



CIVIC

COMPETENT INHABITANTS TO VALORISE INCLUSIVE COMMUNITIES

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TUTORIAL FOR A GOOD HOUSING



SISTEMA SANITARIO REGIONALE

ASL
ROMA 2



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The **TUTORIAL**
for a good housing is a
toolkit made up
of 5 rooms .



The **Tutorial** was set up by the CIVIC international partnership for expanding its use to other groups and in order to facilitate local communities in facing housing issues especially during the pandemic. The valuable lessons that we've learned are not only limited to the pandemic, because it has merely intensified pre-existing issues and unhealthy habits.

**Introduction to
the training
Curriculum**

**Survey on
challenges that
housing has had to
face during the
pandemic**

**Q&A on the use of
the Training
curriculum**

**Storytelling:
and informal
training, supported
by a video**

**Suggestions for the
best use of the
Curriculum, based
on experience.
Three interviews.**



Josè Mannu

Psychiatrist

SISTEMA SANITARIO REGIONALE



In “Module 1. Unit 1b. EVALUATION PROCESS. Work with users in the case of future cohabitation and choice of residence” of the training Curriculum there is an Activity called *Autonomy and the “dependency tree”*.

Here is an interview with Josè Mannu to speak about the dependency tree.

Josè, could the “dependency tree” be a useful training tool when autonomy has to be developed or supported? The pandemic represented a challenge to autonomy for all of us ...

Yes, for sure. The “dependency tree” can be used to work on autonomy and distributed dependency in order to improve them in a housing project.

First of all, how was the “dependency tree” born?

The “dependency tree” is a tool based on the idea that a widespread dependency is typical of the personal autonomy process

Does the tree help us to understand how to develop autonomy?

Yes, it does. The tree is the graphical representation of the path from a non-differentiated dependency (that expresses non-autonomy) to a widespread dependency (that means autonomy)

An example could help us to be better get in tune with this concept.

Each baby usually builds his relations with the external environment with the mediation of his parents and their expertise in satisfying his wishes. Growing up, other people enter in his world: teachers, friends, loved ones, and later neighbours, shopkeepers, newsagents, etc. This process will lead him to build a widespread dependency in which the relation with his wishes is less and less mediated by one single person but by many people.

Is widespread dependency a synonym of relationship building?

No, it isn't. It's important to consider them as two different items, although at the beginning they coincide. Later, they progressively take specific and different roads. “Building relationships” concerns affective and social relationships, that constitute the social network supporting each person. “Widespread dependency” concerns problem solving skills as well, but the competence of solving problems is dictated by finding the appropriate solution for that specific episode (for instance if you break a window, you call a glazier and the relation is limited to the object which must be replaced).

What are the branches for, in the dependency tree?

The branches represent each person's aspects of life (home, health, food, spare time, work, loved ones, self-care).

In the video on the dependency tree there is a man watering the tree. The person represents the context that feeds the tree whenever necessary and for as long as necessary.

And the roots?

The roots stand for metacognition, perception, memory, emotions, self-esteem, hope, values, beliefs. They are the different aspects of human thinking that allow the movement toward widespread dependency



What happened to the dependency tree during the pandemic, a phenomenon that challenged people's autonomy?

A new balance was needed during the pandemic in the individual binomial "competence - functioning". The first intended as what people should be able to do, and the second as what the person actually does.

Where did you see this shift? Could you give us an example?

For instance, the competence of getting in touch with friends and other people has been maintained but the relational rules, the functioning, has changed: distance, masks, barriers, online meetings, etc.

Then how can we consider the "dependency tree"?

The "dependency tree" represents the person: the complexity of his thinking and dependency, and the potential transition from a leafless tree to a blossoming one. It is the metaphor we could use to highlight the work from disability and non-autonomy to personal autonomy and human complexity.



Sladjana Štrkalj Ivezic

University psychiatric hospital Vrapče. Head of Referral center of Excellence of Ministry of Health for Psychosocial Rehabilitation.



Sladjana, the training curriculum is based on ten housing key areas, could you please remind us what they are?

The ten key areas concern the main topics of housing for people with experience of mental health issues, as internationally shared by the scientific community and confirmed by the stakeholders involved in the survey conducted before setting up the Curriculum's structure and contents. They refer to: evaluation, resources, case management, motivations and satisfaction of users, flexibility, clinical governance and coordination, responsibility and decision making, volunteering and lifelong learning.

They are well described in the eBook "Housing and mental health. Quality indicators toolkit for local communities"

What kind of information could we find related to the ten key areas by reading the Curriculum?

Each key area contains six thematic units . Each unit is made up of: definition, videos, challenges and benefits, links to international good practices, training activities, self-learning exercises.

Give us an example, please

For instance, in MODULE 1, that as you know is dedicated to the users and their families, unit 1 refers to the "Motivation" key area and deals with the topic "support and facilitation of the users' wishes".

What was your experience using the Curriculum in learning/educational events in Croatia?

First of all there was the opportunity of expanding some topics with additional explanation and context; secondly interaction and group practice, pertaining to the learning theme of the units, were very easy to promote; and then there was great interest and very positive feedback for the best practices as well, so that we were motivated to add photos and links

You have a great experience in the use of the training curriculum, how could it be improved, what kind of potential do you see in it?

