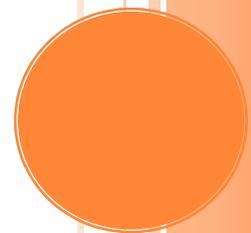


OVERALL-CURRICULUM H-CoDe

*Competence Development in Health Precaution for
disadvantaged target groups and teachers/trainers in
adult education and qualification.*

This document contains the full curriculum with all developed learning fields and the first references to the learning situations.

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Learning Field No 1

Nutrition

Learning Field No 2

Self-confidence and intrinsic motivation

Learning Field No 3

Physical health /employability

Learning Field No 4

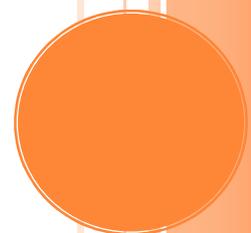
Recognition of addiction

Learning Field No 5

Management of emotions

Learning Field No 6

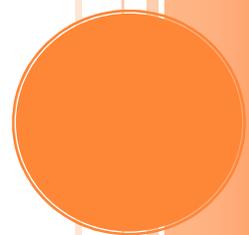
Mood disorders





Learning Field No 1

Nutrition



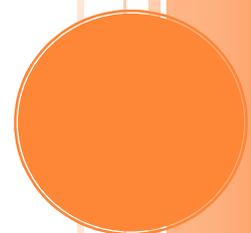
Learning Field A: Nutrition

 		Words in green can be found in the glossary	
Learning situation	Competencies ((which))		Contents ((what))
	Trainer/trainee	Trainer:	
1. Nutrition and its scientific basis	Knowledge about the central scientific facts on nutrition and the effects of different types of nutrition and diet	Knowledge of all of the ingredients, their effects, whole food nutrition, necessary and unnecessary or harmful substances, consequences of overeating and undernourishment	Lessons regarding the most important basic knowledge (didactical reduction with regard to the target group)
2. Links between nutrition and health	Knowledge about the links between nutrition and health, about mis-using of alcohol and other pathogenic substances. Knowledge of national and European statistical data	Knowledge of the local and regional and national specialties of healthy and organic food and links between diet and disease. Knowledge of statistical data on health and disease both nationally and in the EU	Relationships between diet and health with special regard on the professions of the clients, economical effects of bad nutrition, etc
3. Diet programs and their benefits and sustainability	Deep knowledge about diet programs	Benefits and purpose of diet programs with regard to the national and regional characteristics, alternatives.	Limitations and benefits of weight loss programs and alternative diets, with which you can live a healthy life
4. Consequences and implementation of knowledge in the respective profession	Knowledge of the needs and requirements taking into account the professions of the target group	Profession vs. Nutrition - typical links between profession and different ways of nutrition (e.g. Bnkers and Construction Builders).	Alternatives for typical nutrition of the clients (makers, builders, long-term unemployed, etc)
			Trainer: Lecture, internet research, cooperative counseling Trainees: Presentation of results, teamwork, minutes
			Trainer: Brainstorming in small groups with flipchart, discussion in big group, short theoretical explanation with powerpoint. Trainees: Presentation of results, teamwork, minutes
			Trainer: Presentation the effects of diet programs, littel movies, group work. Trainees: Presentation of results, teamwork, minutes
			Trainer: Presentaion, short lesson, little working groups, plenum Trainees: Development of checklists regarding different target groups presentation



