAG.

## Learning outcomes

The competencies defined in the CARE4DEM Facilitators' Competence Profile provide a framework for the identification of the learning outcomes of the training course. Thus, the training will offer the possibility to develop some of the competences listed in the Competence Profile, which have been considered as the most important. Indeed, by the end of the training units, learners will be able to:

- Understand dementia and its consequences, ensuring the reliability and relevance of information shared within the mutual aid group (MAG);
- Recognize the scope of informal caregiving in dementia, ensuring the reliability and relevance of information shared within the MAG;
- Understand the concept of mutual aid group and how it is structured;
- Set up a mutual aid group, according to the standards of the CARE4DEM model;
- Recognize the role of facilitators on an online MAG;
- Facilitate mutual emotional support among participants (carers) respecting the MAGs diversity;
- Communicate with informal carers, promoting dialogue among participants of the MAG;
- Promote collaborative and supportive interaction, by means of e-facilitation;
- Manage the technical aspects of the use of ICT for the MAG, ensuring privacy and security online.

## Course contents

### I. INTRODUCTION TO CARE4DEM (0,5H – ONLINE)

- What is CARE4DEM about - rationale
- What CARE4DEM seeks for: outcomes and impacts
- Who are the target groups: facilitators and participants

### II. BASICS OF DEMENTIA (1H – ONLINE | 1H – F2F)

- Definition, types of dementia and different symptoms
- Consequences of dementia and impact on behaviour
- Communication with people with dementia
- Information and resources on dementia

### III. INFORMAL CARER (1H – ONLINE | 1H – F2F)

- Who is the informal carer
- Skills and competences acquired through caring
- Cultural/ethical diversity
- The risk associated with the carer role
- Information and resources on informal caring and support

### IV. INTRODUCTION TO MAG (1H – ONLINE | 1H – F2F)

- History of MAG
- What is a MAG
- Setting up and structuring an online MAG

### V. FACILITATION OF MAGS (2H – ONLINE | 3H – F2F)

- The role of the facilitators
- Good practices in facilitating an online MAG
- Strategies to promote well-being

## **VI. COMMUNICATION SKILLS (1H – ONLINE | 1,5H – F2F)**

- Effective communication: empathy, assertiveness, active listening, observation
- Strategies on group management
- Conflict management
- Strategies for smooth co-facilitation

## **VII. E-FACILITATION (1,5H – ONLINE | 1,5H – F2F)**

- Stages of e-facilitation
- Collaborative interaction
- Strategies and good practices of e-facilitation
- Online security and privacy

## **VIII. ONLINE MUTUAL AID GROUPS – THE CARE4DEM MODEL (2H – ONLINE | 3H – F2F)**

- Process mapping for implementation
- Technical features
- Practical tools
- Simulation/exercises of online MAG

### **Duration**

- Online: 10 hours
- Face-to-face: 12 hours
- TOTAL: 22 hours

### **Teaching and learning methods**

Learners can access learning materials such as online multimedia presentations, research papers and other relevant publications within a e-learning platform. Learners can be asked to provide written assignments to assess their overall understanding of core concepts.

During face-to-face sessions, the relevant concepts introduced online, are supported by practical examples, and learners are encouraged to share their experiences. Discussion based on the practical examples also takes place using case studies, role-plays and other active techniques.

### **Assessment method**

The evaluation process is based on four activities that evaluate the whole process (online and face-to-face sessions):

- Self-assessment of competences (pre and post training), according to Facilitators' Profile and their perception of skills acquired, performed before, immediately after training and 6 (six) months after training (impact) – based on Intellectual Output 3;
- Evaluation of the training course in the perspective of learners and trainer, regarding logistics, contents, administrative support and the overall b-learning process;
- Impact assessment to identify the benefits of the training course in learners' way of implementing a MAG, not only based on their self-assessment of competences, but also taking in consideration what learners perceive as achievements derived from training<sup>13</sup>.

The training certificate<sup>14</sup> is issued to those participants who attend the training course.

<sup>13</sup> See an example of questions to pose to participants in Annex 2.

<sup>14</sup> Training certificates are issued by training providers and might require additional requirements depending on national standards for certification of training.

## Annex 2 – Impact questionnaire of the training

Here are some specific questions you may collect from the participants on the training to assess its impact:

**1. How do you rate the effectiveness of the training for facilitators in terms of:**

1- Poor	2	3	4	5 - Excellent
a) Mobilization of relevant skills for the e-facilitation of groups				
b) The usefulness of the skills gained				
c) Self-confidence in implementing an online MAG				
d) The novelty of knowledge and information acquired				
e) Transferability of skills gained to other contexts				

**2. Please write situations in which you have implemented / used the skills gained during the training course. Those can or not be related to an actual implementation of an online MAG.**

**3. Please write what you feel it is missing on the training course for facilitators.**

**4. Did you implement an online MAG since you took part in the training for facilitators?**

Yes/ No

**5. Use this space for further comments or suggestions you may have.**

## Annex 3 – Training course activities: worksheets

Please check separate file.



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