The curriculum is focused on people with serious mental illness at the moment, we think that the curriculum could be interesting for other groups, as well.

The 10 areas could be integrated with other units referring to the quality housing indicators. At the moment only one indicator has been selected for each key area although thanks to the previous HERO project we've found out 10 indicators at least for each key area. You can find them in detail in the eBook "Housing and mental health. Quality indicators toolkit for local communities" .

Case histories have to be shared when using the Curriculum, as they sound good and motivate the audience.

Demonstrations of good practice are important as well as links to websites and videos. They must be updated when appropriate.

What are the main characteristics of the tutorial of the Curriculum you've recommended?

Starting from my experience with colleagues, students and users, as a guideline for the tutorial, I'd like to highlight: the basic principles and presentation of housing models recommended by HERO/ CIVIC projects;



brief definitions of the ten key quality areas; educational content adapted to the needs of each target group; good practice examples: case reports, web pages, videos.

Human rights are strongly linked to Housing for sure, can you select the most relevant of them?

I'm thinking about the UN Convention (CRPD) and its key rights:

1. The right to an adequate standard of living and social protection (Article 28 of the CRPD)
2. The right to exercise legal capacity and the right to personal liberty and the security of person (Articles 12 and 14 of the CRPD)
3. The right to enjoyment of the highest attainable standard of physical and mental health (Article 25 of the CRPD)
4. The right to live independently and be included in the community (Article 19 of the CRPD)
5. Freedom from torture or cruel, inhuman or degrading treatment or punishment and from exploitation, violence and abuse (Articles 15 and 16 of the CRPD).

You've suggested that the recovery principles could be used to refer to housing pathways for people with experience of mental health issues. What did you mean by that?

I've in mind Samhsa's working definition of Recovery and its 10 guiding principles. I just listed them according to Samhsa, you could see that it's not difficult at all to connect them to the housing pathways. They are: 1. Recovery emerges from hope; 2. Recovery is person driven; 3. Recovery occurs via many pathways; 4. Recovery is holistic; 5. Recovery is supported by peers and allies; 6. Recovery is supported through relationships and social networks; 7. Recovery is culturally-based and influenced; 8. Recovery is supported by addressing trauma; 9. Recovery involves individual, family and community strengths and responsibility; 10. Recovery is based on respect.

And now, can you tell us something about the Housing model recommended by the twin projects HERO and CIVIC?

I'd just like to underline three points:

- A typical paternalistic approach where options are few and the decisions are rarely made by the users themselves should be avoided, and flexibility in degrees of support for achieving independence and social inclusion should be the rule. That means supporting people's autonomy.
- Different types and intensity of support (formal/non formal support) could be offered depending on the level of the residents' autonomy; housing facilities can offer formal and non formal support both in "housing first" and "housing step by step" approaches.
- CIVIC's approach to housing supports social inclusion as a great opportunity for all the members of the community to meet people recovering their mental health and can be beneficial for both parties. Citizens can lose their prejudices, and users can re-establish their roles as citizens and get included in society again. As a result, communities will invest in housing.



SUGGESTIONS - Interview with Vincenzo Scala

Vincenzo Scala

Psychologist and psychotherapist



Here is an interview with Vincenzo who piloted a unit from the HERO Curriculum.

Vincenzo you were one of the members of the HERO international team that developed the training Curriculum. Why did you decide to create it?

Implementing quality housing projects needs high expertise of all the involved actors. The Hero partnership was aware of that. The training Curriculum is a tool aimed at guaranteeing high skills in housing topics for local communities.

So is the Curriculum a support not only for mental health professionals working at Mental Health Departments?

The training Curriculum is made up of 4 Modules and they are addressed to 4 target groups, all potentially involved in the housing projects. The four groups that according to the project represent the local community, are:

1. Users and their families; 2. Mental health professionals; 3. Professionals from other public agencies (school, Municipality social services, etc.); 4. Citizens (volunteers, neighbours, local residents, shopkeepers, etc)

So, training on housing for people with experience of mental health issues doesn't concern merely mental health professionals but people who are involved in different manners and reasons in housing projects.

How is the Curriculum structured? How can we find out what we can use, for instance, if we have the opportunity to spend some time with people with experience of mental health issues?

According to the customer orientation perspective, the Curriculum proposes 4 different training courses – it is divided into four modules. The modules are similar but they differ in order to be clear and interesting for the different target groups. Module 1, for users and their families, features topics, exercises, goals adequate to the needs of the target group. We conducted a survey just to study the training needs of each target group during the Hero project.

Practically, you can select the module according to the target group you have to work with, then you will select the most appropriate unit depending on the topic you'd like to practice.

Help us with an example.

Sure. Thinking about Module 1 for users, if you want to start a housing project in a supported apartment, some units will be useful; if you have to face a conflicted situation in a supported apartment, a different unit will help you, and so on.

For instance unit 5 in Module 1, (module 1 is for users and their families), concerns the topic of "resources for housing". You will find some practical suggestions in it, in order to share some information on the topic of organising a role-play with the users. It was a nice opportunity to work on this topic, using the tools suggested in unit 5, during a two day trekking in the context of a re-educational activity.

Then, could the training units be independently chosen one from the other?