Learning Field No 2

Self-confidence and intrinsic motivation



Learning Field B: Self-confidence and intrinsic motivation



Words in green can be found in the glossary

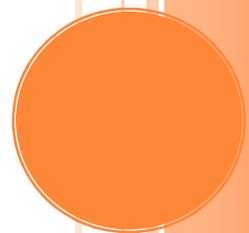
Learning situation	Competencies ((which))		Contents ((what))		Methods ((how))	
	Trainer/trainee		Trainer:	Trainee:	Trainer:	Trainee:
Finding the (hidden) competencies of clients	<p>Knowledge about needed competencies</p> <p>Guiding the client to recognise his competencies</p>		<p>Interview techniques</p> <p>Schemes/ categories of competencies</p> <p>Knowledge of giving feedback</p>	<p>Empowerment (doing something for themselves)</p> <p>Confidence</p>	<p>Live-interviews with camera</p> <p>Questionnaires</p> <p>Feedback-method</p> <p>Online research test</p>	<p>Working in small and bigger groups</p>
Dealing with negative feelings and emotions	<p>Basic psychological knowledge of feeling and emotions and their triggers</p> <p>Skills for supporting the trainees in recognising the personal behaviour pattern when dealing with negative emotions</p>		<p>Presentation of various types of emotions. Presentation of methods of coping with negative emotions.</p>	<p>Presentation of personal experiences of coping with negative emotions. Giving cases of successful coping with negative emotions.</p>	<p>Questionnaires. Self-reflection.</p> <p>Recording and analysing situations.</p>	<p>Reflection, exchange of experiences.</p> <p>Work in pairs and in smaller and bigger groups.</p>
Settings and visualising goals	<p>Skills for supporting trainees in the process of setting and visualising goals.</p> <p>Planning personal goals step by step.</p> <p>Setting SMART goals.</p>		<p>Various examples of setting SMART goals.</p>	<p>Studying examples of correct setting and realising of goals.</p>	<p>Discussion</p> <p>Work on case studies.</p>	<p>Individual work</p> <p>Brainstorming</p> <p>Group workshops.</p>
Dealing with conflicts and stressful situations	<p>Recognising types of conflicts and ways of dealing with them. Recognising causes for stressful situations and ways of stress management and prevention. Capability of adapting to stressful situations.</p> <p>Recognising the personal behaviour pattern when dealing with conflicts and stress</p> <p>Ability to manage emotions, self-control, and manage negative emotions in stressful situations.</p>		<p>Presentation of various types of conflicts and methods for dealing with stressful situations. Presentation of possibilities of efficient conflict solving.</p>	<p>Presentation of dealing with personal conflicts and coping with stressful situations.</p>	<p>Explanation. Presentation.</p> <p>Discussion.</p>	<p>Individual work.</p> <p>Method of "pro et contra" discussion.</p> <p>Work in smaller groups. Role playing. Mediation.</p>

Communication skills	Learning the rules of effective communication. Skills of setting and maintaining successful communication. Assertiveness. Recognition of negative communication examples. Willingness to learn how to set up successful communication. Learning positive communication examples.	Examples of positive communication. Effects of positive and negative communication samples.	Use of positive and negative communication examples on self.	Case study Discussion Presentation Circular discussion	Brainstorming "Aquarium" method. Discussion Work in pairs. Work in smaller and bigger groups. Role playing.
Learning about one's weak and strong points	Realising the importance of awareness raising regarding individual's strong and weak points. Encouraging an individual with discovering their own strong points as well as supporting them with awareness of their weak points.	Presentation of ways of identifying individual's strong and weak points.	Recognising the effects of personal strong and weak points in close and distant environment.	Presentation. Discussion. Case study.	Individual work. Work in groups. Role play.
Sensibilisation of trainers	Raising awareness regarding personal approach to trainees and his/her influence on their self-confidence and intrinsic motivation. Recognition of effect of mentor's work on participants.	Checking trainees' expectations.	Giving feedback to mentor.	Interview Questionnaires "profit and loss of success account" method	Pair work Buzz groups Group work "Snowball effect" method.



Learning Field No 3

Physical health /employability



Learning Field C: Physical health /employability



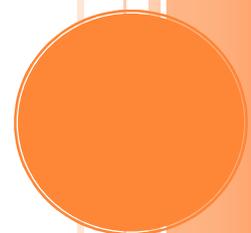
Words in green can be found in the glossary

