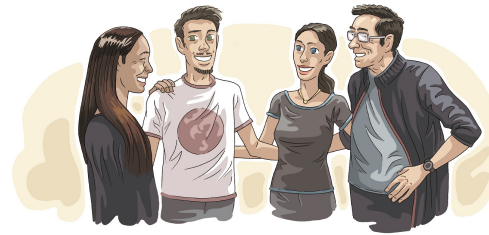


forPEPS

Formation

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

Facilitator's workbook



Design : Alexandra Nguyen & Jérôme Favrod,

Illustrations : Sébastien Perroud, PET - October 2018

Name and surname :

Preamble

You are engaged in PEPS programme as a facilitator of a therapeutic education group.

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

PEPS strength resides in the choice of a pedagogical model, which is at the basis of the design. The device is based on David Kolb's experiential learning theory (1984)¹. The postulate proposes to conceive knowledge as the transformation of experience. The model suggests to conceive the learning sequences through a cycle alternating action and reflection. The author claims that complex learnings aim to develop the capacity to activate, if the situation requires it, abilities to face problems, ambiguities, changes, uncertainties. The learning process thus allows the awareness and the understanding of your own behaviors and their modification.

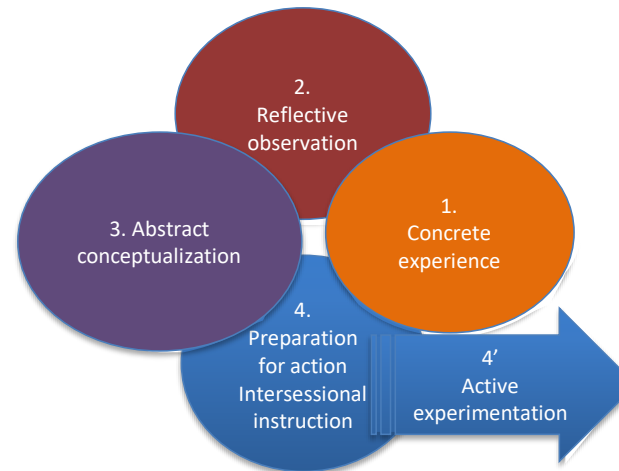
The model suggests to organize the sequences by incorporating four learning modes:

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

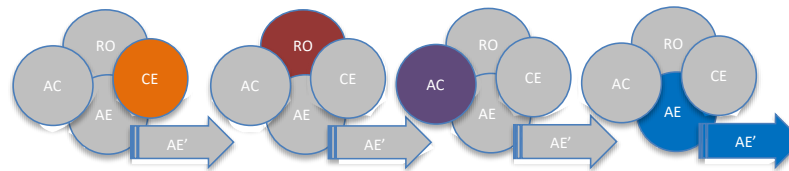
¹ Kolb, D. A. (1984). Learning styles inventory. *Boston: McBer & Co.*

Summary (continuation)

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 programme content and the abilities to be developed are organized in the audio and image media 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.

Commenté [LS1]: je n'arrive pas à être à 100% sûr de la traduction pour "position professionnelle"

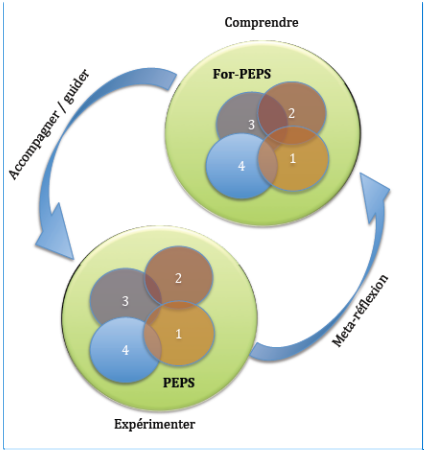
You will thus experience the learnings and the exercises with the participants; each group member in a self-determination position on their own learning.

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New abilities to be developed

Peps team offers you to develop an understanding of the ways a human being learns and transform his experiences into knowledge and know-how. In order to provide the best support to the participants of the programme, it is relevant that facilitators 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 develop some other used less spontaneously.

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



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Page3

Summary– learning styles (D.Kolb, 1985)

Convergent

« Le convergent » combine la conceptualisation abstraite (CA) et l'expérimentation active (EA). Il pense et fait (vice-versa). Il est capable de mettre en pratique des idées et des théories ou de conceptualiser des situations concrètes. Très pratique et peu émotif, il apprécie la résolution de problèmes et la prise de décision.