Yes, of course. You can practice the most interesting one for your group. It's useful to keep in mind both the educational and training meaning of the Curriculum. It's not compulsory to start from the beginning. A formal



training context is not necessary . Look at the content's table of the Curriculum and choose the most appropriate unit for the improvement of your group. Read the selected unit and prepare materials in order to carry it out at the best.

We are speaking about training. Is a formal context not necessary?

A good training organisation should be enough. Units' contents could be shared both in formal learning contexts (University, schools, etc) and in non-formal ones.

So, coming back to your experience, did you use the opportunity of an outdoor event to informally discuss and train a group of people on housing resources?

I implemented unit 5 of module1 during a two-day excursion of the "Mountain Group Eucalipty". This group is still active in one of the eight Centers of Mental Health of ASL ROMA2. It is a rehabilitative and socializing activity based on the interest in attending the excursion in a mountain environment; it could last one or more days.

Who attended the trekking? Why did you select unit 5 of the Module?

The group was made up of 12 users and 4 guides. They were all members of the «Mountain Group Eucalipty».

Some users would like to live more independently, without their families. They were thinking about an autonomous housing away from their families.

In agreement with my colleagues, I decided for unit 5 of module 1 as the most appropriate for the users' needs.

Was it an interesting experience for the participants at the training unit session?

The topic seemed to be very touching. Great involvement from the participants.

A lot of sensitive questions have been faced.

Information on the housing procedures for ASL ROMA2 users has been given.

Something new has been learned both by users and their guides.

We've already recorded a short video on the debriefing phase of the role play we took part in.

Why did it mainly work?

In my opinion the success of the unusual training/educational experience is mainly due to:

Peer to peer sharing on the idea they have on living independently; Non-verbal communication; The use of fiction (the roleplay); Receiving information in an informal way on housing characteristics and procedures.

Did the participants find it interesting?

There was a good atmosphere in the group. Everybody felt involved and appreciated the innovative way to discuss such an important topic. Users were very motivated.

Tutorial – room 3



C I V I C

COMPETENT INHABITANTS TO VALORISE INCLUSIVE COMMUNITIES

Trekking in the mountains

An opportunity to tackle with housing using the training Curriculum

Module 1: Unit 5

Key area: housing resources

Storytelling

Vincenzo is a psychologist at ASL ROMA2 Mental Health Center.

Vincenzo is actively involved in the Hero project

He would like to pilot a training Curriculum unit with some users

But when? it's not easy to find the right moment

Vincenzo has an idea...



Vincenzo loves trekking and he often goes trekking with users and colleagues.

They are all members of the «*Mountain Group Eucalipty*»

