CAREGIVER VOICE HEARING EXPERIENCE

Instructions for Training

south central mirecc
Mental Illness Research, Education and Clinical Center

ChooseVA

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This document provides instructions for implementing The Caregiver Voice Hearing Experience training, using the PowerPoint presentation and accompanying workbook. For the trainers notes are provided for each slide within the PowerPoint presentation.

We advocate for trainers to engage participants using questions, charts to take notes, and the workbook.

The timeframes are provided only as a guide and can be modified, based on the audience and time available for the training. However, the training should be at least an hour to allow for the auditory hallucination experience and follow-up discussion.

The contents of this training do not represent the views of the Department of Veterans Affairs (VA) or the U.S. government.

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I. INTRODUCTION TO THE TRAINING (5–10 MIN)

To make the experience more meaningful, begin by asking participants what they hope to learn from this training experience (this question can also be asked a few days prior to the training). This serves to anticipate the participants' needs and which sections may require more or less time. Begin with the Learning Objectives and Overview on **Slides 2 and 3** (not included in workbook). Direct participants to the Table of Contents page in their booklet while going over the Overview on the slides.

II. MYTH OR FACT (2–4 MIN EACH)

i. Myth or Fact questions should be used throughout the training to keep participants engaged. Since Myth or Fact questions will be presented at different points, participants will periodically return to **Page 2** during the training. The answers with explanations can be found on **Page 3–4** of the workbook. Participants should be encouraged not to answer the questions or read the answers before it is time to perform the exercise.

ii. Allow participants time to answer aloud before giving the answer or explanations to these statements.

III. WHAT ILLNESSES INCLUDE PSYCHOSIS? (20 MIN)

i. It is important that those providing this training are well-informed about the illnesses in which psychosis is prominent. **Slides 5 and 6** of the PowerPoint presentation correspond to **Pages 5 and 6** in the workbook. Before turning to **Slide 5**, trainers can ask the participants to list the illnesses in which psychosis is prominent, on **Page 4** of the workbook.

ii. Trainers will provide the answers, and participants can enter the main points on **Page 6** of the workbook.

IV. PSYCHOSIS (10 MIN)

i. Since the experience of psychosis is the focus of this training, psychosis should be discussed in detail for participants, before The Hearing Voices Experience.

ii. On **Page 7** of the workbook, participants should check the words that are symptoms of psychosis. This is a tricky activity being that ONLY four of the 14 are symptoms. The others may occur as a result of a person's experience of psychosis but are not core symptoms.

iii. **Slide 8** of the PowerPoint lists the Positive and Negative Symptoms of Psychotic Disorders; with the positive symptoms relating to: Delusions, Hallucinations, Disorganized Thoughts, and Disorganized Behavior. **Page 8** of the workbook provides further detail of each symptom.

V. THE HEARING VOICES EXPERIENCE (25 MIN)

i. This is an opportunity for the participants to experience what it may be like to hear voices while engaging in daily activities. Before starting the activity, inform participants that they may choose not to listen the audio if they anticipate feeling distressed and that a person may stop the audio at any point if they are feeling distressed. Provide participants with a headset and access to the "hearing voices" audio. This audio can be found at https://youtu.be/MMjjSYlSyBU. **Slide 10** informs participants of the different types of hallucinations, with auditory hallucinations being the most commonly reported. **Slide 11** introduces the auditory hallucination experience to the participants. It may be useful to ask: "What do you think this experience will be like for you?" before starting. They can share with the group and write their responses in the workbook on **Page 10**. Mental health problems don't affect me.

ii. For the purpose of online training, a Word Search activity has been added to the workbook on **Page 9** for participants to engage in while listening to this audio and working with other participants to figure out the answers.

iii. The Word Search activity is optional, and trainers are encouraged to get creative with the activity that they propose, based on their training circumstance. Example activities are below but not limited to:

1. Pairing participants up with a partner and having one person listen to the pre-recorded hallucinations while the other person is trying to talk.
2. Watching a video or reading a short story.
3. Giving driving or cooking directions to someone in need.
4. Solving a difficult problem as a group while each person is hearing voices.
5. Having the participants return to their job responsibilities and trying to complete them while hearing voices.

iv. After completing the exercise, it is important to have a follow-up discussion for everyone to share his/her experience. Trainers will want to decide what questions they would like to ask to spark conversation beforehand. Some sample questions could include the following:

1. Was the experience like you expected?
2. What was difficult about the experience for you?
3. What were you surprised about in doing this activity?
4. How do you think this will inform your care when working with people who hear voices?

VI. THE RECOVERY MODEL (20 MIN)

i. The recovery model is an important aspect of this training, as it allows participants to learn that individuals who experience Severe Mental Illness can live meaningful lives. **Slide 13** of the PowerPoint displays a full chart of the recovery model (as does **Page 11** in the workbook). **Pages 12–14** of the workbook allow further discussion of each half of the model. Ask participants to read each box and try to match the box up with the recovery model element.

TRAINING PROGRESSION	POWER POINT PRESENTATION	WORKBOOK
INTRODUCTION TO THE TRAINING • Introduction of leaders and participants • Learning Objectives • Overview/Table of Contents	Slides 1–3	Front cover Table of Contents: page 1
MYTHS AND FACTS	Slides 4, 7, 9, 12 and 14	Myth or Fact: page 2 Myth and Fact Answers: page 3–4
PSYCHOTIC DISORDERS • List of diagnoses • Symptoms of each diagnosis	Slides 5–6 and 8	What Illnesses include Psychosis?: page 5 Symptoms of: page 6
PSYCHOSIS • Activity • Components of psychosis	Slide 10	Psychosis Activity: page 7 Components of psychosis: page 8
HEARING VOICES EXPERIENCE • Experience • Discussion	Slide 11	Hearing Voices Experience: page 9 Discussion: page 10
RECOVERY MODEL • Elements of Recovery Model	Slide 13	Elements of Recovery: page 11 Right & left half of model: pages 12–14
DISCUSSION • Questions • Resource List	Slide 15 and 16	Note: pages 15–16 Resources: page 17

FUN THINGS TO DO

A	E	S	T	L	D	P	I	G	I	R	B	O	E
C	N	D	Y	S	R	O	O	O	L	S	D	G	E
T	T	R	R	E	I	G	P	L	R	R	I	T	X
A	E	O	L	I	V	K	N	O	O	Y	L	A	E
F	R	W	L	B	I	S	G	I	K	E	I	L	R
E	T	S	A	B	N	D	N	S	D	E	I	K	C
G	A	S	B	O	G	R	I	G	A	I	R	I	I
E	I	O	T	H	D	A	Y	O	I	P	R	N	S
A	N	R	O	R	T	C	A	L	T	N	E	G	E
T	I	C	O	D	R	I	L	F	O	I	T	T	E
I	N	D	F	L	P	I	P	G	Y	O	T	K	S
N	G	W	A	L	K	I	N	G	S	O	T	O	I
G	P	O	X	L	K	R	A	P	L	W	T	T	T
N	K	G	N	I	H	C	T	A	W	D	R	I	B

BIRDWATCHING
CROSSWORDS
PARK
DRIVING
HOBBIES
PETS
RIDING
POLO
TOYS
PLAYING
ENTERTAINING
TALKING
EXERCISE
EATING
FOOTBALL
GOLF
WALKING
POKER
CARDS