

RECADE

REcovery of Adults living with Depression and psychosis in Europe



Co-funded by the
Erasmus+ Programme
of the European Union



April 2023
Newsletter No5

AGREEMENT AND DISCUSSION OF ALL PARTNERS

We create a structure table in which all partners discussed how to implement the intellectual output 2.

Specifically, the training material, the content of the booklet and the ways to achieve the best possible result for the blended material.

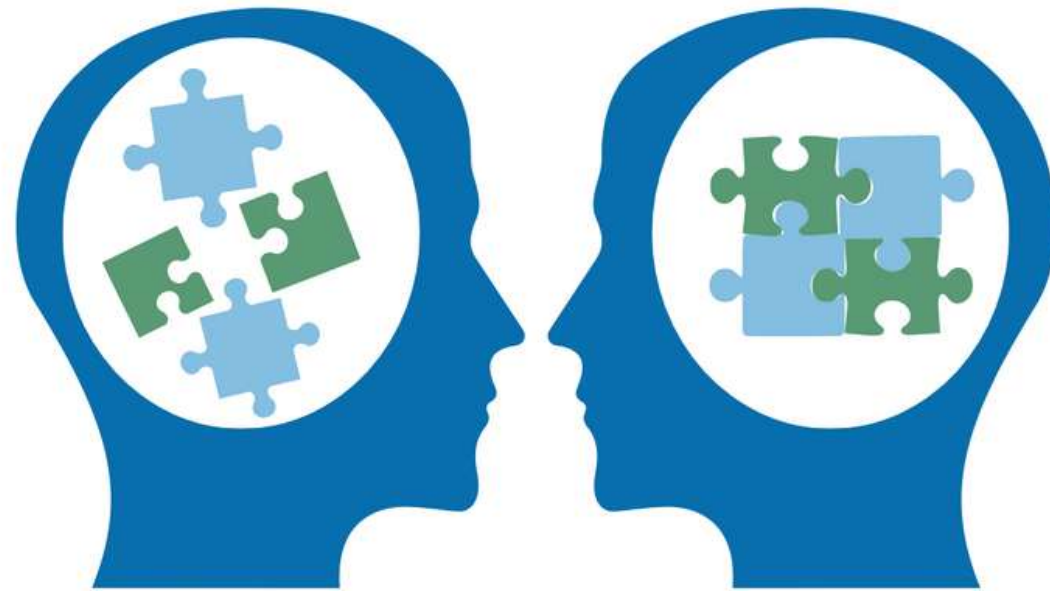


Photo by the zoom meeting on 00/00/2022



RECADE

(RECOVERY of Adults living with Depression and
psychosis in Europe)



"Blended Training Material on recovery of
adults with depression or psychosis"

THE BOOKLET

The booklet was created and the partners decided about how it will be used and about writing style and structure.

EPSEP coordinated the delivery of the training materials and graphic design. Finally, make sure that the booklet is translated in all partner languages.

Link:

http://training.recade.eu/pluginfile.php/615/mod_resource/content/1/BOOKLET.pdf

THEMATIC AREAS

HOPE

Definition:

Recovery emerges from hope, the belief that recovery is real provides the essential and motivating message of a better future—that people can and do overcome the internal and external challenges, barriers, and obstacles that confront them. Hope is internalized and can be fostered by peers, families, providers, allies, and others. Hope is the catalyst of the recovery process (SAMHSA 2012).

Learning Objectives:

Upon completion of this unit the learners will be able to:

Knowledge	Skills	Abilities
Have basic knowledge on what is hope and its relevance for mental health and recovery.	To learn skills how to implement this knowledge in real life settings.	Transfer knowledge and skills to other people and different context.
Identify hopeless feelings.	To learn skills to show people that there is always a hope.	Use installation of hope as a first intervention with the people who lost hope in recovery.

PERSON-DRIVEN

Definition:

Self-determination and self-direction are the foundations for recovery as individuals define their own life goals and design their unique path(s) towards those goals. Individuals optimize their autonomy and independence to the greatest extent possible by leading, controlling, and exercising choice over the services and supports that assist their recovery and resilience. In so doing, they are empowered and provided the resources to make informed decisions, initiate recovery, build on their strengths, and gain or regain control over their lives (SAMHSA, 2012).

Learning Objectives:

Upon completion of this unit the learners will be able to:

Knowledge	Skills	Abilities
Have basic knowledge on what is person driven approach, in terms of self empowerment, self determination and to make informed decisions.	To learn skills to make informed decisions about all life areas.	To search for support and services which focus on strengths and wellness and teach life skills for independent living.
Understand how self-determination could facilitate the recovery process.	Application of personal goals in everyday life context.	Maintenance of new skills in everyday life continuously and transfer it to other users/ peers to use them in their recovery plan.

