



Together for **H**Health, **R**Research and **I**Innovation for **V**Vibrant **E**Employment



THRIVE

*(Together for Health Research and Innovation for
Vibrant Employment)*

Structured Intervention Guide

February 2018



Project supported by:
Grand Challenges Canada®
Grands Défis Canada

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Introduction to the THRIVE Intervention Guide

The THRIVE programme was designed to promote inclusion and empowerment of people with a range of mental health problems and their families through specific interventions targeted at improving illness awareness and management, promoting health and wellbeing, social and financial inclusion, enabling financial literacy and supporting participation in gainful employment or livelihood related activities.

The THRIVE programme was implemented in three diverse settings (Pune, Satara and Tezpur) in India. Each setting had their unique opportunities, strengths and challenges. Since the beneficiaries of this programme were from diverse settings and needs, it was necessary that the interventions provided were flexible and adapted to the specific needs of the patients.

To this end each patient and their family was assessed on entry into the programme using the Needs Assessment tool. Depending on the specific needs of the patients in various domains assessed such as self-care, social skills, emotional wellbeing, illness management, maintaining good physical health, financial needs, employment related needs, etc., an individualised plan was developed in collaboration with the patient to cater to their specific needs.

Once an individualised care plan was developed, it was necessary to ensure that a structured and objective intervention could be provided given the diversities of the three sites and the intervention teams working across sites. This would ensure that each patient is being provided with a standardised intervention to address the specific area of need identified.

To achieve this, it was necessary to develop a structured intervention guide which would support the intervention teams across sites to deliver the same quality of intervention to the patients and their families. This intervention guide can be used in the group setting as well as in individual sessions with patient and/or family members.

This guide is divided into 10 modules, each focusing on an area of need for the patient. These modules are managing symptoms, emotional wellbeing, maintaining good physical health, daily living skills, social skills, disability benefits citizenship rights, financial literacy, preparing for a job and interventions for the family. When appropriate, each module was further divided into individual sessions to ensure that the specific domain was covered in adequate depth.

It is intended that this guide can be used as a framework on which future similar interventions can be based.

How to use this guide?

It is intended that this guide should be used in a variety of settings and to meet the needs of patients with a range of mental health problems and needs. It is therefore necessary that this guide is used flexibly rather than followed from first to last page.

This guide serves as a framework on which detailed session by session interventions can be delivered to a range of patients and their families. To enable this to happen, it is essential that intervention modules and sessions from this guide are match the specific needs of the patients as identified through a through needs assessment. It is intended that only interventions that are necessary for the patient are delivered.

As mentioned before, this guide has ten modules each focusing on an area of need. Many modules are divided into sessions to ensure that each topic is dealt with robustly. Each session is independent of each other and can be used in any order as appropriate to the needs of the patients. It is not necessary to follow a particular sequence. In fact, in our experience it is important to mix and match the sessions because this keeps the interest level and engagement of patients high, especially in group settings.

These intervention guides are dynamic and built on the experience of the work done in the THRIVE programme. The development of this guide has been a collaborative process where the intervention was refined through the experience of delivering these modules to patients and families. It is expected that over time new information, resources, knowledge would come to light. Hence these interventions are by no means final. There is a need to constantly assess the validity of its contents and revisions made as necessary.

Acknowledgments

In preparation of this guide we would like to acknowledge the contribution of the team members at Pune, Satara and Tezpur. We are thankful in particular to the efforts put in by Ms. Urmila Kanade, Mrs. Reshma Kachare, Miss. Suma Narayanan, Miss. Dipali Suryavanshi, Mr. Deepak Patil, Mrs. Shamika Bapat and Mrs. Jai Adawadkar for their tireless efforts in preparing these concise session by session guides on various topics.

We are thankful to Mrs. Rupali Bhosale, Mrs. Yogini Magar from the Satara team and Mr. Dilip Gaonkar from the Tezpur team for their contribution to the content and review of these session by session guides.

We would like to thank Dr Dharav Shah and Dr Nilesh Mohite for their contribution to the scientific content of this module as well as their supervision and support to the teams in helping to deliver these interventions.

Lastly, we are thankful to the patients and caregivers of the THRIVE programme who have given their feedback on these sessions and helped us to improve its content.

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Module 1: Managing Symptoms

Session 1: Psycho-education and relapse management

Duration: 3 hours

No. of facilitators: 2

Objectives:

- Understanding the illness and its impact
- Treatments
- Understanding ‘lapse’ and ‘relapse’
- Relapse prevention

Topics	Methods used
<ul style="list-style-type: none"> • Talking about mental health, mental illness and CMDs and SMDs and the differences. • Symptoms of CMDs and SMDs. • Causes- • Understanding illnesses- causes, signs and symptoms, course of illness. • Impact of illness- on self, family and society. • Disabilities caused by illnesses and how these can be managed. • Treatment- importance, kinds. • What is lapse and relapse? • Reasons for relapse • Early warning signs • Preventing relapse 	<p><u>Start of the session:</u></p> <ul style="list-style-type: none"> • Prayer • Light exercise • Recap of activities done. <p><u>Methods:</u></p> <ul style="list-style-type: none"> • Introduction and discussions • Video screening (Devrai) • Role Play • Sharing experiences • Discussions <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • All the patients will be asked to talk mental health is to them, individually. What problems they faced, how they identified problem, and what was the next step taken. • Video screening of Devrai. Significant clips will be shown. • Discussion on the video. • Role Play: the patient will be asked to play a situation from his/ her own life regarding the illness and it will cover how they managed their illness. • All the patients will be asked to share experiences from their life about the impact of illness. • Discussion on lapse and relapse/ early warning signs/ reasons and prevention. <p><u>Follow up action:</u></p> <ul style="list-style-type: none"> • The patients will be given situations and asked to prepare small skits on those to present in the next session.

Session 2: Medication adherence and managing side effects

Duration of the session: 1.5 hours

No. of facilitators: 2

Objectives:

- Importance of medication/ what is adherence
- How the medication works.
- Reasons for non-adherence
- Understanding side-effects
- Managing side-effects.

