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CARE4DEM
Dementia Caregivers Support

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

Training Handbook
ANNEX 3 - TRAINING COURSE ACTIVITIES:
WORKSHEETS



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Programme

CARE4DEM – Dementia Caregivers Support

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Module 1 – Introduction to CARE4DEM

Quiz #1

Please read the questions and select the correct answer¹:

1. The project CARE4DEM addresses:

- a. **A web-based mutual aid group for dementia caregivers**
- b. A web-based mutual aid group for disabled caregivers
- c. A psychoeducational group for people with dementia

2. During the project, the partnership developed:

- a. An evidence review and a training course
- b. An evidence review, a training course and a implementation guide
- c. An evidence review, a model for MAG, a training course
- d. **An evidence review, a model for MAG, a facilitators' profile and a training course**

3. The process map for innovation is as follows:

- a. Implementation of a MAG as participants think its best
- b. **Self-assessment of competences, attendance of the course and implementation of a MAG using CARE4DEM model**
- c. Self-assessment of competences and implementation of MAG

4. CARE4DEM seeks to impact:

- a. Increase caregivers' involvement
- b. Enhance caregivers' satisfaction with care
- c. Reduce caregivers' burnout
- d. **All the above**

¹ Correct answer is marked as **bold**.

Activity #1.1 – Ice-breaking ('The graph of my life')

Purpose:

Give all participants an opportunity to express their experiences and feelings to the group. The goal is for the participants, at the end of the activity, to find strategies and understand if it is reliable to replicate it in MAG sessions (especially in the first synchronous session - frame with the slide that says "Getting the discussion started").

Description:

The trainer / facilitator should deliver a blank sheet to each participant. Ask the participants to draw a line that, through curves (ups and downs and continuous lines), represents facts of their life. The facts may be limited to a certain period of life (e.g. last 6 months or last year).

The line can represent personal, professional, social or other experiences and feelings.

Each participant has 10 minutes to reflect on the graph of their life and then present it to the group.

Note:

This is an activity that the MAG facilitators can use in the first synchronous session (with a webcam) to participants know each other better and where it will be possible to make it easier to perceive how open the participants are to share their experiences and to find common points among them.

Module 2 – Basics of dementia

Quiz #2

Instructions to fill the Quiz:

The Quiz has 10 True/False Questions. Having in mind the content presented in the module, please Indicate which ones are True or False². Try to answer the quiz without looking to the module.

Presentation, so that you can understand what you really learnt. In the end, if you have wrong answers, please try to clarify them with module presentation. If you still have doubts, please bring them to the face-to-face session and present them to the teacher – it can be useful for every participant to discuss it.

Statement	True	False
1. Dementia starts with memory problems but they don't affect a person's daily life (F)		
2. Dementia is a normal part of aging (F)		
3. Dementia is always caused by the same brain disease (F)		
4. Hallucinations or delirium are symptoms at progression in dementia (V)		
5. Difficulty in walking is a symptom in advanced stage of dementia (V)		
6. People with dementia may be able to recall things that have been practiced over and over again (V)		
7. Symptoms that begin suddenly may be a sign of vascular dementia (V)		
8. People with Alzheimer are likely to show signs of improvement (F)		
9. Current Alzheimer's treatments cannot stop Alzheimer's from progressing (V)		
10. Alzheimer's disease is the most common dementia (V)		
	Nº of right questions	
	Nº of wrong questions	

¹ Correct answers are marked after each statement.

Activity #2.1 – Dementia concepts



ONLINE

Trainer: you have to provide paper where the text is written. In the online option, just upload into multiple choice document so participants can select.

Guidelines: there is a multiple choice exercise where participants have to select what they are asked for in the questions.

Instructions for exercise: You are about to read some statements. You have to choose the options you think that correspond with each statement. There is more than one answer right, so you can choose more than one option in each statement.