Assimilateur

« L'assimilateur » combine la conceptualisation abstraite (CA) et l'observation réfléchie (OR). Il pense et observe (vice-versa). Il théorise à partir de ses observations et de son analyse. Il apprécie la réflexion sur des sujets, des objets d'apprentissage ou sur des lectures.

Commenté [LS3]: je ne trouve pas le texte de base, images à traduire sur un doc word?

Accommodateur

« L'accommodateur » combine l'expérience concrète (EC) et l'expérimentation active (EA). Il ressent et agit. Il est capable de mettre en application volontaire ce qu'il a éprouvé préalablement. Il s'adapte à de nouvelles expériences et procède volontiers par essais-erreurs. Il ne craint pas les risques.

Divergent

« Le divergent » combine l'expérience concrète (EC) et l'observation réfléchie (OR). Il ressent et observe. Il est à l'aise dans les activités d'expérience réflexive et de compréhension par l'auto-référence. Ses points forts sont l'imagination et l'innovation.

Page 12

Kolb, D. (1985). Learning styles inventory. *The Power of the 2 2 Matrix*, 267.

Step 6 : Summary

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

Experiential learning literature suggests to expand our range of learning strategies in order 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 flexibility of your learning style.

The pilot study for PEPS 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 is the facilitator of his own cognitive functioning in the learning, the more capable he is to understand the functioning of someone else. Likewise, the more conscious is someone of the learning strategies he is mobilizing, the more capable he is of identifying them in another person.

The learning style of a person describes his functioning in a situation during which he mobilizes strategies to create a knowledge from a new experience. He spontaneously combines more than one strategy. The description of D. Kolb (1984) learning styles is right below.

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Pedagogical process

Step 1: forPEPS - Formation

Identification of personal profile in learning strategies

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

Meta-reflection regarding the personal dominant learning style

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

Meta-reflection regarding the dominant learning style of a participant

Step 4: Experimentation and facilitation of the programme (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 programme (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:

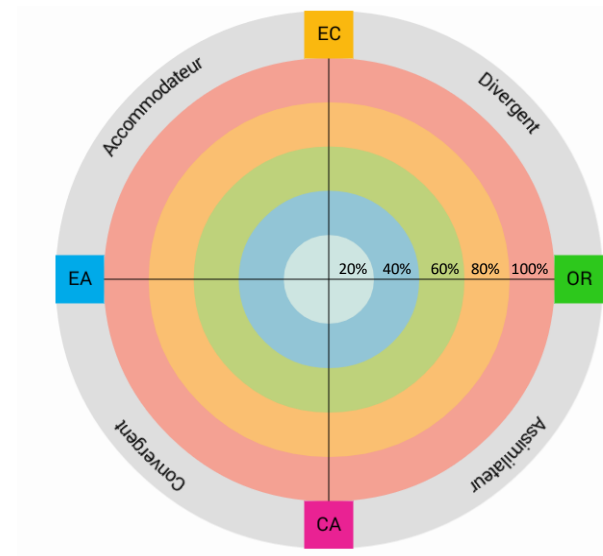
Date :

CE:

RO :

AC :

AE :



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

Date :

CE:

RO :

AC :

AE :

Page 4

Page 5

Commenté [LS4]: image à modifier (traduire)

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)

Expérimentation active : EA

La personne ayant recours à cette stratégie apprend en faisant. Elle expérimente, teste, organise des situations qui lui permettent de mettre en œuvre des notions à assimiler. Sa posture est active et volontaire. Les situations qui engagent la personne dans un projet, une activité collective ou la réalisation d'une mission permettent à la personne d'élaborer de nouveaux apprentissages.

Expérience concrète : EC

La personne qui utilise cette stratégie apprend grâce à l'expérience. Elle éprouve, ressent et émet des jugements sur ce qu'elle vit. Elle est réceptive aux événements dans lesquels elle est impliquée, tirant de son expérience des apprentissages. Les situations vécues représentent des occasions particulières, des exemples spécifiques, pour assimiler de nouvelles connaissances. L'implication concrète et les échanges avec des pairs constituent des conditions favorables aux apprentissages pour la personne ayant recours à cette stratégie.

Conceptualisation abstraite : CA

La personne qui utilise cette stratégie apprend de manière analytique et conceptuelle. Elle évalue rationnellement selon un processus cognitif logique. Les apprentissages sont facilités lorsqu'ils se fondent sur des connaissances théoriques et des analyses systématiques des savoirs disponibles. Les approches structurées, d'information, de transmission de connaissances ainsi que les démarches abstraites pour l'acquisition de nouveaux savoirs permettent à cette personne d'apprendre.

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

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

Commenté [LS5]: idem pour ces textes

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?...