Topics	Methods used
<ul style="list-style-type: none"> • Introducing the topic. • What are the common medicines taken by the group? • How often they take these medicines in a day. • Why do they take them? • What is adherence? • What is the importance of taking medication regularly? • Reasons for non-adherence. • How this medication works. • How soon can you feel a difference? • Importance of follow-ups with doctors. • Do's and Don'ts with medication- why not to change dosage without consulting a doctor/ to regularly check the expiry dates on medication/ storage of medicines. • How to use a pill box. • What are side-effects? What are the common side-effects felt? • Why side-effects occur. Acute and long- term side effects. • Identifying and managing side effects. 	<p><u>Start of session:</u> Prayer and small meditation exercise. Review of the previous session.</p> <p><u>Methods:</u> Discussions Video Activity on how to fill the Pill Box. Sharing of experiences PPT Role Play</p> <p><u>Instructions:</u> - The session will be conducted in a discussion/ lecture type. - Patients will be asked to share their experiences with the group and if they have any questions regarding medication and its side effects, these will be answered as well.</p> <p><u>Follow-up action for next session:</u></p> <ul style="list-style-type: none"> • Ask if they have followed tasks given. • Check regular improvements on medicine adherence and side effect management. • Teach patients how to fill the pill boxes.

Module 2: Emotional Wellbeing

Session 3: Emotional Well-being

Duration: 2 hours

No. of facilitators: 2

Objectives:

- What is emotional well-being?
- Building emotional well-being
- Building resilience
- Managing burn out in patients

Topics	Methods used
<ul style="list-style-type: none"> • What is emotional well-being? Why is it important? • What emotional well-being is for the individual? How do they think it will impact their lives? • What are the benefits of being an emotionally well individual? • What being an emotionally well individual consists of? • How to improve your emotional wellbeing • The impact of emotional well-being on individual illness, self, family and society. • Building resilience to stress • Managing burn out 	<p><u>Start of the session:</u></p> <ul style="list-style-type: none"> • Prayer • Light exercise • Recap of previous session <p><u>Methods:</u></p> <ul style="list-style-type: none"> • Discussion • Experience sharing • Video and discussion • Activity • Role play <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • Discussion on what emotional well-being is and what it means to the patient individually. • The patients will be asked to share experiences on how they build their emotional well-being. • Video: Alfred and Shadow: a short story about emotions (education psychology health animation) • The patient will be asked to draw a face depicting what emotion they feel. • A scene of two friends who are happy but a small scene upsets them and they get into an argument. • Discussion on the role play. Talk about managing stress. <p><u>Follow-up action:</u></p> <ul style="list-style-type: none"> • Ask patients to use specific strategies taught in the session, on any one emotion they find difficult to deal with, for one week. They can come next week and discuss this with counsellors.

Module 3: Maintaining Good Physical Health

Session 4: Sleeping well, Healthy eating and exercise

Duration: 2 hours

No. of facilitators: 2

Objectives:

- The importance of sleep
- What is healthy eating?
- How to maintain a healthy diet
- The importance of exercise

Topics	Methods used
<ul style="list-style-type: none"> • Why sleep is important/ what sleep does to your mind and body • How many hours of sleep should one get • The negative effects of oversleeping. • What one should do to improve sleep? • What is healthy eating • How does a healthy diet benefit us? • How to maintain a healthy diet? • What is the importance of exercise? • How much exercise should one get • How to maintain a healthy lifestyle. 	<p><u>Start of the session:</u></p> <ul style="list-style-type: none"> • Prayer • Light exercise <p><u>Methods:</u></p> <ul style="list-style-type: none"> • Pictorial representation of balanced and nutritious food. • Video- sleeping well • Healthy diet- 2 video • Discussion on exercise <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • http://www.wikihow.com/Condition-Your-Body-to-Need-Less-Sleep • https://www.youtube.com/watch?v=YimuIdEZSNY <p><u>Follow up actions:</u></p> <ul style="list-style-type: none"> • Track and observe improved sleep patterns and food intake for the week, • Note weekly exercise routines. Can they manage 10 minutes of warm up on a daily basis. And the problems faced.

Session 5: Prevention of common illnesses and managing stress

Duration: 3 hours

No. of facilitators: 2

Objectives:

- Understanding common illness
- The causes of common illnesses
- Prevention of common illnesses
- What causes stressors?
- Identifying stressors
- Managing stress

Topics	Methods Used
<ul style="list-style-type: none"> • What is a common illness? • Food borne diseases and related illnesses • Water and mosquito borne diseases and their related illnesses • Air borne diseases and their related illnesses • Lifestyle related illnesses • What are the causes of these illnesses • How to prevent these illnesses • Everyday preventive measures to be taken in everyday life. • What are the stressors in everyday life? • Stressors in the work place. • Why these are stressors. • Managing stress. 	<p><u>Start of session:</u></p> <ul style="list-style-type: none"> • Prayer • Light exercise • Recap of previous session <p><u>Methods:</u></p> <ul style="list-style-type: none"> • A list of common illnesses and preventions • Discussions. • Video on stress and its impact • Role play <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • A checklist of common illness- classified as food, water, mosquito and lifestyle related illness will be given to the patients. • A discussion will be held on each of these for clarity. • Role-play. The patients will be asked to recreate scenes of common stress causing situations and solutions to these can be found. <p><u>Follow up action:</u></p> <ul style="list-style-type: none"> • Talk about vaccinations- the necessity of regular injections such as tetanus etc.

Session 6: Managing addictions

Duration: 2 hours

No. of facilitators: 2

Objectives:

- Understanding addictions
- Types of addictions
- Impact of substance abuse on self, family and society.
- Treating addiction and rehabilitation

Topic	Methods Used
<ul style="list-style-type: none"> • Understanding addictions- Reasons for addictions, peer pressure, work stress, familial stress, and financial stress. Hereditary, physical dependence. • Types of addictions- drug, tobacco, alcohol, sex, sugar etc. • Impact of addiction- physical, mental, emotional, familial, social, legal, occupational • Treatment and rehabilitation- medication, rehab centers, how to prevent relapse, support from family, coping with stress, support groups (AA), psycho-therapy etc. 	<p><u>Start of the session:</u></p> <ul style="list-style-type: none"> • Prayer • Light exercise • Introduction of the topic <p><u>Methods:</u></p> <ul style="list-style-type: none"> • Video • Discussions • Experience sharing • Video • Discussion <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • The session starts with a video on addictions (nuggets) • Discussion on the video and formal introduction of the topic • The patients will be asked to share their experiences with substances or cases they've seen. • Video: change 4 life • Discussion on the video and talking about treatment. <p><u>Follow up action:</u></p> <ul style="list-style-type: none"> • Try reducing for a week and make notes on withdrawals felt.