1. In the first stage of dementia, the symptoms are:

- a. Loses orientation within the home
- b. Displays hallucinations or delirium

c. Difficulty naming persons and objects

- d. Difficulty in walking
- e. Does not recognize familiar faces

f. Can lose interest in activities that used to like

- g. Displays pronounced memory impairment
- h. Can be bedridden or need a wheelchair for moving
- i. Difficulty in expressing himself/herself
- j. Beginning disorientation in time and space

k. Can lose decision making ability

- l. Incapable of doing simple daily tasks

m. May show symptoms of depression and irritability

- n. Needs help with personal hygiene
- o. Shows "immoral" or "unusual" behaviours

p. Display memory difficulties

- q. Incapable of looking after himself
- r. Loses sphincters control
- s. Cannot understand what is happening

2. When Dementia is on process (more advanced than first stage), the symptoms are:

a. Displays pronounced memory impairment

b. Beginning disorientation in time and space

c. Display memory difficulties

d. Cannot understand what is happening

e. Difficulty in expressing himself/herself

f. Can lose decision-making ability

g. Loses orientation within the home

h. Loses sphincters control

i. Difficulty on naming persons and objects

j. Incapable of doing simple daily tasks

k. Displays hallucinations or delirium

l. Does not recognize familiar faces

m. Can lose interest in activities that used to like

n. Incapable of looking after himself

o. Shows "immoral" or "unusual" behaviours

p. Difficulty in walking

q. Needs help with personal hygiene

r. Can be bedridden or need a wheelchair for moving

s. May show symptoms of depression and irritability

3. In the most advance stage of Dementia, the symptoms are:

a. May show symptoms of depression and irritability

b. Displays pronounced memory impairment

c. Cannot understand what is happening

d. Beginning disorientation in time and space

e. Display memory difficulties

f. Shows "immoral" or "unusual" behaviours

g. Does not recognize familiar faces

h. Displays hallucinations or delirium

i. Can lose interest in activities that used to like

j. Loses orientation within the home

k. Incapable of looking after himself

l. Difficulty in expressing himself/herself

m. Incapable of doing simple daily tasks

n. Can be bedridden or need a wheelchair for moving

o. Needs help with personal hygiene

p. Loses sphincters control

q. Difficulty on naming persons and objects

r. Difficulty in walking

s. Can lose decision-making ability

4. The most common behavioural symptoms of dementia are:

- a. Agitation - Anxiety**
- b. Sexual disorders**
- c. Euphoric mood
- d. Refusal**
- e. Irritability
- f. Sleep disorders**
- g. Anxiety
- h. Disorders of appetite**
- i. Inappropriate social behaviour**
- j. Delusions - Delirium
- k. Hallucinations
- l. Wandering - Hyperactivity**
- m. Depression
- n. Verbal or physical aggressiveness**
- o. Apathy/ indifference

5. The most common psychological symptoms of dementia are:

- a. Refusal
- b. Irritability**
- c. Anxiety**
- d. Wandering - Hyperactivity
- e. Euphoric mood**
- f. Verbal or physical aggressiveness
- g. Delusions - Delirium**
- h. Agitation - Anxiety
- i. Disorders of appetite
- j. Hallucinations**
- k. Sleep disorders
- l. Depression**
- m. Inappropriate social behaviour
- n. Apathy / indifference**
- o. Sexual disorders



FACE-TO-FACE

Trainer: you have to provide plasticised the options printed and/or plasticised and the tittle of the columns.

Guidelines: in several plastics cards/printed papers there is going to be written characteristics of Dementia, but in different moments of its development.

Instructions for the exercise: You are going to have to make two different classifications in Dementia:

- First one is about the characteristics that people with Dementia suffer in its three main stages: first stage, progression stage and advanced stage.
- Second one is about the most common psychological symptoms of dementia and most common behavioural symptoms of dementia.

First Stage	Progression Stage	Advance Stage
Display memory difficulties Has difficulty naming persons and objects May lose decision-making ability May lose interest in occupations that used to like May show symptoms of depression and irritability	Displays pronounced memory impairment Has difficulty in expressing himself Is becoming disoriented in time and space Is unable to perform simple daily tasks Needs help with personal hygiene Shows "immoral" or "unusual" behaviours Displays hallucinations or delirium	Does not recognize familiar faces Cannot understand what is happening Is unable to look after himself Loses orientation within the home Has difficulty in walking Loses sphincters control May be bedridden or need a wheelchair for moving

Most common behavioural symptoms of dementia	Most common psychological symptoms
Wandering - Hyperactivity Agitation - Anxiety Inappropriate social behaviour Verbal or physical aggressiveness Refusal Sleep disorders Sexual disorders Disorders of appetite	Delusions - Delirium Hallucinations Depression Euphoric mood Apathy / Indifference Anxiety Irritability

Module 3 – Informal carers

Quiz #3

Purpose: Assess the knowledge of the trainee related to the main aspects of the module.