Learning situation	Competencies		Contents		Methods	
	Trainer:	Trainee:	Trainer:	Trainee:	Trainer:	Trainee:
Knowledge the own influence to increase the own health situation and get aware of the own power.	To be able to analyse the individual health behaviour of each member of the target group. Knowledge about behaviour and health effects. Methods to clear the reasons of different health behaviour. Methods to change the point of view.	Knowledge about positive influence of the own health situation.	Psychological backgrounds of different health behaviour. Elements of the methods of mind changing therapy (for ex. NLP, client-centred negotiation, Mini-Maxx)	Individual analysis of the own health behaviour, cause and effects, positive aspect of changing the behaviour. You are the owner of the key to your health.	lecture and exercises, cooperative counseling	interview with checklist, imaginary journey, artistic visualisation, focus groups, coaching
Getting aware of the influence of motion for health, analysis of the own moving patterns, getting motivation to move (outside) finding sport activities, which are easy to do and low-price	Knowledge about the influence of motion to health, learning the theoretical and practical basic knowledge about different kinds of sports, risk potentials, trainer licence	Analyse the own motion-pattern, integrate more motion in life, getting able to decide about doing sports. Learn the basic nordic-walking, jogging and different outdoor games and activities.	Basic knowledge about the health effect of motion and non-motion. Own motion-patterns over a week. How to do sports in the right way: Nordic Walking, Jogging, Outdoor-activities and -games.	Creating a moving minutes of one week, analysing. Ways of integrate motion in daily life. Introduction in realisable sports like Nordic-Walking, Jogging, Outdoor-games and -activities for the whole family	lecture, analysis, sport-exercises	team-work, writing a minutes, exercises
Knowledge how to manage stress-situations in the daily life, stressprevention by motion	Knowledge about the main stress-factors and how to identify them. Methods of stress prevention and managing.	Understanding the influence of the own point of view on stress situations. Including anti-stress exercises in the daily life. Using motion for stress-prevention.	Identification of good and bad stress. Balance of too much or too little relaxation. Different methods of relaxation. Low-level exercises. The genesis of Burn-out as a depressive phenomena of the modern working situation with respect of depression. Limits for trainers who are no therapists.	Methods of bad stress-management. How to change the point of view. Motion exercises to prevent stress.	lecture, exercises	lecture, counseling, exercises, Internetresearch
Knowledge about the legal situation of work security, duties and rights, knowing techniques of careful behaviour in the working life	knowledge about identification of harmful motion in working situations. Knowledge about techniques of careful working	Understanding of the needs for health-care in the own working-fields. Learning how to save the own health in the work-place.	Work-safety in law, duties of employers and employees. Information about statistics of accidents and long-term healthproblems caused by work. Methods of prevention. Exercises for the reduction of the health-impact of physical stressful work.	What is a secure work-situation. How to prevent accidents and bad influence on the health in the individual work-places. What are the rights of employees.	lecture, exercises	discussion, counseling, exercises, Internetresearch
Helpful structures to organize continuous movement.	Giving support and enable people to find own ways of self-organisation	self-directed organisation of continuous motion	Being able to find helpful structures for increasing the own health by motion	What organizations, clubs and groups exist in the region. How to contact them. Where can I get financial support.	research in team-work, methods of empowerment, group building	research in teamwork, exchange of experiences, starting a list or onlineplatform, creating a network