Module 4: Daily Living Skills

Session 7 - Money transactions and management

Duration: 2 hours

No. of facilitators: 2

Objective -

- Simple calculation / shopping
- Money handling & saving
- Using calculator
- Identifying good notes from bad

Topics	Methods Used
<p><u>Instructions of activity</u></p> <ul style="list-style-type: none"> • Identifying <i>fake money</i>. • How to tell if the money is fake. • If someone hands you a fake notes/damaged notes- what should be done? • Do not accept notes that are damaged or have any writings on them, when handling money be organized. • Teaching simple <i>money transaction</i>, giving orientation about buying vegetables, grocery, clothes, medicines and other daily necessities. • Introducing importance of managing <i>everyday expenses, financial savings, bank accounts, savings accounts</i> in posts offices for better future etc., through false currency note. • To teach math and money management if not possible with currency notes use pocket calculator. • Show the various notes that are valid today & explain the value of them notes, the value of <i>notes & coins</i> to be explain. 	<p><u>Start of the session:</u> <i>Prayer and small meditation exercise</i> <i>Letting participants see, touch and handle the material that is used in activity.</i></p> <p><u>Methods:</u></p> <ul style="list-style-type: none"> • Letting participants see, touch and handle the material that is used in activity. • Role play for grocery, medicines etc. Recreating a marketplace scene. • Discussion on topics. <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • The role play will recreate a <i>marketplace scene</i>. The Patient will be taken to this scene and made to buy a few groceries, medicines. The actors in the scene will be asked to be difficult, to make the patient aware of different situations and so he learns how to deal with these. He/she will learn how to enquire about reasonable rates of products and check whether it is economic or expensive etc. check the expiry dates on products etc. • They will be taught how to <i>identify fake notes</i> from real ones and told not to accept notes that are torn or written on. • Discussions will be held and questions will be answered. <p><u>Follow-up action:</u></p> <ul style="list-style-type: none"> • Ask the patients to go shop in markets in their free time and share this experience with the group. Whenever possible, accompany the patient.

Session 8: Use of transportation

Duration: 2 hours.

No. of facilitators: 2

Objectives:

- Identify different modes of transport.
- How to learn to use public transportation
- Reading bus signs/, use indicator and horns at appropriate places,
- use Google maps, including knowledge about time/KM
- Advantage and disadvantage of public transport.
- Insurance, license.
- Basic road safety

Topics	Methods Used
<p><u>Instructions of activity:</u></p> <ul style="list-style-type: none"> • Giving information about all means of transportation. • Reading the boards on city and ST buses, buying a correct ticket in the bus or on railway ticket counter, reading a rickshaw meter, using share autos. • Identification of traffic rules and signals, crossing big city roads while walking. • Teaching directions like left-right, far-near in context of distance, concepts like behind, in front, before, after. • Teaching how to read and draw handmade road maps, maps around office and homes of patient. • Identify required time to reach desired place etc. <p><u>Instructions to facilitator:</u> Choose your focus according to capacity of patient, process of using different types of modes of transport-go by each (relevant) vehicle separately. Also tell the group that everybody has different skills, understanding, therefore, the session is designed to include everybody. Some activity/ information may not be applicable or may so und very easy to some in the group. In such cases, motivate them to co-facilitate you.</p>	<p><u>Start of the session:</u> <i>Prayer and light physical activity like walking across the room with different speed with music in background.</i></p> <p><u>Methods:</u></p> <ul style="list-style-type: none"> • Modes of transport using flashcards. • Discussion • Role play on road ways and directions. <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • Hand the patients' different flashcards of different modes of transportation and ask them about it. Introduce more common modes of transports. Discussing how to reach some specific place, what questions should one ask for that, whom to ask, orientation of landmarks, distance, directions, sides through role plays, road maps, direction charts, photos of vehicles or famous roads etc. • Role play-The patient will be asked about how to get from his house to the activity centre and asked to draw this out. Discussions on the advantages and disadvantages of public transport. And the do's and don'ts on when making use of these facilities. <p><u>Follow up actions:</u></p> <ul style="list-style-type: none"> • Ask them to make use of public transportation whenever they can. • Make a list of notable landmarks from the centre to their respective houses.

Session 9 - Use of modes of communication

Duration: 1.5 hours.

No. of facilitators: 1

Objectives:

- Introduce the basic modes of communications
- How to use a phone/ email
- Use of the internet.

<u>Topics</u>	<u>Methods used</u>
<p><u>Instructions of activity:</u></p> <ul style="list-style-type: none"> • Introduce the basic modes of communications to the patients such as phones-mobile/landline, email, letters etc. • Teach the basic features of the phone. • How to use to internet, writing an email etc. • Teaching English numbers, operations of phone and mobile phone, billing system (prepaid-post-paid) etc. • Orientation of communication modes like postcards, inlands, telegram, and post tickets etc. 	<p><u>Start of session:</u></p> <ul style="list-style-type: none"> • <i>Prayer.</i> • <i>Screening of short video clips that educate about different modes of communication.</i> • <i>Letting participants see, touch and handle the material that is used in activity.</i> <p><u>Methods:</u></p> <p>Introducing the importance of communications through discussions.</p> <ul style="list-style-type: none"> • Introducing the mobile hand set. • Introducing internet and Email. • Mock phone calls/ writing a mock email. <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • Introducing them to handsets and landline phones, through role plays, showing them postcards, inlands and telegrams, post tickets etc. • Make them realize the importance of good communication and why it is necessary. • Mock conversation between patients. <p><u>Follow up actions:</u></p> <p>Asking them to do mock phone calls to each other in leisure time etc.</p>

Session 10 – Personal safety

Duration: 1-hour

No. of facilitators: 1

Objectives:

- What is road safety and its importance?
- Dos and don'ts
- Importance of domestic safety.