Instructions to fill the Quiz: The Quiz has 10 True/False Questions. Having in mind the content presented in the module, please Indicate which ones are True or False. Try to answer the quiz without looking to the module.

Presentation, so that you can understand what you really learnt. In the end, if you have wrong answers, please try to clarify them with module presentation. If you still have doubts, please bring them to the face-to-face session and present them to the teacher – it can be useful for every participant to discuss it.

Statement	True	False
1. An informal carer is someone who provides care, usually unpaid, to a person (V)		
2. You might consider yourself as an informal carer, only if you provide care for a long-time (F)		
3. Informal care is mainly provided by women between 35 and 64 years old (V)		
4. Economic value of unpaid informal care ranges from 50 % to 90 % of the overall cost of formal long-term care provision (V)		
5. Carers acquire a set of skills like symptoms management, communication skills and time management (V)		
6. Intersectionality refers to the way different kinds of prejudice can be amplified in different ways when put together (V)		
7. Caregivers are more likely than others to take the right preventive health measures with themselves (F)		
8. The illness can have a positive impact on emotions and feelings towards the person being cared. (F)		
9. The costs associated with care may mean that they cannot afford some of the social activities they did before. (V)		
10. Sharing your emotions, accepting not to do everything and asking for help are tips for carers to release the pressure (V)		
	Nº of right questions	
	Nº of wrong questions	

Activity #3.1 – Simulation – Role play

Purpose: Practical activity to reinforce acquired competences from the informal carer
For Trainers: it is necessary to create a scenario where participants can play the roles of facilitator, co-facilitator and carers. It is necessary to give them a script of the roles they are going to play.

Background information: You are a professional and you are co-facilitating the online MAG with Anna, who took care of his dad with dementia for 7 years.

Guidelines for scenario: there is going to be as much roles as participants. You will provide the roles to each participant, so they can get the role and try to perform it. They will have to prove if they can be in carer feet. Some of the roles are going to be explained below:

***Participant 1:** you are the son of a 70 years old woman who suffers Alzheimer from 1 year. You decided to move your mother to be with you at home so you can take care of her the whole day. She is very quiet and she almost speaks. You try to communicate with her but it is very difficult because she doesn't answer, so that makes you feel helpless.*

***Participant 2:** you are the nephew of a 60 years old woman in first stage of dementia. You have hired a nurse who takes care of her during the mornings and you take care the rest of the day. She has started to show some of the first signs of dementia, and this has produced that she felt so bad that she got mad and started to shout. You want someone to give you some advice about how to deal with this situation.*

***Participant 3:** you are the daughter of a 90 years old man with severe dementia. You are very exhausted because he needs continued help for doing everything, so you cannot sleep without interruptions. You would like to know if any person on the group could give you some tips to get your father rest the whole night and so you.*

***Participant 4:** you are the grandson of a 67 years old man with Binswanger's disease (type of dementia). Two years ago you realized that he was ill because when they walked through the park, he started to say impolite things to young women who were walking. He never did that before because he was so gentle and respectful. Now he has not so much judgment due to that damage that this illness produces. You would like to know how to explain some things in order to get some self-control.*

The facilitators have to promote understanding inside the group how the participants feel and empower their feelings and situations.

At the end, provide a space for debate and discussion on improvements needed on the side of facilitators and their performance.

Module 4 – introducing to MAG

Quiz #4

Purpose: Assess the knowledge of the trainee related to the main aspects of the module.

Instructions to fill the Quiz: The Quiz has 12 True/False Questions. Having in mind the content presented in the module, please Indicate which ones are True or False. Try to answer the quiz without looking to the module.

Presentation, so that you can understand what you really learnt. In the end, if you have wrong answers, please try to clarify them with module presentation. If you still have doubts, please bring them to the face-to-face session and present them to the teacher – it can be useful for every participant to discuss it.