Learning Field No 4

Recognition of addiction



Learning Field D: Recognition of addiction



Words in green can be found in the glossary

Learning situation	Competencies ((which))		Contents ((what))		Methods ((how))	
	Trainer/trainee	Trainer:	Trainer:	Traine:	Trainer:	Traine:
1. To systematize the basic knowledge on addiction.	Getting familiar with terms describing the phenomenon of addiction. Learning about types of addiction. Learning about types of addictive substances. Raising/ Broadening of the awareness of addiction and the threat it poses.	What is a habit, but NOT an addiction? What are the different types of addictions? What can cause addiction? How can you know the person is addicted? How does addiction affect the life of a person addicted?	What is a habit, but NOT an addiction? What are the different types of addictions? What can cause addiction? How can you know the person is addicted? How does addiction affect the life of a person addicted?	brainstorming in small groups with flipchart presentation the effects of group work discussion in big group short theoretical explanation with powerpoint.	case studies or watching short film / movie brainstorming in small groups presentation the effects of group work short theoretical explanation with powerpoint.	
2. Understanding the complexity of the sources of the addiction – linking biological predispositional and environmental impact.	Learning about the causes of addiction. Raising awareness of the complexity of the sources of addiction. Getting familiar with the phenomenon of wrong adjustment to the environment, and inability to cope with life difficulties. Referring the knowledge about causes of addiction acquired to their own life experience Learning to identify adverts promoting addictive behaviors.	Addiction as a result of inability to deal with life hardships. External and internal sources of addiction. Closed circle of maladjustment. Real-life stories and case studies Addiction prevention Self-diagnosis of personality factors predisposing to addiction. Role of advertising and availability of addictive substances.	Addiction as a result of inability to deal with life hardships. External and internal sources of addiction. Closed circle of maladjustment. Real-life stories and case studies Addiction prevention Self-diagnosis of personality factors predisposing to addiction. Role of advertising and availability of addictive substances.	oxford debate summarizing results of discussion in big group short theoretical explanation with powerpoint. sharing of personal experience in a group questionnaires - Individual work in small groups with magazines and advertising	oxford debate summarizing results of discussion in big group short theoretical explanation with powerpoint. sharing of personal experience in small groups or in pairs or analyses of case studies in pares work in small grupus with magazines and advertising	
3. Understanding the core of the addiction process in different types of addictions.	Broadening understanding of different types of addiction (alcoholism, drug addiction, pharmaceutical drug addiction, nicotine abuse, gambling, computer addiction). Understanding mechanisms of addiction development Ability to recognize addiction symptoms. (using classification ICD 10, DSM IV, DSM V) and ability to recognize symptoms in our life and life of our loved ones.	1. Characteristics of individual types of addictions. 2. Day in the life of an addicted person 3. 4 phases of the development of addiction. 4. Criteria and phases of the development of addiction depending on the type of addiction	1. Characteristics of individual types of addictions. 2. Day in the life of an addicted person 3. 4 phases of the development of addiction. 4. Criteria and phases of the development of addiction depending on the type of addiction	short theoretical explanation with powerpoint working in small groups storytelling presentation the effects of group work discussion and summarizing results in big group questionnaires based on ICD 10, DSM V	short theoretical explanation with powerpoint working in small groups storytelling presentation the effects of group work questionnaires based on ICD 10, DSM IV, DSM V	