MANY PATHWAYS

Definition:

Recovery pathways are highly personalized. Recovery is non-linear, characterized by continual growth, and occasional setbacks. (SAMHSA, 2012).

Learning Objectives:

Upon completion of this unit the learners will be able to:

Knowledge	Skills	Abilities
Have basic knowledge of the different recovery pathways.	Empower your self-knowledge through the creation of your mind-maps.	Search for other self-discovering tools.
Understand how counseling tools could facilitate its recovery procedure.	Adapt new tasks and different habits on your every day routine.	Apply mind-map to different aspects of your every-day life.

HOLISTIC

Definition:

Recovery is holistic. Recovery encompasses an individual's whole life, including mind, body, spirit, and community. This includes addressing: self-care practices, family, housing, employment, transportation, education, clinical treatment for mental disorders and substance use disorders, services and supports, primary healthcare, dental care, complementary and alternative services, faith, spirituality, creativity, social networks, and community participation. The array of services and supports available should be integrated and coordinated (SAMHSA, 2012).

Learning Objectives:

Upon completion of this unit the learners will be able to:

Knowledge	Skills	Abilities
Have basic knowledge on holistic-psycho-social understanding of mental disorder, risk and protective factors.	To identify psychological, social and biological factors for developing mental disorder as well as protective and risk factors for mental health.	To increase protective factors and decrease risk factors.
To learn about all life areas relevant for recovery of mental health.	To get skills to use recovery them for developing individual recovery plan.	To identify all personal relevant life areas which hinder recovery and make plan for recovery.

PEER SUPPORT

Definition:

Mutual support and mutual aid groups, including the sharing of experiential knowledge and skills, as well as social learning, play an invaluable role in recovery. Peers encourage and engage other peers and provide each other with a vital sense of belonging, supportive relationships, valued roles, and community. Through helping others and giving back to the community, one helps one's self. Peer-operated supports and services provide important resources to assist people along their journeys of recovery and wellness (SAMHSA, 2012).

Learning Objectives:

Upon completion of this unit the learners will be able to:

Knowledge	Skills	Abilities
Have a basic knowledge on peer support methodologies.	Participate in more peer-support activities.	Search for further training and peer-to-peer services.
Understand how peer-to-peer is useful for your self-empowerment.	Apply the benefits of peer-to-peer techniques in your ways of thinking and acting.	Apply adaptations and new habits in different daily aspects.

CULTURE

Definition:

Culture and cultural background in all of its diverse representations—including values, traditions, and beliefs—are keys in determining a person's journey and unique pathway to recovery. Services should be culturally grounded, attuned, sensitive, congruent, and competent, as well as personalized to meet each individual's unique needs (SAMHSA, 2012).

Learning Objectives:

Upon completion of this unit the learners will be able to:

Knowledge	Skills	Abilities
Get to know about art therapy techniques and their therapeutic potentials.	Start working on the proposed activities.	Value the effects of culture and art in your mental health.
	Become aware of the effect of your own behaviour through new ways of thinking and acting.	

TRAUMA

Definition:

Recovery is supported by addressing trauma. The experience of trauma (such as physical or sexual abuse, domestic violence, war, disaster, and others) is often a precursor to or associated with alcohol and drug use, mental health problems, and related issues. Services and supports should be trauma-informed to foster safety (physical and emotional) and trust, as well as promote choice, empowerment, and collaboration (SAMHSA, 2012).

Learning Objectives:

Upon completion of this unit the learners will be able to:

Knowledge	Skills	Abilities
Have basic knowledge about the trauma and its consequences on mental health and recovery.	To learn some skills how to recognize the trauma related symptoms and learn self-help techniques how to feel safe.	To recognize the influence of trauma on recovery and ask for professional help when is needed. To support the trauma informed system of care in mental health services.

RESPECT

Definition:

Recovery is based on respect. That is why the social acceptance has an important role in strengthening self acceptance and developing a positive and meaningful sense of identity. (SAMSHA, 2012).

Learning Objectives:

Upon completion of this unit the learners will be able to:

Knowledge	Skills	Abilities
Have basic knowledge of what self-respect is, as well as a social acceptance.	Acquires some skills to increase self respect and social acceptance.	To maintain positive perception of identity.
Search and identify which tools could be useful for the enhancement of self-respect and developing of a positive sense of identity.	Find out self-helps tools as well as ask for help and provision of tools by professionals and experts that could help.	Continue to use skills in everyday life and participating systematically in training programs related to the self-empowerment in order to facilitate the recovery procedure if it is needed.