Statement	True	False
1. The only opportunity to be able to become a member of a MAG is if your doctor has prescribed it. (F)		
2. The most important outcome you gain from a MAG is that you make friends (F)		
3. It is no necessary in an online MAG that facilitators have a first face-to-face with each MAG member (F)		
4. The fact that women started to work outside home was one of the reasons of MAG origin (V)		
5. In a MAG you can express yourself and advice other members without feeling intimidated (V)		
6. To create a MAG, the first thing you need is to have a common problem with a part of the society (V)		
7. The aim of the facilitator is to provide the members with the tools they need to progress in his/her common problem (V)		
8. Facilitator is the exclusive person who can elaborate the sessions (F)		
9. For an online MAG there is necessary to have basic ICT skills (V)		
10. Facilitator must be present and be talkative with member during the whole session (F)		
11. The first MAG in history was born in 1935 and it continues existing in our days (T)		
12. The establishment of objectives in a MAG helps the group to set what they are looking for (T)		
	Nº of right questions	
	Nº of wrong questions	

Activity #4.1 - MAG characteristics – Are all the groups similar?

Purpose: Identify what is the characteristics of a MAG inside different characteristics from other type of groups.



FACE-TO-FACE

Trainer: you have to provide plastic cards with the characteristics

Guidelines: in several plastic cards there is going to be written characteristics of a MAG, but also some features of other kind of groups like "group therapy", "friends club" or "debate group". What it is proposed to do for participants is to choose the right characteristics.

At the end, provide a space for debate and discussion about what characteristics are essential and why. Characteristics (T for True, and F for False):

- Voluntariness (T)
- The aim is to get new friends (F)
- Exchange information (T)
- Only facilitator provides emotional support (F)
- Learn new ways to solve problems by others experience (T)
- Participants share the same problem (T)
- You can share personal information of other people such addresses, mobile phones... (F)
- If you are not in a deep crisis, you cannot be a part of a MAG (F)
- Meeting are compulsory (F)
- It is mandatory that a facilitator is present in all the meetings (F)



ONLINE

On the online platform-guidelines: participants will have the access to this exercise in a list of characteristics and they will have to choose the ones they think are the ones related to GAM features. To make it more difficult, there is going to be characteristics which belong to other kind of groups such as "group therapy", "friends club" or "debate group". Characteristics (T for True, and F for False):

- Voluntariness (T)
- The aim is to get new friends (F)
- Exchange information (T)
- Only facilitator provides emotional support (F)
- Learn new ways to solve problems by others experience (T)
- Participants share the same problem (T)
- You can share personal information of other people such addresses, mobile phones... (F)
- If you are not in a deep crisis, you cannot be a part of a GAM (F)
- Meeting are compulsory (F)
- It is mandatory that a facilitator is present in all the meetings (F)

Module 5 – Facilitation of a MAG

Quiz #5

Purpose: Reinforce knowledge – multiple choice

Let's remember the key content? Please read the questions and select the correct answer:

1. What is the role of the facilitator? Please select the wrong answer.

a) The facilitator should promote the integration of all, making participants feel welcome and comfortable.

b) Makes group discussion more difficult.

c) Establish the group rules with the participants and maintain and manage them.

d) None of the above.

2. In total, how many facilitators will each group have?

a) One professional facilitator.

b) One caregiver facilitator.

c) Two facilitators: one professional and one caregiver.

d) Three facilitators: 2 professionals and one caregiver / one professional and 2 caregivers.

3. What are facilitators expected to do? Choose the most correct option.

a) Make the discussion easier.

b) Practical support to group management.

c) Both a) and b) are correct.

d) None of the above.

4. The facilitator and the co-facilitator should discuss strengths and issues after the group sessions.

a) True.

b) False.

Activity #5.1 – What is a facilitator ?

Purpose: Provide a space for reflection about own skills for facilitation of MAG; Reflect in what ways learners view their intervention in MAG

Group work about knowledge / skills and attitudes of facilitators:

- a) 3 groups each to focus on Knowledge, Skills or Attitudes – write them down in a poster. In other words, each group has to define one of them (Knowledge, Skills or Attitudes) and write it down in a poster.
- b) Each group to report in plenary, expose to the group what they did.
- c) Confront the results with the Care4Dem profile and discuss: a comparison is made between what they think and what CARE4Dem says in order to know if the basics statements are integrated.
- d) Question whether anyone has anything to add ("Were you surprised by any result?"; "After you were in the previous sessions, would you change anything on the questionnaire?")

Online: *We suggest that a discussion topic be developed on the platform regarding the general results of the questionnaire.*

Activity #5.2 - Non-verbal communication

Purpose: Understanding non-verbal communication signals in distance interaction (online)

As a facilitator, and as has been mentioned, empathy and communication are important competencies to play their role effectively.