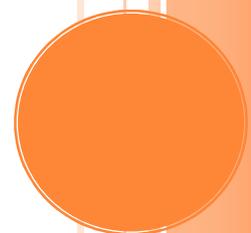
<p>4. The impact of our own beliefs about addiction on the risk of developing the disease.</p>	<p>Acknowledging negative beliefs (their own ones and shared by the society) which promote addiction.</p> <p>Recognizing their own healthy beliefs that protect against hazardous behaviors.</p>	<p>1. Facts and myths about addiction</p> <p>2. Illusion and denial behaviours – defensive mechanisms</p> <p>3. Beliefs and the way they are formed – coach knowledge pooling.</p> <p>4. ABC Model "thought-emotion-action" (Rational Behavior Therapy)</p> <p>5. Healthy attitudes</p>	<p>1. Facts and myths about addiction</p> <p>2. Illusion and denial behaviours – defensive mechanisms</p> <p>3. Healthy attitudes.</p>	<p>giving opinions by showing them on the scale in class space</p> <p>discussion</p> <p>knowledge puzzle</p> <p>questionnaires</p> <p>short theoretical explanation with powerpoint</p>	<p>giving opinions by showing them on the scale in class space</p> <p>discussion</p> <p>questionnaires or giving opinion by dividing into 2 physically separate spaces</p>
<p>5. The role of risky behavior and analytical skills of decision making in the process of addiction.</p>	<p>Self-diagnosis of risk-taking predispositions.</p> <p>Developing attitude of avoidance of risky and negative consequence behaviors</p> <p>Using analysis in the decision making process ,</p> <p>Defense mechanism of illusion and denial.</p>	<p>Self-diagnosis of risk-taking predispositions</p> <p>Factors triggering risky behaviour.</p> <p>The mechanism of risk taking.</p> <p>Process of taking decision of engaging in a risky behaviour based on the analysis of gains and losses.</p>	<p>Self-diagnosis of risk-taking predispositions</p> <p>Factors triggering risky behaviour.</p> <p>The mechanism of risk taking.</p> <p>Analysis of gains and losses, assessment of the situation, decision making.</p>	<p>exercise / simulation in a big group</p> <p>summarizing results of exercise and discussion in big group</p> <p>questionnaires - Individual work</p> <p>short theoretical explanation with powerpoint</p> <p>Individual work, working in pairs, small groups and big group.</p>	<p>exercise / simulation in a big group</p> <p>summarizing results of exercise by discussion in small groups</p> <p>questionnaires - Individual work</p> <p>short theoretical explanation with powerpoint</p> <p>Individual work, working in pairs, small groups and big group.</p>
<p>6. The consequences of addiction.</p>	<p>Learning about consequences of addictions in different life areas.</p> <p>Developing attitude of taking no risk which could lead to addiction.</p>	<p>The consequences of drug addiction in the area of physical and mental health, social and professional life and finance</p> <p>Alcohol cravings - symptoms and triggers</p> <p>Alcohol withdrawal syndrome – characteristics.</p>	<p>The consequences of drug addiction in the area of physical and mental health, social and professional life and finance</p> <p>Alcohol cravings - symptoms and triggers</p> <p>Alcohol withdrawal syndrome – characteristics.</p>	<p>brainstorming in small groups with flipchart</p> <p>presentation the effects of group work</p> <p>discussion in big group</p> <p>questionnaires</p> <p>knowledge puzzle</p> <p>short theoretical explanation with powerpoint.</p>	<p>case studies or watching short film / movie</p> <p>brainstorming in small groups</p> <p>presentation the effects of group work</p> <p>knowledge puzzle</p> <p>short theoretical explanation with powerpoint.</p>

<p>7. Co-addiction.</p>	<p>Co-addiction - definition. Recognizing symptoms of co-addiction. Learning about Adult Children Of Alcoholics (ACOAs) syndrome Learning about different forms of help of the co-addicted person. Developing readiness to introduce changes as a co-addicted person.</p>	<p>What is co-addiction What are the symptoms of co-addiction? How does a co-addicted person's life change? What to do and what to avoid to recover from co-addiction? What are the consequences of co-addiction for adults who grew up in a family with a history of addiction?</p>	<p>What is co-addiction What are the symptoms of co-addiction? How does a co-addicted person's life change? What to do and what to avoid to recover from co-addiction? What are the consequences of co-addiction for adults who grew up in a family with a history of addiction?</p>	<p>case studies or watching short film / movie "Snowball effect" method. short theoretical explanation with powerpoint. storytelling presentation the effects of group work</p>
<p>8. Help for the person addicted.</p>	<p>Learning about possible goals of therapy. Broadening knowledge on the range of help forms tailored the specific type of addiction. Learning how to influence the person addicted to undertake treatment and persevere in the process. Developing readiness to ask for the specialized medical and psychological assistance.</p>	<p>The modern goals of therapy. Patient's motivation for rehabilitation. Barriers/demotivators leading to no will to look for help. Tips for people who have taken the treatment and they are in a remission period. Forms of assistance - pharmacological therapy, group therapy, brief interventions, self-help groups (like AA meetings), 12 Steps, telephone helplines and Internet advice, resource-based work and harm reduction strategy. Local centers where an addicted person can receive help.</p>	<p>Possible goals of therapy. What motivates addicted person to undertake treatment? What stops the person addicted from undertaking treatment? How can close family and friends support the addicted person in treatment? Which forms of therapy and treatment could be used by the person addicted? Where can an addicted person look for help (local centers where an addicted person can look for help)?</p>	<p>short theoretical explanation with powerpoint. questionnaires knowledge puzzle brainstorming in small groups with flipchart sharing of personal experience in small groups or big one audio-video material and presentation of www pages</p>
<p>9. Prevention- working on resources Evaluation of training effects.</p>	<p>Recognizing resources that can be used to preserve the health of a non-addicted person (their own resources and resources of other people) Continuous improvement and raising the efficiency of further training in the area of prevention and addictions Identification of training effects in the area of knowledge, skills and attitudes.</p>	<p>External and internal resources in the prevention of addiction and recovery process Methods of resource analysis. Self-reflection on own resources in addiction prevention. Generating recommendations for working with groups of unemployed persons in the area of prevention and recognition of addictions. Assessment of training effectiveness</p>	<p>My own external and internal resources in the prevention of addiction and recovery process Setting goals supporting addiction prevention and coping with addictions Assessment of training effectiveness</p>	<p>short theoretical explanation with powerpoint. brainstorming in big groups with flipchart individual work: - questionnaires, - visualization by collage or mindmap questionnaires True or False - giving opinions by showing them on the scale in class space</p>



