

Learning Plan: Session 3

Time Allotment: 3.0 hours (180 minutes)

Time		References	Did It Work?		If no, what needed to be changed?
			Yes	No	
mins Objective:	Session Overview	Session 3 Learning Plan			
Activity:	• Review Learning Plan				
mins Objective:	Supporter's Hierarchy of Needs Exercise	CCS Textbook (pg. 40)			
Activity:	• Briefly review the Hierarchy of Unmet Need • Have participants complete Hierarchy of Needs exercise as a self-reflection				
mins Objective:	A More Complete Understanding of Optimal Support	CCS Textbook (pg. 31)			
Activity:	• Review with participants that optimal care isn't about having certain feelings that make us feel inadequate or not a right fit for the job. • State that optimal care transcends our nervous system's response to move away from the "bad guys" to the "good guys". State that the learnings from CCS transform from singulars to a sense of "us-ness". • Review the illustration, Optimal Care and Support.				

mins Objective:	Breaking the Recurring Cycle of Behaviour	CCS Textbook (pg. 26)			
Activity:	• Review the illustration, Breaking the Recurring Cycles of Behaviour to Calm to Behaviour - o Any unmet need can lead to anxiety, agitation and aggression - o We can meet anxiety, agitation and aggression with a full model of support that is inclusive of the biopsychosocial model along with biomedical best practices, emotionally self-regulated supporters and an effective way in how to deliver the services. - o This can lead to true health, wellness and calm leading to a fulfilling and meaningful life. - o This can then lead to an eventual break in the recurring cycle of maladaptive behavior and anxiety, agitation and aggression.				
mins Objective:	Wellbeing Facilitation Plan- Overview	CCS Textbook (pg. 41-47)			
Activity:	• Explain the following about the plan: - o It surrounds wellness as defined by the unmet needs - o It will be used as a planning tool throughout the course-continue, stop, start for each need - o This is part of the submission for the U of T course - o Has a section to note any	Wellbeing Facilitation Plan Handout (pg. 41-45) (pg. 46)			

	indicators of wellness and tracking. Often people will mark these onto MAR Sheets and other data tracking o Has a section to note progress- can be useful as an additional reference for interdisciplinary team documentation.	(pg. 47)			
mins Objective: Activity:	GI, Bowel, Digestive and Immune Systems' Holistic Treatment and Pain Management • Review the PowerPoint - o Perspective - o Chronic Anxiety - o Examples of behaviours because of unmet GI needs - o The Brain-Bowel Connection - o Causes of Unhealthy Gut Flora - o Why Vulnerable? ♣ Poor Diet ♣ Chewing Problems ♣ Inflammation in the Gut and Brain ♣ Digestion is Poor ♣ Opiates Can Be Created ♣ Yeast ♣ Neurotransmitters ♣ Enzymes - o Harmful Effects of Sugar • Have participants break up into groups of two and share the top three things that they have heard from the presentation. • Review Solutions - o Reduction of unhealthy foods and toxins	PowerPoint-Session III- R. 1 CCS Textbook (pg.88-108) PowerPoint-Session III- R. 1 (slides 1-18) PowerPoint-Session III- R. 1 (slides 19-32)			

	- o Assessments and Testing as needed - o A Nutritious Diet - o Vitamin and Mineral Supplements, as recommended - o Optimizing Glutathione Levels - o Treat problems holistically ♣ Constipation ♣ Anxiety • Review Conclusions	PowerPoint-Session III- R. 1 (slide 33)			
mins Objective:	Complete the Wellbeing Facilitation Plan- Needs Area #2	Wellbeing Facilitation Plan			
Activity:	• Have participants break up into planning groups and complete Needs Area #2				
mins Objective:	BREAK				
Activity:					
mins Objective:	Supporter's Human Competencies, Mindful Emotional Self-Regulation Skills, Self-Assessment	CCS Textbook (pg. 183)			
Activity:	• Walk participants through the self-assessment. • Afterwards, review that the goal is for the "S" levels to be closer to the "N" levels of self-assessment. • The skill set that we use to obtain those levels are through mindful self-awareness using the tool of B-FIT Mindfulness.				

mins Objective:	Mindful Emotional Self-Regulation- Self and Others and Personal Qualities	CCS Textbook (pg. 184-185)			
Activity:	• Read Imagine section in textbook • Review that our challenge is to be unconditionally kind and respectful when supporting others when their needs are not obvious; especially when our mindless brain does not judge them as deserving, because for example, they are not likeable or appreciative.				
mins Objective:	B-FIT Mindfulness- What it is and Reasons to do it				
Activity:	• Show Happify Video- Why Mindfulness is a Super Power • Explain that B-FIT is a set of intrapersonal tools to help develop capacity to be conscious (more fully awake) as much as possible - o B- Body sensations - o F- Feelings - o I- Image Thoughts - o T- Talk Thoughts • Discuss subjective ahh-llowngness while still working passionately to change what we can objectively to make life better for ourselves and others	Happify Video- Why Mindfulness is a Super Power CCS Textbook (pg. 189-203)			
mins Objective:	B-FIT Instruction	CCS Textbook (pg. 263)			
Activity:	• Review Labelling - o B- Body sensations ♣ Location, shape,				

	- intensity - o F- Feelings ♣ Name emotion - o I- Image Thoughts ♣ Pictures/Mind Movies, Image - o T- Talk Thoughts ♣ Words/Phrases, Talk • Review Posture - o A posture that is relaxed but alert - o Back off of chair and feet flat - o Avoid lying down • Review Dozn', Frozn' and Pozn' - o Dozn'- open your eyes for a minute to avoid feeling sleepy - o Frozn'- labels help you stay alert and avoid daydreaming - o Poz'n- mindfully give your best effort	CCS Textbook (pg. 261)			
mins Objective:	B-FIT Mindfulness Practice Session #1	CCS Textbook (pg. 264-266)			
Activity:	• Lead the participants through the exercise for 10 minutes.				
mins Objective:	The CCS 5 Stage Process- Step #1- CATCH	CCS Textbook (pg. 397-399)			
Activity:	• Explain the importance of noticing and paying attention to being "HERE". - o Opposite of "auto-pilot" - o When we are on auto-pilot, our PFP brain will take over and we will react with the behaviours and feelings with which we have been programmed. - o We can then mindlessly be				

	driven into an emotional highjack then contributing to whatever a concern might be. o Catching ourselves in the moment is the first step to authentically providing support • Review the “Wisdom of Here” and the benefits of being present.	CCS Textbook (pg. 399)			
mins Objective: Activity:	Session Preparation and Learning Log • Review readings and homework found on Session 3 Learning Plan • Have each participant complete the Session 3 Learning Log	Session 3 Learning Log			