<u>Topics</u>	<u>Methods used</u>
<p><u>Instructions of activity-</u></p> <ul style="list-style-type: none"> • To discuss about difficulties that come up once they go out and live in community. • Whom to talk when in need. • Use of electricity, gas, rules of traffic etc. • <u>Road safety-</u> explain the common causes of bike accident such as- drinking, driving, overloading. • <u>Domestic safety-</u>while changing the bulbs make sure that the plug is switched off, keep a tester in hand to check for current so as to not get a shock, do not keep any unnecessary switchers on. while handling kerosene keep and/dirt handy to avoid fires 	<p><u>Start of session:</u></p> <ul style="list-style-type: none"> • Prayer. • <i>Letting participants see, touch and handle the material that is used in activity.</i> • <i>Recap of previous session.</i> <p><u>Methods:</u></p> <ul style="list-style-type: none"> • Flashcards of symbols • Discussions • Videos <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • At the beginning of the session, different flashcards of symbol showing road signs will be given. They will be asked to identify these and the ones they can't will be told to them. These will cover the important road symbols that need to be known. • A brief discussion will be held on this exercise and the concept of safety (road and domestic) will be introduced. • A video on road safety in different situations will be screened. <p><u>Follow-up actions:</u></p> <ul style="list-style-type: none"> • Asking them to use these skills in everyday life. • Checking regularly if they have acquired the skills or not with close supervision

Session 11: Taking care of yourself

Duration- 3 hrs.

No of facilitators:

Objectives:

- To understand the importance of Self-care.
- Talk about grooming and daily activities.
- Keeping your surroundings clean.
- Importance of eating and drinking clean.
- Maintaining self-care

Topics	Methods used
<p><u>Instruction of activities:</u></p> <ul style="list-style-type: none"> • What is self-care? What is the importance of self-care in day to day life? • How a good care habit can benefit one's life. • What self-care involves. What is grooming for men and for women. • How good grooming can help in the work place and in society. • Daily activities of self-care such as brushing, bathing, keeping clothes clean, hand washing behaviour, washing your face etc. weekly activities such as cutting nails, dusting rooms and your surroundings, Shaving etc. • Importance of keeping one's surroundings clean. • Activities to keep surroundings clean such as regular dusting, de-cluttering, making beds, cleaning desks etc. • The importance of eating from cleaning places and eating healthy. • The necessity of water. • To check the expiry dates on food products, proper storage of foods. • How to store water 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> • Story construction • Discussion • Role play • Discussion on the play <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • Story construction: the patients will be shown two pictures of two people dressed differently-one in tattered clothes and unkempt and the other well groomed. The patients are then asked to make different story lines of each of these people in the picture. They will be asked about what is different about them, what their lives must be like, what their stories are and what can be changed in each. This activity is an introduction to the concept of self-care and how this impacts people's perceptions of others. • A discussion and the importance of self-care will be stressed upon. How self-care differs from person to person etc. • Role Play: this role play will involve the patients. They will be asked to act as people of the society and friends of a person with bad self-care habits. This same person will then come back dressed better and the society will also change accordingly. • A few points missed from the previous role-play will be brought up here in a discussion manner. It will also cover the differences between the characters. How else he should have changed and what the patients understand from this role-play. <p><u>Follow-up action:</u></p> <ul style="list-style-type: none"> • Checks on how much of these are being followed.

Module 5: Improving Social Skills

Session 12: Starting and maintaining a conversation and active listening

Duration: 2 Hours

No. of facilitators: 2

Objectives:

- The importance of good conversation skills
- Practice of these skills
- Political correctness

Topics	Methods Used
<ul style="list-style-type: none"> • Importance of social skills. • Communication. • Types of social skills. • How to wish/ greet someone? • Introducing yourself. • Engaging a person in conversations. • How to converse- voice modulation, maintaining eye contact. • How to identify if the person is listening and interested. • Making small talk/ making relevant conversation. • Asking appropriate questions. • What is active listening? • Politically correct speech. • Making requests, asking favors. • Asking for information. • Confidence building. 	<p>Start of session:</p> <ul style="list-style-type: none"> • Prayer • Light exercise • Introduce the topic <p>Methods:</p> <ul style="list-style-type: none"> • Role plays on good communication and bad communication. • Discussions • Role play on making conversations/ asking for favors, making requests etc. • Introducing politically correct speech. <p>Instructions:</p> <ul style="list-style-type: none"> • In this role play, a group of patients will be asked to try and communicate with each other with no prior instructions and another group will be given instruction on how to communicate and asked to have a conversation. • Role-plays of situations where they will be asked to have conversations with different people such a doctor/ a policeman, meeting new people and making friends etc. <p>Follow up actions:</p> <ul style="list-style-type: none"> • Ask the patient to try the mirror-talk method at his/ her home to build confidence.

Session 13: Non-verbal communication

Duration: 1.5 hours

No. of facilitators: 1

Objectives:

- What is non-verbal communication
- the importance of non-verbal communication
- Personal Space
- Showing interest

Topics	Methods Used
<ul style="list-style-type: none">• What is non-verbal communication/ types• Importance of non-verbal communication• Maintaining eye-contact, how to express in situations• How should one's body language be• Hand gestures• Forms of communication- listen, speak, look, smell etc.• The concept of personal space and its importance.• Responding appropriately	<p>Start of session:</p> <ul style="list-style-type: none">• Prayer• Light exercise• Recap of the previous session <p>Methods:</p> <ul style="list-style-type: none">• Discussions• Modelling• Role- plays• Video- Mr. Bean Non-verbal communication <p>Instructions:</p> <ul style="list-style-type: none">• Discussion on non-verbal communication• Modelling includes making the patient repeat a few actions with the facilitator, using the facilitator as a model and getting used to more regular behaviors.• Video- http://youtu.be/9cX6Valy2yA• Discussion on the types of non-verbal communication such as how to gesture looking, smelling, touching etc. <p>Follow up actions:</p> <ul style="list-style-type: none">• Correct behavior when it is seen.