Learning Field No 5

Management of emotions



Learning field E: Management of emotions



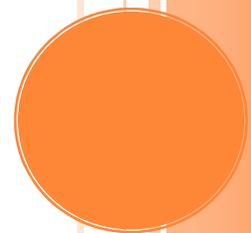
Words in green can be found in the glossary

Learning situation	Competencies ((which))		Contents ((what))		Methods ((how))	
	Trainer/trainee	Trainer:	Trainees:	Trainer:	Trainees:	
1. How to create a learning environment to do an effective emotional training	Ability to create a trusting environment. Knowledge of emotional intelligence and emotional acceptance	Requirements for emotional learning Concept of emotional intelligence Learning styles Type of learners Group dynamics.	Requirements for emotional learning Concept of emotional intelligence Learning styles Group dynamics	Brief theoretical explanation. Warming-up exercises	Working in bigger group setting Active participation	
2. Understanding the relationship and coherence between language, body and emotion and introducing emotional awareness.	Knowledge of the different levels/styles of learning (cognitive, emotional and body). Change and systemic theory .	Change and systemic theory. Verbal and non-verbal behaviour; Levels/styles of learning and interrelation and interaction between language, body and emotions.	Change and systemic theory. Verbal and non-verbal behaviour; Levels/styles of learning and interrelation and interaction between language, body and emotions.	Brief theoretical explanation. Questioning techniques. Emotion recognition techniques and methods.	Working in small groups Active participation	
3. Identifying emotional signs in our bodies.	Ability to identify, describe and express different emotions in our bodies. Guidance to help client locate emotions in their bodies Ability to body language	Indicators of emotion in the body. The difference between tension and relaxation. Techniques of recognition of emotions - methods and exercises	Indicators of emotion in the body. The difference between tension and relaxation. Techniques of recognition of emotions - methods and exercises	Brief theoretical explanation. Group dynamics. Feedback -method Watching audiovisual material. Guided debate.	Individual, pair and bigger group work. Movement dynamic and breathing. Emotional acceptance exercise; Sitting meditation exercise	
4. Learning to express and verbalise our emotions.	Assertiveness training Coherence between thoughts, feeling and what we say.	Emotional vocabulary. Copying styles	Emotional vocabulary. Copying styles	Movement dynamic and breathing Naming emotions exercises	Individual, pair and bigger group work.	
5. Identifying our own basic emotions in professional context	Ability to identify emotions in a professional context. Guidance to help clients make their own discoveries about their emotions in the working context	Primary emotions theory and their evolutionary meaning	Primary emotions theory and their evolutionary meaning	Brief theoretical explanation. Feedback method. Role playing. Group dynamics.	Individual, small group and big group work. Sharing of personal experience in a group	
6. How to neutralize, modulate and transform the emotions in our professional work	Knowledge and ability to practice step-out neutralization technique. Knowledge and ability to transform and modulate emotions.	Resources and techniques to neutralize, modulate and transform emotions.	Resources and techniques to neutralize, modulate and transform emotions.	Movement and breathing dynamic	Working in pairs, small groups and big group.	

