

forPEPS

Forformation

Positive **E**motions **P**rogramme for **S**chizophrenia

Facilitator's workbook



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Name and surname:

Preamble

You are a facilitator of a therapeutic education group, the PEPS program.

As a health and social professional, you are qualified in supporting people with a mental disorder. Your expertise will be useful and valuable to animate this program, designed for people with schizophrenia.

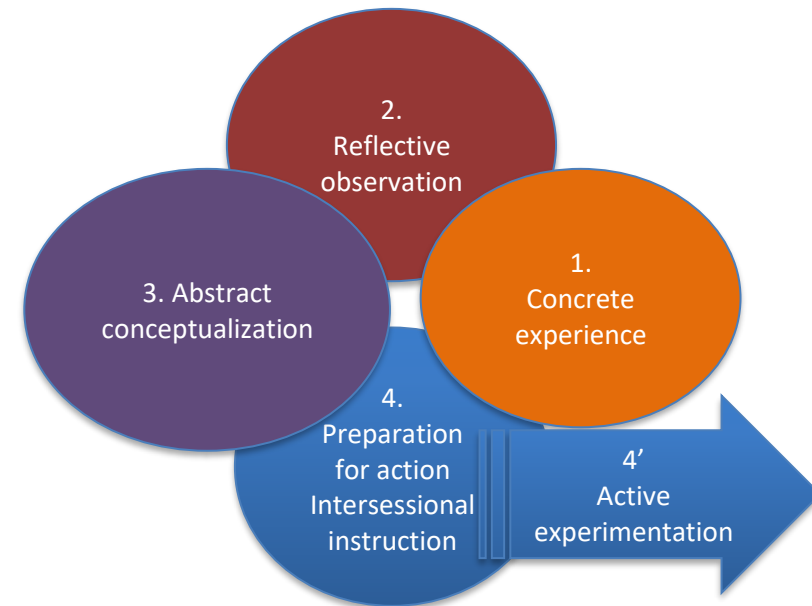
The design of PEPS is based on a pedagogical model, David Kolb's experiential learning theory (1984)¹. This model proposes that knowledge allows transformation of experience, and knowledge is cultivated through learning cycles of alternating action and reflection. The author claims that complex learnings aim to develop capacity to activate skills in the face of problems, ambiguities, changes, and uncertainties. The learning process thus allows awareness and understanding of your own behaviors and their modification.

The model suggests organizing the sequences by incorporating four learning modes:

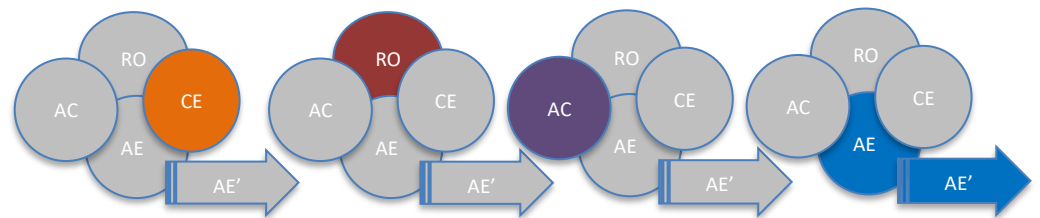
- **Concrete experience (CE)**, in which the learner completes a concrete task.
- **Reflective observation (RO)**, in which the learner reflects on the experience and communicates about completing the task.
- **Abstract conceptualization (AC)**, in which the learner interprets the events; theoretical linkages are made/ brought about by third parties.
- **Active experimentation (AE)**, in which the learner anticipates a new experimentation of the task, in light of knowledge obtained during the previous phase, then completes it.

¹ Kolb, D. A. (1984). Learning styles inventory. *Boston: McBer & Co.*

Which exercises are the easiest to lead and accompany? Which are the most difficult? Which pedagogical sequences are the easiest to facilitate? Why?...



A logo will be visible in each slide of the session, it indicates in which phase the exercise is situated.