It's November 2028

The next journey to Tagliacozzo will be the right situation for the piloting

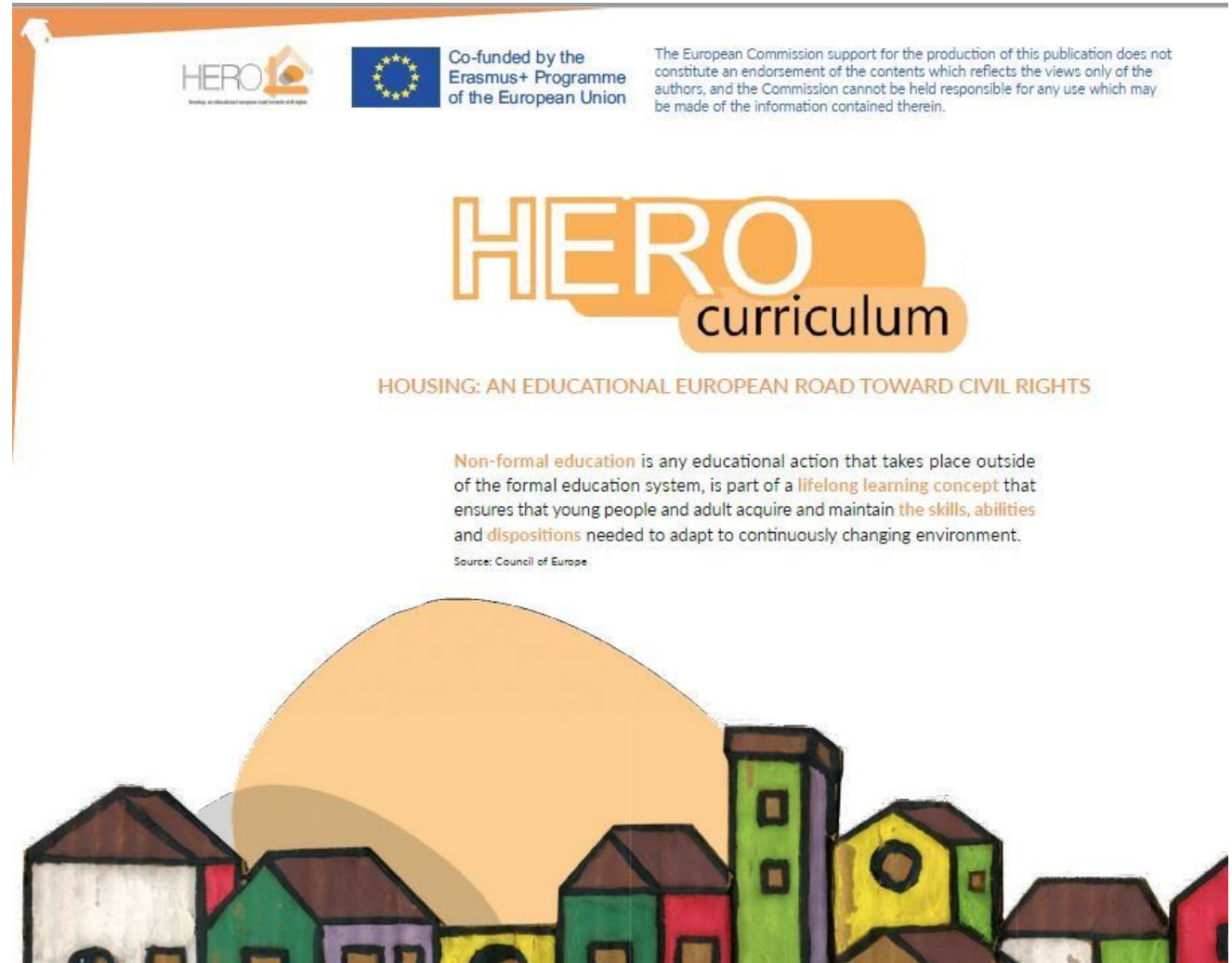


First of all, Vincenzo studies Module 1 from the Curriculum.

The users' one.

The training Curriculum is made up of 4 Modules, and they are addressed to 4 target groups, all potentially involved in the housing projects:

1. Users and their families
2. Mental health professionals
3. Professionals from other public agencies (school, Municipality social services, etc.)
4. Citizens (volunteers, neighbours, local residents, shopkeepers, etc)



The image shows the cover page of the 'HERO curriculum' document. At the top left, there is a logo for 'HERO' with the tagline 'Housing Education Road to Civil Rights'. To its right is the European Union flag and the text 'Co-funded by the Erasmus+ Programme of the European Union'. Further right is a disclaimer: 'The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects 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.' The main title 'HERO curriculum' is prominently displayed in the center, with 'HERO' in large, bold, orange letters and 'curriculum' in smaller, white letters on an orange background. Below the title is the subtitle 'HOUSING: AN EDUCATIONAL EUROPEAN ROAD TOWARD CIVIL RIGHTS'. A paragraph of text defines 'Non-formal education' as any educational action outside the formal system, part of a 'lifelong learning concept' that ensures young people and adults acquire and maintain 'the skills, abilities and dispositions' needed to adapt to a changing environment. The source is cited as 'Council of Europe'. At the bottom of the page is a colorful illustration of a village with various houses and a large orange sun in the background.

HERO
Housing Education Road to Civil Rights

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

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HERO curriculum

HOUSING: AN EDUCATIONAL EUROPEAN ROAD TOWARD CIVIL RIGHTS

Non-formal education is any educational action that takes place outside of the formal education system, is part of a **lifelong learning concept** that ensures that young people and adult acquire and maintain **the skills, abilities and dispositions** needed to adapt to continuously changing environment.

Source: Council of Europe

Vincenzo knows his
trekking friends well

Some of them would
like to live more
independently,
without their
families.

They are thinking
about an
autonomous housing
from their families



Vincenzo has a look at the 6 units and at their correlated key areas in module 1 «users and families», - page 11

He selects one of them, the fifth one, focused on housing resources

Vincenzo reads the unit some days before trekking and verifies what he needs to face the housing topic in an original and practical way

He reads the sections of unit5 in Rome - pages 35-38

Just a few pages!

and decides ...

The role play will be acted out! - page 36

Module1. Unit 5. HOUSING RESOURCES.

The existence and types of support available from the institutions including whether there is a dedicated specialist available.

page 35

Unit sections:

definition, challenges, benefits, good practices, activities, let's practice

pages 35-38

Three videos are suggested in the module as well. Vincenzo thinks: «It could be nice to watch them with the users, but ... another time!»

Video
Giorgios
Giannis

<https://youtu.be/FhKT8WrZscs>

Video
Wendy

<https://youtu.be/mVnW5KkBMnU>

<https://youtu.be/6tEXfRzGJxE>

Video Coffee
Break

Vincenzo has organised a night in the chalet so he needs to take with him the piloting material from Rome.

He knows that there is a moment, after trekking and after having a rest, when the users like to hang out with their guides and chat in a relaxed atmosphere.