The purpose of this activity is to encourage the sharing of non-verbal communication signals so that we can more easily identify how participants are feeling during the sessions or in relation to a specific topic. Please fill in the following table and share with the rest of the group on the platform. We give some examples of emotions and leave some blanks so you can suggest other emotions and their signals if you think it is important.

Emotion	Body Language/Signals of non-verbal communication
Happiness	
Sadness	
Aggressiveness	
Nervousness	
Embarrassment	

Activity #5.3 - Let's have control over our emotions

Purpose: Mobilize learners' skills on self-control

Please read the following story:

"The sun was shining and it was Sunday afternoon. Peter decided to take a walk to the park and relax a little. On the way, he found John, a friend he had not seen for a long time. Pedro's happiness for finding an old colleague ended when he went to greet John and he began to scream, saying that he was being robbed."

How would you react if you were Peter?

(Note: the objective is then to discuss the opinions of the participants, promoting a joint reflection on how to develop self-control of emotions in various situations)

Activity #5.4 – Role play

Purpose: Mobilize skills on how to facilitate a MAG

Role-play: provide to the group 3 scenarios where they have to face when a person in a group performances one specific role.

a. 1st scenario: one participant has to show to the rest of the group very provocative. The aim is to put in practice self-control.

b. 2nd scenario: one participant is asking the whole time things to facilitator to get an answer. The facilitator has to train how to return the question to the group and not answer the questions directly.

c. 3rd scenario: one participant shares with the group dangerous information (for example wrong use of drugs) and the group have to know how to deal with that information as the facilitator has to know also what to do with that sensitive information.

Activity #5.5 - Am I listening and understanding what is said? Reinforce the role of active listening

Purpose: Active listening is important, especially when it comes to sensitive issues, as it helps to show empathy towards the other (s).

Next, we present three personal witness from informal caregivers of people with dementia (and which are phrases that can easily be expressed during MAG sessions). Please read the sentences carefully and give each of them an example of active listening. An example of how to perform the task will be given. Share this information with your peers in training by posting it in the forum.

Example:

Sentence: "Knowing I'm being useful, to accompany her, even if she does not notice."

Answer: Clarifying - "So you are saying that you feel that your contribution has been important in the life of this person".

1. "Although tiresome, I can not imagine not taking care of my wife".

2. "It feels good to help. She does not have anyone else".

3. "I never expected to be like this at this stage of my life - being me taking care of my wife - but I do it with all my affection".

Module 6 – Communication skills

Quizz #6

Purpose: Assess the knowledge of the trainee related to the main aspects of the module

Instructions to fill the Quiz: The Quiz has 11 True/False Questions. Having in mind the content presented in the module, please indicate which ones are True or False. Try to answer the quiz without looking to the module presentation, so that you can understand what you really learnt. In the end, if you have wrong answers, please try to clarify them with the module presentations. If you still have doubts, please bring them to the face-to-face session and present them to the teacher – it can be useful for every participant to discuss it.

Statement	True	False
1. Non-verbal communication provides more information about how you feel than words. (T)		
2. Conflicts tend to disappear when time passes by. (F)		
3. Conflicts come from difference between people with different perceptions, values, ideas... (T)		
4. The fact that women started to work outside home was one of the reasons of MAG origin (V)		
5. Two main benefits of the co-facilitation are the reduction of personal impact inside the group and the share of responsibilities. (T)		
6. To be an engaged listener it's important to interrupt the speaker to reach as much information as possible. (F)		
7. It is necessary to set aside time when meetings finish to process and evaluate the group. (T)		
8. Main skills for an effective communication are: empathy, observation or non-verbal communication, active listening and assertiveness (T)		
9. Being assertive means that you express yourself in an open and honest way. (T)		
10. Communication is one of the ways to establish connections with people or places. (T)		
11. Effective communication is just about exchanging information, not feelings and emotions. (F)		
	Nº of right questions	
	Nº of wrong questions	

Activity #6.1 - Leadership styles - Guess which?

Purpose: Identify leadership styles inside a conversation in a group

Trainer: you are going to provide the three leadership styles with a little explanation of what is each one.