RELATIONAL

Definition:

Recovery is supported by the presence and involvement of people who believe in the person's ability to recover, who offer hope, support, and encouragement. (SAMHSA, 2012)

Learning Objectives:

Upon completion of this unit the learners will be able to:

Knowledge	Skills	Abilities
Have basic knowledge on the benefits of relationships on mental health and well-being.	Apply communication and other trained skills to empower their relationships.	Set your boundaries to other persons as well as respecting your self and boundaries.
Understand how well-being could be empowered through the expansion of social life.	Adapt positive methodologies to their everyday routine for the empowerment of well-being.	Transfer their knowledge and skills to their networks.
Search for social networks that could participate or utilize the already ones that possible existed in their lives.	Ensure to participate in different social activities (events, trainings, etc.) for expanding their networks.	Ask from experts to guide them during the searching of available social networks of the utilization of the already existed ones.

STRENGTHS/ RESPONSIBILITY

Definition:

Individuals, families, and communities have strengths and resources that serve as a foundation for recovery. In addition, individuals have a personal responsibility for their own self-care and journeys of recovery. Individuals should be supported in speaking for themselves. Families and significant others have responsibilities to support their loved ones, especially the children and youth in recovery. Communities have responsibilities to provide opportunities and resources to address discrimination and to foster social inclusion and recovery. Individuals in recovery also have a social responsibility and should have the ability to join peers to speak collectively about their strengths, needs, wants, desires, and aspirations (SAMHSA, 2012).

Learning Objectives:

Upon completion of this unit the learners will be able to:

Knowledge	Skills	Abilities
Have basic knowledge of how the strengths could be enhanced.	Enhance mstrengths through active participation in training procedures.	Demonstrate freely accessible training opportunities to other people in need.
Understand how responsibilities could be undertaken for facilitating their recovery plan.	Undertake responsibilities and make their own plan addressed to their own needs.	Undertake responsibilities in the different aspects of their life (personal, professional requirements, etc.)

[you can scan here for full version of booklet](#)



MOODLE

The moodle contains the material in the booklet, It enables learners to study, do their exercises and refer to supporting videos.

Furthermore, it enables trainees to check right next to witch thematic areas they have completed. It is helps in their planning.



A screenshot of a web browser displaying the Moodle training page for RECADE. The browser's address bar shows the URL: training.recade.eu/?_gl=1*odkwjc*_ga*Mzk4OTAyMjU5LjE2NjUzZmU5NDI.*_ga_XQ55HM4BCB*MTY3Nzg3Mzg4MS4xLjAuMTY3Nzg3Mzg4MS4wLjAuMA..&_ga=2.2144143. The browser's tab bar shows several open tabs, including "Εικωνάντας", "Mail Έργου", "Instagram Έργου", "Αρχική - Canva", "Microsoft Office", "Παιδοψυχολογία", "mariaroumellotipsy...", "recade - Αναζήτηση...", "level up blog", "ΕΠΙΚΟΥΡΙΚΟ", "ΚΕΦΙ", "Ευεξία & Διατροφή...", "Project Parenting", and "EUROPASS". The page header includes the "Recade" logo, the "IKY" logo, and the text "Co-funded by the Erasmus+ Programme of the European Union" with the European Union flag. The main content area features a blue banner with the title "RECOVERY of Adults living with Depression and psychosis in Europe" and the subtitle "Blended Training Material on recovery of adults with depression or psychosis". Below the banner is the text "KA2- 2020-1-EL01-KA204-078966" and a disclaimer: "The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein." Below the banner is a section titled "ΦΑΚΕΛΟΣ Handbook" with a folder icon. At the bottom, there is a section titled "Διαθέσιμα μαθήματα" with a dropdown menu showing the United Kingdom flag and the text "English".

Link: <http://training.recade.eu>

PILOTING

The blended material was testing in 57 people overall, in the target group of adults living with depression and psychosis in Europe.

More specifically, the number of people selected by each organization are as follows:

Company of Psychosocial Research and Intervention (EPSEP): 9

Greek Carers Network: 11

Local Health Unit Roma 2 (ASL Roma 2): 10

University Psychiatric Hospital Vrapce in Croatia: 12

Danish Committee for Health Education (DCHE): 15

And testing suitability of the methodology developed