Session 14: Assertiveness skills in communication

Duration: 2 hours

No of facilitators: 2

Objectives:

- What is assertiveness
- why is it important
- the importance of expression
- Expressing opinions

Topics	Methods Used
<ul style="list-style-type: none">• What is assertiveness and its importance• Difference between assertiveness and arrogance• The importance of saying NO.• The right not to be exploited• Right ways of expressing feelings, emotions and opinions in a group and individually.• The importance of feeling safe• The right to be respected and be comfortable.	<p>Start of session:</p> <ul style="list-style-type: none">• Prayer• Light exercise• Recap of previous session <p>Methods:</p> <ul style="list-style-type: none">• Role plays• Videos• Discussions <p>Instructions:</p> <ul style="list-style-type: none">• A work place situation where a co-worker is being given too many tasks and cannot say no after a point. He later realizes the importance of saying no and being assertive and changes his behavior.• Ways to state opinions and feelings. Putting them across correctly and politely.• Things to do if you think your safety is compromised. (show Delhi Safari- min 1)• Role-play on assertiveness vs. arrogance.• Video- https://www.youtube.com/watch?v=MMc8AP9KhEM <p>Follow up actions:</p> <ul style="list-style-type: none">• give individuals situations that will make him use these learnt skills

Session 15: Social norms, manners and etiquettes

Duration: 2 hours

No. of facilitators: 2

Objectives:

- What are social manners and why they are important?
- Basic civic sense
- social etiquette- being courteous and respectful
- showing gratitude and sorrow
- Making conversations

Topics	Methods Used
<ul style="list-style-type: none"> • What are social manners • Why are they important • What are social etiquettes • How to be courteous and respectful • Why is it important to say thank you? • Why is it important to say sorry? • How to say thank you/ sorry • Making polite conversations- being respectful • Basic civic sense/ road sense/ table manners • Being welcoming, being sympathetic, appreciative, making requests and asking for favors, showing concern, saying no. 	<p>Start of session:</p> <ul style="list-style-type: none"> • Prayer • Light exercise • Recap of the previous session <p>Methods:</p> <ul style="list-style-type: none"> • Discussion • Flashcard activity • Charades activity <p>Instructions:</p> <ul style="list-style-type: none"> • Make a list of various scenarios on cards and shuffle the stack. Make the patients pick one and read out the scenario. Discuss what and how must the situation be handled. • On small slips of paper jot down some actions considered "good manners" and another one of "bad manners." Fold the papers and drop them into a bowl. Divide the group into teams. Have the teams take turns drawing from the bowl and acting out the action. The opposing team first has to decide whether the action is "good" or "bad." Then they need to guess what the action is. <p>Follow up actions:</p> <ul style="list-style-type: none"> • Over the week, they will be asked to find situations where they did not like someone’s manners and how they thought it must be better.

Module 6: Disability Benefits

Session 16: Disability benefits and rights

Duration: 1-hour

No. of facilitators: 1

Scheme	Objectives	Documentation required
Pradhan Mantri Sukanya Samruddhi Yojana	<ul style="list-style-type: none"> • Secure the future of the girl child. • This scheme is a small deposit savings scheme for a girl child. • A savings account can be opened in the name of the girl child and money can be deposited for a span of 14 years. • After she is 18, she can withdraw 50% of the amount. • After 21, she can withdraw the maturity amount along with interest rates as decided by the government. 	<ol style="list-style-type: none"> 1) Birth Certificate of the girl child 2) Address proof of parents or legal guardians. 3) Identity proof of parents or legal guardians.
Pradhan Mantri Jan Dhan Yojana (targeted for BPL families)	<ul style="list-style-type: none"> • Financial inclusion and access to financial services for all households in the country. • Under this scheme, any individual above the age of 10, who does not have a bank account, can open an account without depositing any money. 	<ol style="list-style-type: none"> 1) Valid current or permanent address proof. (E.g. Passport, Aadhar Card) if in case of change of address, he/she should have valid documents mentioning this change. 2) 2 passport size photographs. 3) Identity proof that has been issued by the GOI
Pradhan Mantri MUDRA Yojana	<ul style="list-style-type: none"> • Financial support for growth of micro-enterprises sector. • This aims at providing funding to non-corporate small business sector. • This scheme is available an open to all bank branches across the country. • Small business owners or entrepreneurs can avail loans from Rs. 50,000 to Rs. 10 lakhs to start and grow their business. 	

Scheme	Objectives	Documentation required
Pradhan Mantri Jeevan Jyoti Bhima Yojana	<ul style="list-style-type: none"> • Provides life insurance cover for all Indian citizens • It is a government backed life insurance scheme in India aimed at increasing the insurance cover in India. • This scheme is available and open to all available to all Indian citizens between the ages of 18 to 50 years. • A policy holder can get insurance cover for Rs. 2 lakhs with an annual premium of just Rs. 330. 	<ol style="list-style-type: none"> 1) Bank account in his/her name 2) An age limit of 18 to 50 years exists.
Pradhan Mantri Suraksha Bhima Yojana	<ul style="list-style-type: none"> • Provides accidental insurance cover to all Indian citizens. • The scheme is open and available for all Indian citizens of the ages of 18-70 years. • Under this, the policy holder can an insurance cover of Rs. 2 lakhs with a premium of Rs. 12. 	<ol style="list-style-type: none"> 1) Age limit of 18- 70 years exists. 2) Bank account (in case of multiple, the individual is eligible to avail this just from one account) 3) A 0-balance account under the PMSBY. 4) Aadhar is the primary KYC. 5) Passport size photo
Atal Pension Yojana	<ul style="list-style-type: none"> • To increase the number of people covered under any kind of pension scheme. • Under this scheme, the beneficiary has to make a contribution for at least 20 years before he/she can get pension after attaining the age of 60. • This scheme provides a monthly pension of Rs. 1000 to Rs. 5000 based on contribution amount. 	<ol style="list-style-type: none"> 1) Valid current or permanent address proof. (e.g. Passport, Aadhar Card) if in case of change of address, he/she should have valid documents mentioning this change. 2) 2 passport size photographs. 3) Identity proof that has been issued by the GOI.
Pradhan Mantri Awas Yojana	<ul style="list-style-type: none"> • Achieving housing for all, by the year 2022. • 2 crores in Urban and 3 crores in rural areas. • The government will provide financial assistance to the poor home buyers, interest subsidy on loans and direct subsidy on 	<ol style="list-style-type: none"> 1) Identity proof (PAN card, Aadhar card, voter ID, Drivers license) 2) Address proof (voters ID, electricity bill, telephone bill, driving license)