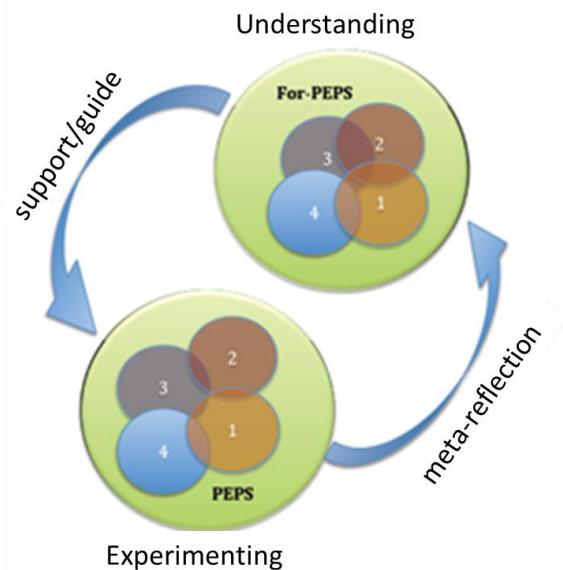
The program content and the abilities to be developed are organized in audio and image media files that will be at your disposal, giving you the opportunity to experience a professional position, not focused on a knowing transmission but on the knowledge co-building with the group of participants.

You will thus experience the learnings and exercises with the participants; each group member will be in a self-determinant position regarding their own learning.

New abilities to be developed

PEPS team offers you to develop an understanding of the ways a human being learns and transforms their experiences into knowledge and know-how. To provide the best support to participants of the program, facilitators should understand their own learning style. The idea of experiential learning is not only becoming aware of our own prevailing strategies and to perfectionate them, but also to develop some other strategies that are used less spontaneously.

During the duration of the program, you will have to live the PEPS program, and experiment abilities related to positive emotions with participants. But, for you, it will be a double-task activity, where you will also be prompted to lead a metacognitive activity about the ongoing learning process (for the participants and yourself).



Summary– learning styles (D.Kolb, 1985)

Diverging (feeling and watching – CE/RO)

These people can look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints. Imagination and innovation are its strengths

Assimilating (watching and thinking – AC/RO)

The assimilating learning preference involves a concise, logical approach. Ideas and concepts are more important than people. These people excel at understanding wide-ranging information and organizing it in a clear, logical format. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think things through.

Converging (doing and thinking – AC/AE)

People with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects. People with a converging style like to experiment with new ideas, to simulate, and to work with practical applications.

Accommodating (doing and feeling – CE/AE)

The Accommodating learning style is “hands-on,” and relies on intuition rather than logic. These people use other people’s analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. People with an accommodating learning style will tend to rely on others for information than carry out their own analysis.

Step 6: Summary

Take back a copy of Kolb's inventory and test yourself again. Write down your score on page 5 of this workbook and watch if there are any changes in your profile.

Experiential learning literature suggests expanding our range of learning strategies to increase our inventory of learning tools and improve our ability to learn.

If your profile has changed since the first test, it means that you are increasing the repertoire of your learning style.

The pilot study forPEPS has shown that support abilities in relation to patients' learning are related to facilitator's personal profile of learning.

It seems that the more conscious a facilitator is of their own cognitive functioning within the learning, the more capable they are to understand the functioning of someone else.

The learning style of a person describes their functioning in a situation during which they mobilize strategies to form knowledge from a new experience. They spontaneously combine more than one strategy. The description of D. Kolb (1984) learning styles is right below.

Pedagogical process

Step 1: forPEPS - Formation

Identification of personal profile in learning strategies

Step 2: Experimentation and facilitation of the program (sessions 1 & 2)

Meta-reflection regarding your dominant learning style

Step 3: Experimentation and facilitation of the program (sessions 3 & 4)

Meta-reflection regarding the dominant learning style of the participant

Step 4: Experimentation and facilitation of the program (sessions 5 & 6)

Promotion of each participant's functioning styles by enhancing one of their learning strategies observed.