<p>7. How to observe other emotions and learn empathy</p>	<p>Ability to observe. Ability to give feedback. Ability to guide others to change their point of view. Empathic attitude.</p>	<p>Basic emotions. Techniques to observe. Body language, and verbal and non verbal communication.</p>	<p>Basic emotions. Techniques to observe. Body language, and verbal and non verbal communication.</p>	<p>Movement and breathing dynamic Feedback-method.</p>	<p>Working in pares, small groups and big group.</p>
<p>8. Finding strengths and limitations in emotional leadership.</p>	<p>Ability to create a context to provoke reflection. Ability to guide clients to discover their skills.</p>	<p>Emotional Intelligence: Intrapersonal competence and interpersonal competence. New theory of emotional leadership</p>	<p>Emotional Intelligence: Intrapersonal competence and interpersonal competence. New theory of emotional leadership</p>	<p>Questionnaires and lists SWOT Analysis (DAFO)</p>	<p>Working in pares, small groups and big group. Individual work - self reflection on strengths and limitations</p>
<p>9. How to create an emotional development plan</p>	<p>Knowledge of planning. Ability to personal guidance Ability to prioritize guide others making commitments.</p>	<p>Emotional Intelligence: Intrapersonal competence and interpersonal competence. New theory of emotional leadership</p>	<p>Emotional Intelligence: Intrapersonal competence and interpersonal competence. New theory of emotional leadership</p>	<p>Short theoretical explanation with powerpoint. Questionnaires Metaplan technique (methodology to prioritize objectives and actions).</p>	<p>Individual work , small and big groups.</p>

Learning Field No 6

Mood disorders



Learning Field F: Mood disorders



Words in green can be found in the glossary

Learning situation	Competencies (which))	Contents ((what))		Methods ((how))	
		Trainer:	Trainee:	Trainer:	Trainee:
1. Understanding mood disorders and recognition of depression arose from long-term unemployment and uneducation	Knowledge of the 1. emotional, 2. mental, 3. psychological and 4. biological/physical roots of depression and mood disorders	Knowledge about scientific basics regarding mood disorders, diseases and methods of recognizing symptoms	basic knowledge of diseases and their symptoms	Lectures, case examples, abstracts, scripts, movies, video clips	Presentations, role playing, group work, visit the appropriate organizations
2. Mental disorders and their consequences on individuals, economy and health	1. Knowledge of the scientific context of long-term unemployment and the destruction of the daily living structures of long-term unemployed 2. Knowledge of financial and individual as well as the economic costs resulting from mental illness.	Knowledge about studies and desk researches from health insurances, universities, etc exemplary national economic calculation examples	Internet search capability and networking for/with sociomedical partners such as counseling centers, etc.	Lectures, internet research, repertoire of studies (desk research list)	Invite health insurance, discussion of / with own experiences, acquaintances, Internet search
3. How to deal with identified or known or suspected mood disorders/depression	1. Ability and knowledge about the basics of conversational methods 2. Ability and knowledge about strategies to empower disenfranchised long-term unemployed 3. Ability and knowledge about health measures which activate long-term unemployed	Knowledge how to train of communication skills related to self-awareness, interview techniques, empowerment	Learning through self-awareness, learning of communication skills and their methods	No therapy, but interviewing for the client -> medical treatment by specialists such as Doctors or Psychologists, activation and empowerment training by the trainers	Inviting psychologists, discussions, interview training, role playing
4. Involvement of the medical-psychosocial network as well as the personal social network of the affected clients	1. Ability to recognize the limits of their own possibilities and feasibility of educational action 2. Ability to use and activate socio-medical and personal networks for the clients	Knowledge and training methods of activation of clients and stakeholders in their respective environments	Training, how social networks and medical counseling centers can be used professionally for clients and how to find out where your own limits are and when the professionalism external networks must be turned on	Institutional, cross-case coordination and use of the social environment	The "social reception room" must be prepared and recognized, actions have to be initiated, the trainer must learn individual counseling within the meaning of a holistic framework, case management