Guidelines: they have to read the three scenarios, and in each scenario, they will have to choose the leadership style they think it corresponds

Background: the three leadership styles are:

- **Autocratic/Authoritarian:** this kind of leadership provides clear expectations for what it's needed and what should be done. This leader is focused on command and control the followers. Leader is the responsible for making decisions independently of group's opinions. There is a clear division between leader and members.
- **Participative/Democratic:** this type of leader offers guidance to group members, but (s)he participates also in the group. This leader uses to encourage the group by letting them to participate but retaining the final decision. Because of that, the group members feel engaged to the process and more motivated and free.
- **Delegative/Laissez-fair:** this leader delegate responsibility for the fulfilment of tasks. (S)He hands over decision-making power to the group members. This leader provides general information and direction and the tools that are necessary to accomplish goals.

Instructions for the exercise

1st scenario: authoritarian/autocratic

1st Scenario
Facilitator: F Participant 1: P1 Participant 2: P2
P1: You have to tell me where all the day centers are. M/F: -----, P2: Well, I don't really know in person any. F: -----.
What should the facilitator do?
Option A-- F: Maybe one of your partners can tell you something. Maybe P2? / It's ok P2. Maybe another person in the group can answer P1.
Option B-- F: Anyone can help P1? /Does anyone know any day center?
Option C-- F: (s)he didn't answer anything because the group lead itself.

2nd scenario : Participative/Democratic

2nd Scenario
Facilitator: F Participant 1: P1 Participant 2: P2 Participant 3: P3
P1: I need some help from my brother to care our grandmother who suffers from Alzheimer. She really needs us. I cant handle everything by my own. M/F: -----,
P2: Well, I didn't have that problem exactly, but I can tell you...
P3: I did have a similar situation with my nephew because we had to take care of our grandfather and she always excused her by madding up lies. In our case, I and my family did... F: -----,
What should the facilitator do?
Option A-- F: Have you tried to ask your partners if they have any possible solution? / These stories may help you, but if someone has something to say, (s)he should say right now because there are so many things to talk about.
Option B-- F: What is the rest (of the group) thinking about this situation? Anyone can give us his/her perspective? / If anyone has something to add, you can do it now or later, but let's move on...
Option C-- F: Well, maybe someone can help you. / Ok, what is next?

3rd scenario: Delegative/Laissez-fair

3rd Scenario
Facilitator: F Participant 1: P1 Participant 2: P2 Participant 3: P3
P1: When I'm at home, I don't know what to do with my sister to make her more active. My husband and I have tried everything. Do you have any tips?
P2: Have you tried to go on a morning walk? That's what we do with my mother.
P3: In my case, what I do with my grandmother is to have a walk after taking our lunch and when we finish, we go to a Cafeteria to drink a coffee or tea (it depends on the day) but not eating anything. F: -----,
What should the facilitator do?
Option A-- F: Thank you for your contributions, they can be useful for all members. Now, what issue would you like to speak about next? This issue has no so much more to help P1.
Option B-- F: That are very good examples that maybe can fit on you, but what do you think that fits better on you (P1)?
Option C- F: Someone has anything else to expose?

NOTE: when we give them the scenarios, the answer in **bold** should be in the same font as the others.

Activity #6.1 - Leadership styles - Guess which?

Purpose: Transform passive or aggressive speech into assertive speeches

Trainer: you put 6 sentences in aggressive or passive way and the participants have to transform into assertive sentences.

Instructions for the exercise

You are going to read some phrases that a participant in a MAG can say when the meetings take place. You are going to have different options and you have to choose the option you think is assertive:

1. All the members of the group are in the MAG meeting and there is one person who is missing (Anna), but she confirmed to one of the persons who is in the meeting that she will be late for just 10 minutes. One of the participants (Marc) says: "When are we going to start? I hate people who makes me lose my time on this way. This is so disrespectful!"

a. Don't worry Marc, it doesn't matter!

b. Please Marc, don't overreact on this way, it's only 10 minutes.

c. Marc please don't speak out on this way because Anna just told us she is on her way and she apologized for that. We can grant her this time.

2. One of the members says that he would like to plan a meeting outside the MAG to celebrate his birthday, but the day doesn't fit right because it matches with the next football match:

a. Thank you for inviting me to your birthday, but I made plans before for this date and I can't go/come. However, I wish you a very nice birthday!

b. I had plans to, but if you prefer to celebrate your birthday, I will cancel my other plans.

c. Agh, you always make plans without asking us first! You never take into account my plans and because of that, I do not intend to come to your birthday.