Step 5: Experimentation and facilitation of the program (sessions 7 & 8)

Meta-reflection regarding personal minor learning styles and the development of one of them.

Step 6: Summary

Retest of the profile ISA12 and observation of the profile evolution.

Learning styles inventory (D. Kolb)

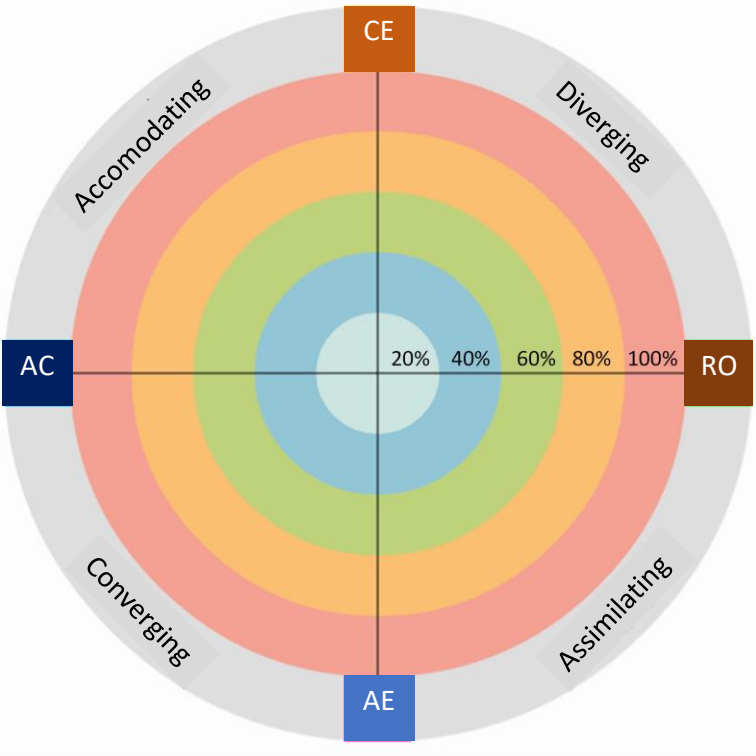
Your results for the first test of Kolb's inventory:

Date :.....

CE: RO : AC : AE :

Your results for the second test of Kolb's inventory:

Date :.....



Step 5 : Meta-reflection regarding personal minor learning styles and the development of one of them.

Personal note taking: I chose to develop CE/RO/AC/AE. How did I do that?

Step 4 : Promotion of one (or more) participant's (s') functioning style by enhancing one of his (their) learning strategies observed

Mr./Ms.: LS:

Positive reinforcement:

Mr./Ms.: LS:

Positive reinforcement:

Mr./Ms.: LS:

Positive reinforcement:

Mr./Ms.: LS:

Positive reinforcement:

Mr./Ms.: LS:

Positive reinforcement:

Learning strategies (D. Kolb)

1. **Concrete Experience** – the learner encounters a concrete experience. This might be a new experience or situation, or a reinterpretation of existing experience in the light of new concepts.
2. **Reflective Observation of the New Experience** – the learner reflects on the new experience in the light of their existing knowledge. Of particular importance are any inconsistencies between experience and understanding.
3. **Abstract Conceptualization** – reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).
4. **Active Experimentation** – the newly created or modified concepts give rise to experimentation. The learner applies their idea(s) to the world around them to see what happens.

Step 2: Meta-reflection regarding your personal dominant learning style

Personal note taking: Which exercises are the easiest to accomplish? Which are the most difficult to lead? Which pedagogical sequences are the easiest to facilitate? Why? When do I experience difficulty regarding my learning? ...

Step 3: Meta-reflection regarding the dominant learning style of a participant.

Personal note taking: Concerning the participants, in which sequences do they participate the most/best? In which sequences do they spontaneously speak? Which exercises do they gladly practice outside the sessions?...