Scheme	Objectives	Documentation required
	homes bought under this scheme.	3) Category proof (SC/ST/OBC) 4) Proof of nationality (passport, Aadhar, birth certificate.)
Pradhan Mantri Garib Kalyan Yojana	<ul style="list-style-type: none"> • Implementation of the pro-poor welfare schemes in more effective ways and to reach more poor populations across the country. • It is a poverty alleviation scheme. • It is a workshop you can pay and attend. • Its main aim is to motivate and appraise the members of the parliament to help them efficiently implement the government run schemes for the welfare of the poor in the country. 	
Pradhan Mantri Jan Aushadhi Yojana	<ul style="list-style-type: none"> • Provides drugs and medicines at affordable costs across the country. • It aims to open up 3000 Jan Aushadhi stores to sell drugs at affordable costs. 	
Swavlamban Health Insurance Schemes	<ul style="list-style-type: none"> • The scheme has been designed to deliver comprehensive cover to the beneficiary as well as his family (PwD, Spouse & up to two children), • It has a single premium across age band and can be availed by PwDs aged between 18 years and 65 years with family annual income of less than Rs. 3, 00,000 per annum. • The scheme also ensures coverage of any pre-existing condition and a health Insurance cover up to Rs. 2, 00,000 per annum as family floater. 	<ul style="list-style-type: none"> • Proposal form duly completed and signed with Rs 355.00 (Premium: 310 + Service tax: 45) • 2 Passport size photographs of each family member to be covered in the policy. • Disability certificate as per PwD act 1995. • Copy of valid ID such as Voters card, Aadhar Card, Driving license etc.

Scheme	Objectives	Documentation required
Niramaya Health Insurance Scheme	<ul style="list-style-type: none"> • A Disability Health Insurance Scheme for the welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities. • Insurance cover up to Rs.1.0 lakh. • Have a single premium across age band • All persons with disabilities will be eligible and included and there will be no ‘selection’. 	<ul style="list-style-type: none"> • Disability certificate issued from the District Hospital or appropriate Government Authority • Address Proof • 1 Passport size photograph of the Special Need person • BPL card if having Income certificate (Latest IT return, or Income certificate from Tehsildar • Proof of payment of applicable fee (Bank receipt)

Session 17: Disability Pension

Duration: 1-hour

No. of facilitators: 1

Disability Pensions are available to every individual with a certified mental disorder.

Entitlement	Process	Documents required
Disability certificate	<ol style="list-style-type: none">1) Online registration done in hospital in Disability department.2) Get a challan number3) Acquire certificate from Psychiatry department.4) Signature required from authorities.	<ul style="list-style-type: none">• Identity proof (of patient and caregiver)• Birth certificate of patient• Ration Card• Passport size photo (4)
Disability pension- Rs. 800 per month Applicable to 40% or more	<ol style="list-style-type: none">1) Submit documents in Tahsildar office to avail the pension	<ul style="list-style-type: none">• Identity proof (of patient and caregiver)• Birth certificate of patient• Ration Card• Passport size photo (4)• Disability certificate copy.• Income certificate
Income tax benefit for family	<ol style="list-style-type: none">1) Acquire income tax certificate from Sassoon General Hospital.2) Submit certificate in Income tax dept. along with copy of disability certificate.	<ul style="list-style-type: none">• Income tax certificate• Disability certificate
Travel concession for patients Bus Pass (PMC) Railway pass	<ol style="list-style-type: none">1) Acquire travel concession certificate from Sassoon General Hospital.2) Submit in the PMC offices and/or railway office.	<ul style="list-style-type: none">• Disability certificate• Travel concession certificate
Transfer of Pension in the name of the patient.	<ol style="list-style-type: none">1) Procure personal or joint bank account of the patient.2) Assign patient as pension nominee.	<ul style="list-style-type: none">• Disability certificate• Bank account details• Affidavit of relation with nominee.

Module 7: Citizenship Rights- How to access these?

Session 18: Citizenship Rights- How to access these?

Duration: 1-hour

No. of facilitators: 1

Topic	Documentation Required	Procedure
To Open a Bank Account	KYC documents such as- a valid ID proof, usually the Aadhar Card, your PAN card, voter's ID, address proof such as an electricity bill and 2 or 3 passport size photographs.	<ul style="list-style-type: none"> • Decide what type of account you want to open. • Fill up bank account opening form. • Provide reference • Submit filled form and KYC documents to the bank officer • Documents will be verified by the bank officer • An initial amount is to be deposited into the bank to start the account
To Apply for a PAN Card	<ul style="list-style-type: none"> • Proof of identity such as a copy of Aadhar Card, voters ID, Driving License, Passport, Ration, any photo identity card issued by the government, pensioner Card, Bank certificate. • Proof of address such as Aadhar card, Voters ID, Driving License, passport, domicile certificate, Copy of following documents of not more than three months old: Electricity Bill, Landline Telephone or Broadband connection bill, Water Bill Consumer gas connection card or book or piped gas bill, Bank account statement, Depository account statement, or Credit card statement. • Proof of date of birth such as passport, Driving License, Voter ID, Aadhar card etc. 	<ul style="list-style-type: none"> • Fill form 49A • A small amount needs to be paid for this service. • After the forms are filled and the documents are collected, that can be submitted to the 'INCOME TAX PAN SERVICES UNIT (Managed by NSDL e-Governance Infrastructure Limited)' at 5th Floor Mantri Sterling, Plot No. 341, Survey No. 997/8, Model Colony, Near Deep Bungalow Chowk, Pune-411 016. This application can be tracked online.