3. One of the members offers to take you home. However, you have seen her drinking before:

a. Thank you for your offer but I prefer to call a taxi. You can come with me and tomorrow I will come along with you to pick the car.

b. Yah, I know you have been drinking but I want to be at home soon, so yes, I will go with you by car.

c. Not really, I don't like to go with drunk people.

4. In a conversation inside the meeting group, 4 members are talking. You have to select the name of the person that you think it has an assertive answer. This is the conversation:

- *Susanne: I received this morning a letter from my sister, who says that she can't take care of my mum next month because she wants to rest. This is the third time she does that to me.*
- *Albert: Really? She is always pulling your leg! You should make something to ruin her rest, so you won't have to take care of your mum during your family time.*
- *Mike: Do you know if she really needs this time to rest? Maybe she is just trying to ask you for some help. You can ask her.*
- *Sonia: Don't worry Susanne, these things happen every day. You can only resign.*

a. Albert

b. Mike

c. Sonia

Module 7 – E-Facilitation

Quizz #7

Purpose: Reinforce knowledge – multiple choice

Please read the questions and select the correct answer:

1. E-facilitation concept stands for:

a. the moderation of debates for online settings

b. the promotion of human interaction and communication using online environments designed for interaction and collaboration

c. the teaching for university students

2.The Five Stage Model is:

a. A framework to support participants towards a successful interaction

b. A group of steps to be performed

c. A framework to engage participants

3. The E-facilitator is the person responsible for an online participants' interaction. His/her role is:

- a. Guide discussions among participants
- b. Play an instructive role, provide feedback
- c. Promote the participation of all

d. All the above

4. Reaching participants and keep them involved are crucial. E-facilitator should:

- a. Motivate them to use the platform, promote "know each other" and warm up
- b. Pay special attention to participants who do not participate
- c. Promote activities and reflection exercises on issues related to caregiving

d. All the above

5. Online security is something that E-facilitator should pay special attention. Some security tips are:

- a. Be careful about the personal information provided or published
- b. Use an antivirus program and a firewall

c. All the above

Activity #7.1 - How to deal with security threats

Purpose: Promote awareness on learners about some security threats faced by participants and how to support them

Imagine that you are a facilitator of a group. You use a forum and you must protect participants from online and security threats.

Read the statements below. Identify which one would you cancel and explain why.

- *My brother has HIV*
- *My husband is keep waking in the night and I'm very tired*
- *Most of the times I feel lonely and want to disappear*

- *I do not believe in bank accounts! Our savings are all packed under the mattress*
- *My phone number is...*

In this second part, you have the power to change one of the posts. Please indicate which post would you change and explain how/ in what way would you write it.

Activity #7.2 - Strategies for collaborative interaction

Purpose: Mobilize skills on how to trigger a collaborative interaction, how to push participants.

These are two alternative activities you can do with participants in order to reflect on motivational strategies.

Activity	Description
How to reach the other side	<p>Divide participants in 2 groups. Each of these groups must form a line in front of each other with a large space in between. One of the lines will be the 'leaders'.</p> <p>Leaders must persuade the person in front of them to come closer to them. They can use any form of communication and interaction.</p> <p>At the end, discuss the behaviours and strategies used.</p>
Terrible Presents	<p>Divide participants in pairs.</p> <p>Ask Person A to think of a great present Person B would want to receive, and vice versa – it must be something that would really help or benefit the person. Don't tell each other.</p> <p>Ask the participants to think of a Terrible Present for the other person - something they would not want to take, something that would be a burden, or something that would make them question the friendship. If this is difficult for participants, ask them to think of a present that's completely opposite or extremely different than the great present they initially thought of. Again, don't reveal the present yet.</p> <p>Person A has 1 minute to convince Person B to accept the Terrible Present. Ideally, they will use persuasive techniques and actually get commitment, not a forced "ok."</p> <p>After 1 minute, have the participants switch roles so Person B is trying to persuade Person A to accept their present.</p> <p>At the end, discuss the behaviours and strategies used.</p>

TOPICS FOR DISCUSSION:

- *How many groups reached the objective?*
- *How they got the other person to do what is wanted/ Have participants discussed the benefits of taking the action required?*
- *How their partners delivery was in terms of content, voice, and body language?*
- *How persuasion could be used differently?*
- *To extend the activity, ask them how the objective could be reached with different people in the room*

Activity #7.3 - Plan activities for each stage

Purpose: Reinforce knowledge and mobilize skills on how to e-moderate (work to be done online/ 'homework' and to share in face-to-face)

According to what you have learnt about the stages for e-moderation (Salmon, 2000) and what must be taken into consideration, please reflect on what kind of activities can be put in place by e-moderators to successfully overcome each stage and pass to next one.