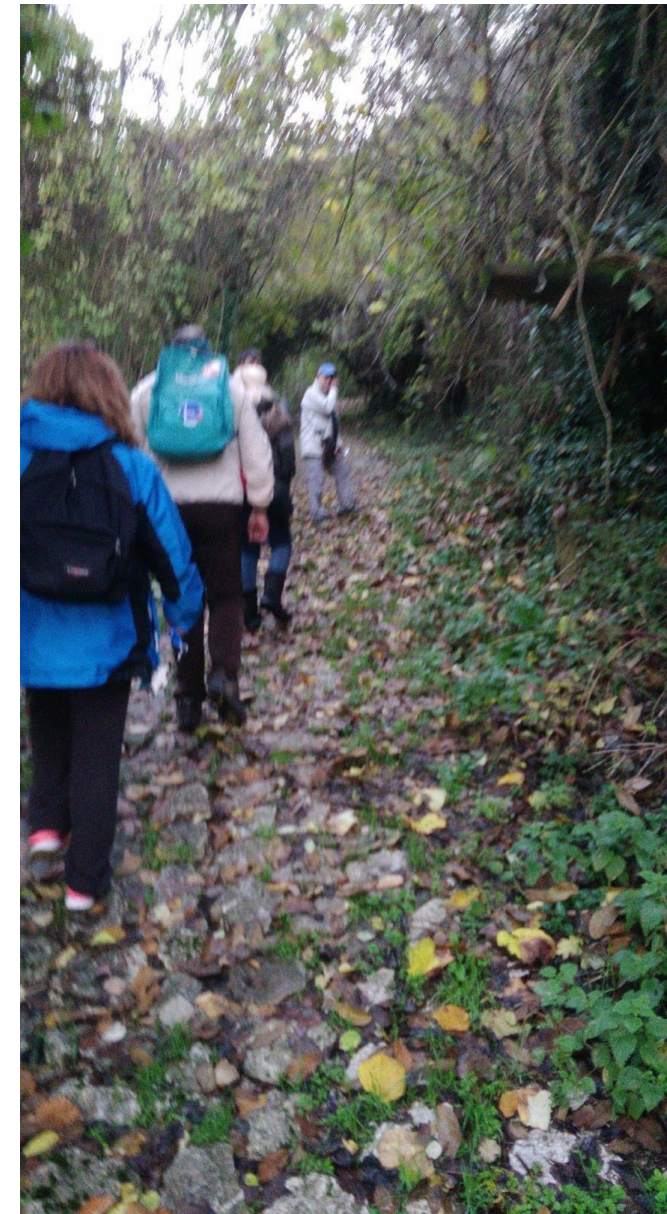
The trekking day has come
12 users and 4 guides are
ready to start trekking

Destination «Rocca di
Tagliacozzo. Mount Civita
(998 m)» , nature trekking
on the Mulini (Windmills)
path.

It's a sunny day, quite cold
and humid. Medium
difficulty because of the
slippery ground.

Tired but happy, they
reach their destination
after 1hour and15 minutes
and

The goal is achieved ...



Users and their guides have had a nice walk through woods and hills and arrive at last at the chalet where they stay for the night.

And now «let's have rest!»



Before dinner Vincenzo shares his proposal. In agreement with his colleagues, Vincenzo proposes to the group to share some aspects of the housing path.

Vincenzo introduces the work to do, according to unit 5, focusing on what he thought more appropriate for the users' characteristics. Users and colleagues are interested and curious



According to the unit's instruction, Vincenzo proposes to start with a roleplay activity in order to facilitate the discussion.

Vincenzo gives instructions following the ACTIVITY instructions described in the curriculum at

M1, Unit5

Silence and doubts ,, at the beginning

Then ...

Two people volunteer as actors in the roleplay

ACTIVITIES M1, Unit5

Learning outcomes

To empower users and their family members, so that they are able to ask and receive all the necessary information regarding housing resources when they visit an agency/organization etc.

Role play

John, a mental health user and Maria, his mother are visiting a social worker in a mental health center and wish to know what the housing resources are. John is experiencing (apart from the mental disorder) fears regarding this possible change in his life: Will he be accepted in a housing facility? Will he receive the necessary support? Maria also has many concerns: Will John be accepted in a housing facility? Will the staff be gentle and nice to him?

One of the participants will play the role of John, one of Maria and one of the social worker. After the role playing each participant will share his/her thoughts and feelings. Additionally all spectators will, also, discuss about what happened. **Curriculum Page 36**

Here is the cast



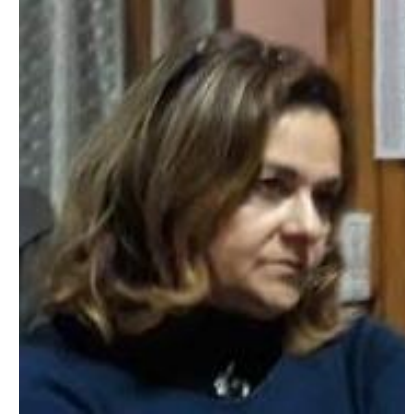
Vincenzo

Vincenzo, a psychologist at ASL ROMA2 Mental Health Center, in the role of the social worker



Fabrizio

a man, a CSM user, in the role of Giovanni, Maria's son



Angela

a lady, a CSM user, in the role of Maria, Giovanni's mother

The other users and guides play as audience.

An interested and curious audience.

The topic seems to be very touching

A lot of sensitive questions have been faced.

Information on the housing procedures for ASL ROMA2 users have been given.

Something new has been learned both by users and their guides



housing: an educational european road towards civil rights

Time is over.

Vincenzo thanks the participants and closes the role play

Before closing the meeting, Vincenzo according to unit 5 in Module 1, conducts the debriefing



There is a good atmosphere.

Everybody felt involved and appreciated the innovative way to discuss such an important topic.

The role-play moved them and has given them important information as well



Here is the video, with Vincenzo,
Fabrizio and Angela during the
post role-playing debriefing activity

The following have contributed to the effectiveness of the training meeting:

1. Peer to peer sharing on the idea they have on living independently
2. Non-verbal communication
3. The use of fiction (the roleplay)
4. Receiving information on housing characteristics and procedures

Feedback to the post Unit 5 questionnaire was positive and users asked to do similar experiences again

The goal is achieved ... for the second time!