Topic	Documentation Required	Procedure
To Apply for the Aadhar Card	<ul style="list-style-type: none"> • ID proof such as voters ID, Driving License, Passport, Ration, any photo identity card issued by the government, pensioner Card, Bank certificate. • Proof of address Voters ID, Driving License, passport, domicile certificate, Copy of following documents of not more than three months old: Electricity Bill, Landline Telephone or Broadband connection bill, Water Bill Consumer gas connection card or book or piped gas bill, Bank account statement, Depository account statement, or Credit card statement 	<ul style="list-style-type: none"> • Find an enrollment center near you and book an appointment • Fill out the enrollment form. It is available online as well on the UIDAI website. • Submit the forms with all supporting documents such as proof of identity and proof of address. • Once these documents are accepted, biometrics must be submitted too. These are fingerprint scans and retina scans • A photograph will also be taken for the record. • After this, an acknowledgement slip will be given with a 14-digit enrollment number on it. • The process can be tracked online using the enrollment number.
To Apply for a Voter's ID	<ul style="list-style-type: none"> • 1 passport sized photograph, ID proof (Driving License, Passport, PAN card, mark sheets etc.) and Address proof (Ration card, passport, Driving License, utility bills such as electricity bill, water bill, lease agreement etc.) 	<ul style="list-style-type: none"> • Voters ID application can be done online • The forms to be filled are available on the Official Election commission of India website. • Click on National Service Voters Portal • Enter details and upload documents. • Click enter and all your documents will be submitted. • The IDs are expected to arrive a month after application • The ID can be tracked online.

Module 8: Financial literacy - Operating a bank account

Session 19: Financial literacy - Operating a bank account

Duration: 3 hrs.

No of facilitators: 2

Objectives:

- Importance of banks/ different functions of the banks and counters
- ATM handling
- Opening an account/ types of accounts
- E-banking
- Writing and depositing cheques/ different slips available

Topics	Methods Used
<p><u>Instructions of the activity:</u></p> <ul style="list-style-type: none"> • What are banks? • Functions and importance of banks • Safety of banks vs. safety at home. • Different counters of the banks. • Types of banks, Types of accounts in brief, types of cards available. • How to use an ATM and debit cards, pins, passwords and safety. • How to open a bank account and the documents required. • How E-banking works, net banking with Paytm etc. • What cheques are, what deposit slips and withdrawal slips are? • Passbook. 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> • Staging a bank scene. • Discussion • Role Play on the bank scene. (Introducing the counters/ withdrawal, deposits and opening accounts) • Mock deposit and withdrawal slips. • ATM role play • Cheque writing • Passbook updating • E-banking discussion. <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • A mock bank scene with counters. First a small discussion will be held about a topic and a small 2 min role play will be held by the patient to see how much he has understood. This will continue for the rest. These will cover the topics of opening a bank account, withdrawal of money in a bank and deposit of money. • The patient will be made to fill copies of deposit and withdrawal slips. • A mock ATM scene where one of the facilitators will play an ATM and the patient will attempt to withdraw money from the machine. • Each patient will be asked to draw a cheque. After these are drawn, they will be asked to fill these in and then deposit these cheques in the bank. • Discussion on the importance of Passbooks and how they are updated. • Brief discussion on E-banking. <p><u>Follow-up actions:</u></p> <ul style="list-style-type: none"> • Find out how many have opened bank accounts. In case of special cases, take them to a nearby bank and familiarize them with the functions.

Module 9: Preparing for a job

Session 20: Preparing your CV, preparing for and speaking at an interview

Duration: 3 hours

No. of facilitators: 2

Objectives:

- why interviews are important
- Things to do before going for an interview (self-care, grooming)
- What is a CV and its content?
- How to prepare a CV. (content and format)
- What to do at an interview.

Topics	Methods Used
<ul style="list-style-type: none"> • What is an interview and why is it important. • First step to tackling an interview- good clothes, grooming, planning and preparation, research, mock interviews etc. • Documents one must take at an interview- CV, Cover letter, Marks cards, recommendation letters. • What is a CV and what it contains • How to make a CV- content and format. • The interview process and what to do at an interview • Body language, basic etiquettes, maintaining eye-contact, answering to the point, asking questions 	<p><u>Start of session:</u></p> <ul style="list-style-type: none"> • Prayer • Light exercise • Introducing the topic <p><u>Methods:</u></p> <ul style="list-style-type: none"> • Role Plays • Discussions • Mock Tasks • Videos <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • A role play on the Do's and Don'ts before an interview- this will cover preparation and research, making a first impression, documents that need to be carried etc. • Make the patients prepare a mock CV along with a cover letter. This will cover what goes into the CV, teach them how to form objectives etc. • Have a discussion on the Dos and Don'ts during an interview- explore the body language of the individual, making eye contact, answering generic questions such as- tell me about yourself, why do you want this job etc. give possible answers to these. Confidence vs. Overconfidence at an interview, asking questions. • Discuss about following up after an interview. <p><u>Follow up actions:</u></p> <ul style="list-style-type: none"> • Ask patients to try out mock interviews at home with family members for practice

Session 21: Working with seniors and colleagues at workplace

Duration: 2 hours

No of facilitators: 2

Objectives:

- the importance of working well with colleagues and co-workers
- How to work well with others/ being a team player
- Verbal/ non-verbal communication and how it is important.
- Setting boundaries with colleagues/ being assertive in the work place

Topics	Methods Used
<ul style="list-style-type: none"> • Who are colleagues and why is it important to work well with them. • What it takes to be a team player- asking and giving help when required, sharing credit, not playing the blame game, being proactive with solutions when problems come up, always resolving conflicts, keeping up commitments. • How non-verbal and verbal communication is important- speaking with respect, show gratitude and sorrow/ concern • The importance of setting boundaries. • The importance of being assertive and saying no. 	<p>Start of session:</p> <ul style="list-style-type: none"> • Prayer • Light exercise • Recap of previous session <p>Methods:</p> <ul style="list-style-type: none"> • Role plays • Discussions • Group building tasks. <p>Instructions:</p> <ul style="list-style-type: none"> • Role play- two scenes- one where the colleagues have a good relationship and how this is mutually beneficial and everyone’s happier and the other where they have a bad relationship and how this negatively affects the work space. • Discussion on the role play and further about how non-verbal and verbal communication is important. • Role play on conflict resolution • Discussion on boundaries, personal space and assertiveness. • Group building activity: Tug of war to promote the importance of team work. <p>Follow up actions:</p> <ul style="list-style-type: none"> • Follow up on how well the patient gets along with everyone else in his work place. • Ask him to find out something new about his co-workers till the next session.

Session 22: Managing stress at the workplace

Duration: 2 Hours

No. of facilitators: 2

Objectives:

- What is stress?
- Identifying stressors in the work place
- How work stress can be harmful
- Steps to manage stress in the work place.