Stages	Proposed activities
Access and Motivation	What? Who? How to implement (tips)?
Online Socialisation	What? Who? How to implement (tips)?
Information Exchange	What? Who? How to implement (tips)?
Knowledge Construction	What? Who? How to implement (tips)?
Development	What? Who? How to implement (tips)?

Module 8 – Online MAG

Quiz #8

Purpose: Reinforce knowledge – multiple choice

Please read the questions and select the correct answer:

1. The structure of the online MAG consists in:

- a. A synchronous group via teleconference
- b. A synchronous group and an asynchronous communication tool**
- c. A set of information exchange

2. Meeting topics are:

- a. Mandatory for the successful of MAG
- b. Mandatory and needed by facilitators
- c. Not a requirement for MAG and should not be an issue
- d. Not a requirement for MAG, although it's useful to have some guidelines**

3. Participants in online MAG are:

- a. Carers of people with dementia, who have been an informal carer for at least 6 months and have access to ICT devices**
- b. Any person willing to share experiences by taking care of people with dementia
- c. Newly carers of people with dementia (less than 2 months)

4. The online MAG should be scheduled concerning:

- a. Length of each session and overall duration
- b. Length of session, number of meetings, overall duration, date and time**
- c. Date and time

Activity #8.1 - Map the process for implementation

Purpose: Reinforce knowledge and mobilize skills on how to e-moderate (work to be done online/ 'homework' and to share in face-to-face)

According to what you have learnt about the stages for e-moderation (Salmon, 2000) and what must be taken into consideration, please reflect on what kind of activities can be put in place by e-moderators to successfully overcome each stage and pass to next one.

Process map	Specific tasks to do

Activity #8.2 - Questions for recruitment of caregivers

Purpose: Reinforce knowledge and mobilize skills for recruiting caregivers

As a facilitator, you will have to recruit carers of people with dementia to implement an online mutual aid group. To support your task, list a set of questions you can pose to caregivers in order to check if they are entitled to take part in your online MAG. Share this information with your peers in training by posting it in the forum.

List of Questions for Recruitment of Caregivers

Activity #8.3 - Simulation of online MAG

Purpose: : Mobilize learners' skills about online MAG

For Trainers: Create a scenario in which participants can play the role of facilitator and co-facilitator. Provide space for all participants to have the opportunity to play the role.

Background information: You are a professional and you are co-facilitating the online MAG with Jane, who is a former carer. She took care of her mum with dementia for 10 years, until she passed away less than one year ago. Jane is really willing to help other carers but she is still a bit emotional about her experience and she finds it difficult to detach herself.

Instruction for scenario: ask two volunteers to play the role of the professional and the former carer. Ask them to exit the room for a moment. In the meanwhile, provide the rest of the group with the following instructions:

"you will now simulate a session of a MAG. You will play the role of participants, as follows:

Participant 1: *You are the husband of an older lady with dementia. You had a difficult week because your wife is wandering all the time and you can't manage. You keep on asking Jane what you should do and how she managed with her mother.*

Participant 2: *You are the daughter of an 85 years old man with severe dementia. You are very tired because he never sleeps and you inform the rest of the group that a friend gave you some sleeping-drops to be given to your father: you are very happy because finally he slept for the whole night and you could have rest as well.*

The rest of the group will interact based on the feedback received by the facilitators – so, if they will involve you in the discussion you will participate, otherwise you will just listen."

Ask the two facilitators to come back to the room and start the simulation.

At the end, provide a space for debate and discussion on improvements needed on the side of facilitators and their performance.

Activity #8.4 - Critical aspects of online MAG

Purpose: Reflect on preconceived ideas of an online MAG

According to what we have talked about online MAG, and your previous experience in managing such groups, please discuss with your peers what can be the most critical issues in delivering an online MAG. Specially, please refer to co-facilitation: do you think it will be feasible?

If possible, please also think about potential mitigation measures.

Critical aspects of online MAG	Potential mitigation measures



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