<https://www.youtube.com/watch?v=uOL9dwhCX7A&t=38s>



CIVIC

COMPETENT INHABITANTS TO VALORISE INCLUSIVE COMMUNITIES

Tutorial – room 4

Results from the Survey

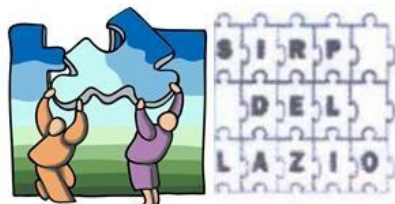
Housing: new needs and training opportunities

SURVEY REPORT

A tutorial session for using the HERO curriculum
after changes in habits and lifestyles
due to the pandemic experience



CIVIC partnership





THE SURVEY on housing and its meaning during the pandemic - Q&A with the international team 1/2

How did you develop the idea of the survey?

We were looking for something that would have bridged us from pandemic relational issues to supporting and reinforcing people's skills in living together or alone in the different situations allowed by housing for people with mental health issues.

So we thought it was important to study what was happening from the voices of the stakeholders on the housing situation during the pandemic. And then the next step was easy: first of all we shared a questionnaire for the main stakeholders, then we selected the meaningful words from their answers in order to have an idea of needs and moods characterising the pandemic period; the last step was to find the most appropriate link to the right training units of the Housing Curriculum. The meaningful words were used to focus on situations stressed and/or generated by the pandemic. It was something like a test for the curriculum's units and contents. And the test was passed. The pandemic stressed some issues we'd already met studying how to improve a community housing approach for people with experience of mental health issues.

Why did you lead a survey on housing and related training needs during the pandemic?

The pandemic has caused serious problems in the habits of users included in the housing paths. Many problems arose during the pandemic and they were the subject of a comparison between the CIVIC partners. The basic hypothesis that the CIVIC partnership has shared is that the skills to improve the ability to address these critical issues can be increased and developed. It was also strongly agreed that the increase of these skills concerns the community as a whole and not just the individual with mental discomfort.

Is the community-based approach shared by CIVIC partnership?

Yes, it is. The involvement of the community in favouring housing processes is also a widely shared factor by the scientific environment; the community-based approach to housing has once again proved to be fundamental even in the case of the pandemic.

The CIVIC partnership has adopted this approach to develop a tutorial that facilitates the use of the training *Curriculum for housing* developed by the European Project HERO



THE SURVEY on housing and its meaning during the pandemic - Q&A with the international team 2/2

What kind of training does the Curriculum deal with?

The training activities of the Curriculum are aimed both at traditional training contexts (voluntary civil service, university courses, masters, formally recognized continuing education events, etc.) and at non-formal contexts (everyday life and work, socialization meetings and recreational, informal events, etc.)

Could you detail the steps that CIVIC partners lead to create a bridge from the pandemic to the improvement of community housing skills?

The first step was to identify the critical issues that emerged during the pandemic in housing projects. In this phase we conducted a survey among partners and stakeholders; the second step was to understand the precise training needs to work on, to deal with each specific criticality - data analysis and discussion among partners characterised this phase; The third step was to define the competence to be developed to deal with that criticality. We discussed it.

The last step was to search in the training curriculum for the modules and the units to be used, suitable for the development of that skill. The partnership was involved in sharing of the Curriculum, analysis of its content and approval of the agreed connections.

How many modules and units are there in the Curriculum?

In the Curriculum there are four modules, each of them is dedicated to one of the 4 specific target groups of the project. Each "unit" from the modules' 6 "units" is related to a different topic. For more details see: the HERO curriculum and its guidelines.



The Survey process and outcome

9 QUESTIONS

posed to the
stakeholders

SPECIFIC UNITS OF THE CURRICULUM

aimed at supporting
and developing these
skills

**Housing: new
needs and
training
opportunities**

9 CLOUDS OF MEANINGFUL WORDS

that summarize
training skills and
needs that emerged
from feedback

Q1. Did your organisation meet new resources or expertise, new motivation, new tools in affording housing pathways?

Question

Indication to the related module(s)/ unit(s) of the Curriculum

724
analyzed
words

Found in the Curriculum in:

Module 2 - Unit(s) 1a, 2b, 3a, 4b, 6

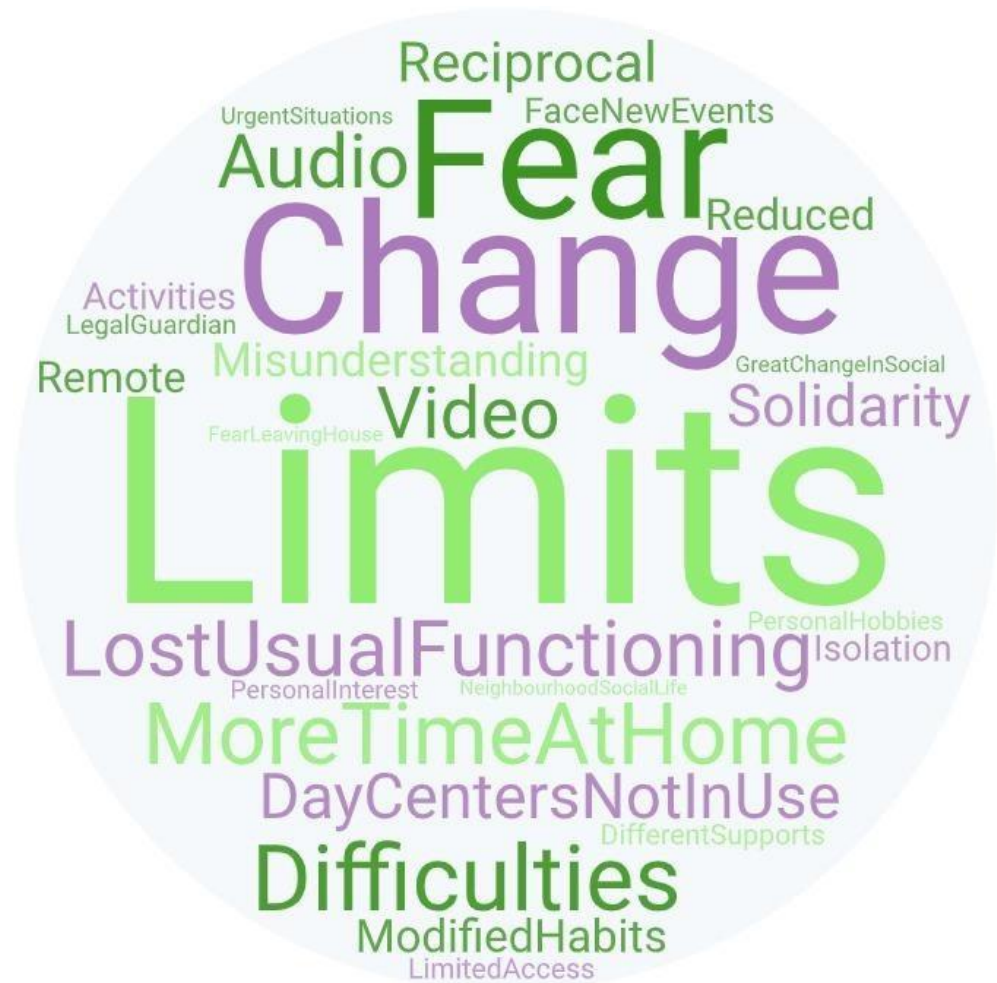
A journey towards housing

New perspective for housing, from solid and flexible experiences to multidisciplinary co-operation in order to answer to the users' needs and wishes.



Meaningful words from the answer to question Q1

Q2. What happened concerning the neighborhood, the life in an apartment, social life?



978
analyzed
words

Found in the Curriculum in:

Module 1 - Unit(s) 1a, 1b, 3a, 5, 6

Changes at home

Changes, limits and new issues facing new critical events are an opportunity for developing new skills and new social situations

Q3. Did people miss their habits in cultural activities, job, sport?



716
analyzed
words

Found in the Curriculum in:

Module 1 - Unit(s) 1a, 1b, 2a, 3a, 3b, 4b

Home = Health

Home as the core for sport, work, training, activities and for socialisation.

Home as the core of all external activities.

Q4. What happened to mental health and quality of life?



844
analyzed
words

Found in the Curriculum in:

Module 2 - Unit(s) n. 1a, 1b, 2b, 2b, 4a, 4b, 5, 6

Isolation is the new normal

Normality is isolation.

The pursuit of balance is based on social withdrawal. Fear, stress, doubts on the future.

Sharing of common distress.

Q5. Did people somehow adapt to the big change of life due to the pandemic?

742
analyzed
words



Found in the Curriculum in:

Module(s) 1 - Unit(s) 1a, 2b, 3a, 3b, 4b, 5

Adaptation and resilience

New effective resources for adaptation have been activated by isolation due to the pandemic critical event

Q6. What criteria must be kept in mind when planning a house sharing?



666
analyzed
words

Found in the Curriculum in:

Module(s) 1 - Unit(s) n. 1a, 2a, 2b, 3a, 3b, 4a,

Shared freedom

Freedom means autonomy. It arises by sharing rules in order to support civil living at home and in the neighborhood

Q7. Which skills are important to acquire in a cohabitation?

774
analyzed
words



Found in the Curriculum in:

Module(s) 1 - Unit(s) 1a, 2a, 3a, 3b,
4a, 4b

Living together is a creative activity

Sharing ideas, experiences, opinions
and needs develop new skills and
individual improvements

Q8. What kind of expertise should a mental health professional have, when he/she is involved in housing projects?

963
analyzed
words



Found in the Curriculum in:

Module(s) 2 - Unit(s) 4b, 6

Empathy and professionalism

Mental health workers help users to bridge themselves from needs to their satisfaction

Q9. Other (... if you have something else to share)

225
analyzed
words



A word cloud visualization of survey responses, contained within a light blue circular background. The words are arranged in a roughly circular pattern, with varying font sizes and colors. The most prominent words are 'Multifunctionality' (large, dark blue), 'HousingForEver' (large, dark blue), 'Neighbourhood' (large, dark green), and 'Home' (large, dark green). Other visible words include 'IntegratedContinuousCare', 'Multiprofessional', 'InvestmentInHumanResources', 'RehabilitativePath', 'Let'sHope', 'WeaknessesOfTheSystem', and 'LackingInGuidelines'.