Topics	Methods used
<ul style="list-style-type: none"> • What is stress • What is workplace stress and how is it harmful- in personal lives, to productivity, to others in the work place, to health. • Common workplace stressors- low salaries, workload, no growth, lack of engagement at work, no social support, lack of clarity of role at work etc. • Identifying stressors and noticing the signs and symptoms of this- lower productivity, fatigue, headaches etc. • Managing stress- establish boundaries, working on effective response, taking a break, learning how to relax, prioritize tasks, asking for help. • The importance of voicing the problem causing stress/ how to do so. • The problem of absenteeism at the work place. 	<p>Start of the session:</p> <ul style="list-style-type: none"> • Prayer • Light exercise • Recap of previous session. <p>Methods:</p> <ul style="list-style-type: none"> • Role plays • Videos • Discussions • Relaxation techniques <p>Instructions:</p> <ul style="list-style-type: none"> • Role play-two people are discussing about how his work stress is bringing him down and affecting his personal life, his productivity at work and his health. Establish common signs and symptoms of work stress. • Discussion on the common work place stressors and how to deal with them. • The importance of voicing the problems. Role play on talking to superiors on problems faced, asking for a holiday, reasons behind frequent absenteeism. • Video on managing stress in the work place. • Simple relaxation techniques. <p>Follow-up actions:</p> <ul style="list-style-type: none"> • Regular sessions with counsellors on stress management

Module 10: Interventions for the family/ caregivers

Session 23: Psychoeducation, illness and relapse management

Duration: 3 hours

No. of facilitators: 2

Objectives:

- Understanding the illness and its impact
- Medicine adherence
- The role of the family/ social support
- Understanding lapse and relapse
- Relapse prevention
- General health advice for the family

Topics	Methods Used
<ul style="list-style-type: none"> • What is mental health? What is mental illness? • Types of mental illnesses- CMDs/ SMDs • Causes, signs, symptoms of mental illnesses. • Impact of illness on self, family and society. • Duration of illness • What is lapse/ relapse? • Causes of relapse • Early warning signs and symptoms/ high risk situations. • Prevention of relapse • Dealing with symptoms • Importance of regular medication- what is does, how it works. • General health- eating well, getting enough sleep • Identifying stressors to reduce stress at home and in the work place • The importance of cultivating hobbies, the role of religion, the need for regular exercise. • The importance of social and familial support • The role of family members 	<p><u>Start of the session:</u></p> <ul style="list-style-type: none"> • Introduction of session <p><u>Methods:</u></p> <ul style="list-style-type: none"> • Group building activity. • Discussion using blackboard • Video- Devrai & discussion • Sharing of experiences • Leisure activity. • Story telling • Symptom list • Discussion <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • All the members will be introduced and asked to talk about themselves. • There will be a discussion about mental health/ illnesses and what this signifies to them individually. • A short video on SMDs will be screened. And a discussion will be held on that. • The families will be asked to share their experiences dealing with the illness of their children/ spouses/ parents. • They will also be asked how they dealt with initial symptoms and what they knew about this. Talk about impact on social lives, individual experiences. • A story will be presented talking about relapse management • A discussion will be held on general health, and social support and family support <p><u>Follow-up action:</u></p> <ul style="list-style-type: none"> • Two sessions a month to understand their problems

Session 24: Managing stress and burnout

Duration: 2 hours

No. of facilitators: 2

Objectives:

- Understanding stress
- Identifying stressors
- What is burnout?
- Dealing with burnout

Topics	Methods Used
<ul style="list-style-type: none"> • What is stress • Causes of stress at home and in the workplace • Identifying and eliminating these stressors • Burden of illness on the family • What stress does to individuals • Managing stress • What is burn-out • The signs of burnout • How to manage burnout • The importance of peer support (groups)/ leisure activities/ taking breaks • Addressing family expectations/ setting of goals • Addressing family strengths and building these • Importance of communication and how to improve this • Addressing financial burdens • Distribution of responsibilities 	<p>Start of the session:</p> <ul style="list-style-type: none"> • Prayer • Recap of previous session <p>Methods:</p> <ul style="list-style-type: none"> • PowerPoint presentation • Video • Discussions • Experience sharing <p>Instructions:</p> <ul style="list-style-type: none"> • PowerPoint on stress- causes, impact, symptoms, management, Burden of illness • Video: stress management. • Discussion on burn out and how to avoid it. <p>Follow up action:</p> <ul style="list-style-type: none"> • After a period of 15 days, they will be asked to share their experiences and a discussion will be held on how much of this they implemented in their lives.

Session 25: Managing Challenging Behaviours

Duration: 3 hours

No. of facilitators: 2

Objectives:

- Understanding challenging behaviours
- Why it is important to manage them
- Dealing with challenging behaviours
- Dealing with stigma and discrimination.
- Personal safety

Topic	Methods used
<ul style="list-style-type: none"> • What are challenging behaviors? / Why are they deemed challenging? • What can cause these behaviors? • How can they be counter-productive/ why they need to be corrected? • What is considered challenging behavior- explore, paranoia, aggression, stubbornness, lack of attention/ concentration, lack of motivation, excessive or decreased sleep or hunger, self-care, lack of routine, abusive language/behavior towards family and others, taking caregivers for granted, not listening. • What carers need to change? • What patients need to change? • Dealing with challenging behavior- keep distance, methods of instructions, body language, empathy/ sympathy • Discussing the behavior • Discussing the over protective nature of carers. • Setting limits • Understanding triggers of behaviors • Separating person from illness • Personal safety 	<p><u>Start of session:</u></p> <ul style="list-style-type: none"> • Prayer • Recap of previous session <p><u>Methods:</u></p> <ul style="list-style-type: none"> • Group discussions • PPT/ List • Role Play • Discussion/ instructing the family • Video – Paranoia (Mann Ki Aankhei) <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • The group will be asked to recall what challenging behaviors they've faced in their lives/ with regard to their patient. • A list or PPT on various challenging behaviors will be introduced to them. • The family will be given all information on how to deal with the challenging behaviors seen by them. This will be a free avenue to ask any questions they have and share their experiences and will then be taught ways to counter these behaviors. • Role play on how challenging behaviors hinder lives- work and personal. <p><u>Follow-up actions:</u></p> <p>The families will be asked to target one specific challenging behavior they have noticed in their patient and implement ways to tackle them for one week. They will be asked to share their experience the following week.</p>