IntegratedContinuousCare
Multiprofessional
HousingForEver
Neighbourhood
InvestmentInHumanResources
Multifunctionality
RehabilitativePath
Let'sHope
WeaknessesOfTheSystem
Home
LackingInGuidelines

Found in the Curriculum in:

Module(s) 2 - Unit(s) 4b, 6

Housing is life

Housing must be intended as a continuum where empathic interactions among users, professionals and local communities are necessary.

Hope in change is a determinant factor in people's lives.

Tutorial – room 5



C I V I C
COMPETENT INHABITANTS TO VALORISE INCLUSIVE COMMUNITIES

Q&A

Q&A on the use of the Training curriculum

1. In what languages is the Curriculum available?
2. The HERO project developed the training Curriculum on housing and mental health, when did you close it and how long did you work on it?
3. Is the Curriculum free?
4. Where can I find information on the CIVIC project?
5. What is the topic of unit 1b module 3?
6. I'm interested in finding good practices of RESPONSABILITIES AND CHOICES. How to take different needs and abilities of service users into consideration. Where can I find them?
7. I'm interested in working with users. Find the page which illustrates all the related units so that I can select the most appropriate one for my situation.
8. Where can I find some information regarding responsibilities and choices?
9. I'm interested in finding out how to conduct an activity regarding the *tree of motivational system*. In which unit of module 1 can I find this out?
10. What is the topic of unit 1a module 1? 6. Module 1
11. Where can I find activities involving volunteers, citizens and civil society?
12. Where can I find activities involving users and families?
13. Where can I find the Hero Curriculum on housing?
14. Where can I find "let's practice" involving mental health professionals?
15. Find the answer to this question in the Curriculum: can I use the Curriculum for non-formal education?
16. What is the definition of lifelong learning in Module 1?
17. Where can I find activities involving citizens?
18. What are the benefits/challenges of Information on the services and mental health training in Module 4?



1

In what languages is the Curriculum available?

The Curriculum and its related documents are available in Dutch, English, Greek, Hrvatski and Italian on www.housing-project.eu

2

The HERO project developed the training Curriculum on housing and mental health, when did you close it and how long did you work on it?

The HERO project lasted three years, from 2016 to 2019. During the first year the eBook "Housing Quality Indicators tool kit" was delivered; the partnership set up the Curriculum during the second year; in the same year the international piloting of the Curriculum was carried out. The international closing event - HOUSING AND MENTAL HEALTH: DEVELOPING INCLUSIVE COMMUNITIES. *A collective project to promote civil rights in mental health* - was held in Rome on 14th - 15th June 2019

3

Is the Curriculum free?

Everybody can download it for free with all its related documents on www.housing-project.eu

4

Where can I find information on the CIVIC project?

On the website www.housing-project.eu there is a dedicated section to the CIVIC project

5

What is the topic of unit 1b module 3?

LOCAL RESOURCES – experiences of families and financially managed accommodation

6

I'm interested in finding good practices of RESPONSABILITIES AND CHOICES. How to take different needs and abilities of service users into consideration. Where can I find them?

Module 3. Unit 3b. RESPONSABILITIES AND CHOICES. How to take different needs and abilities of service users into consideration. Page 94



7

I'm interested in working with users. Find the page which illustrates all the related units so that I can select the most appropriate one for my situation.

MODULE 1. USERS AND FAMILIES . Page 11

8

Where can I find some information regarding responsibilities and choices?

Unit 3b in Module 1, 2 and 3 is about this topic

9

I'm interested in finding out how to conduct an activity regarding the *tree of motivational system*. In which unit of module 1 can I find this out?

Module 1 Unit 1a. MOTIVATION. Support and facilitation of the users' wishes. Page 11

10

What is the topic of unit 1a module 1? 6. Module 1

Unit 1a. MOTIVATION. Support and facilitation of the users' wishes.

11

Where can I find activities involving volunteers, citizens and civil society?

In MODULE 4. CITIZENS. From page 107

12

Where can I find activities involving users and families?

The whole Module 1 (from page 11) is dedicated to users and families



13

Where can I find the Hero Curriculum on housing?

You can download it for free from the site www.housing-project.eu

14

Where can I find “let’s practice” involving mental health professionals?

You can find this section in all the Units of Module 2, dedicated to Mental Health Services (from page 66)



15

Find the answer to this question in the Curriculum: can I use the Curriculum for non-formal education?

Yes, you can of course. See ERASMUS+ & non formal Education on page 6

16

What is the definition of lifelong learning in Module 1?

Lifelong learning is defined as the continuous process, either formal or informal, of development and improvement of one’s knowledge and skills (page 32)

17

Where can I find activities involving citizens?

You can find them in Module 4 CITIZENS (from page 107)

18

What are the benefits/challenges of Information on the services and mental health training in Module 4?

Module 4. Unit 5. LIFELONG LEARNING – Information on the services and mental health training





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HERO curriculum

HOUSING: AN EDUCATIONAL EUROPEAN ROAD TOWARD CIVIL RIGHTS

Non-formal education is any educational action that takes place outside of the formal education system, is part of a **lifelong learning concept** that ensures that young people and adult acquire and maintain **the skills, abilities and dispositions** needed to adapt to continuously changing environment.

Source: Council of Europe

