



# StressOut

MODERN TOOLS FOR WORK-RELATED  
STRESS MANAGEMENT

**WORKPACKAGE 2: Training Course on Work-Related Stress Management**

**ACTIVITY 2: Training course methodology**

**Activity 2.3. Development of the methodological framework**

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## INTRODUCTION. TRAINING COURSE METHODOLOGY

This Training Course Methodology belongs to the project ERASMUS+ *StressOut. Modern Tools for Work-Related Stress Management* and it is framed within the Work Package 2 called “**Training Course on Work-Related Stress Management**”, Activity 2 “**Training Course Methodology**”, being it the result of all the previous actions taken and planned.

The contents we are going to show you in the next pages are based on the results obtained in Work Package 2, **Activity 1 The StressOut Policy Recommendations Report**, specifically:

- A1.1: An EU-wide Research on Work-related Stress Prevention & Management
- A1.2: End Users Focus Groups on Work-related Stress Prevention & Management

Through these activities more than 150 individuals from different European countries answered the survey that the Consortium developed addressing these topics and where we also developed 14 focus groups and 5 individual interviews that gathered 96 participants with different profiles (employers, employees, HR directors, etc.). One of the main results of this research has been the identification of the **Training Needs** that we are going to address through this methodological guide.

This methodological guide framework is the result of activity 2.3 (Development of the methodological framework) and is also the result of the previous actions developed in this activity 2 of the work package 2, that is,

- A2.1: Integration of the identified training needs.
- A2.2: Development of learning objectives.

Therefore, WP2 Activity 2 (Training Methodology), together with WP2 Activity 3 (Training Course) addresses the project’s Specific Objective 3 (SO3):

- To create a training course to enable individuals and organizations to cope with work-related stress and burnout.
- To make possible the creation of the StressOut training course, which is the cornerstone of the proposal and the heart of the next main output of the project – the StressOut mobile application.
- The training course will be built on experiential training activities and incorporate an array of important stress management, social, digital, and additional life-long learning skills, recognized as important for the development of EU citizens everywhere.

## IDENTIFIED TRAINING NEEDS

Based on the research developed by the Consortium, the next training needs have been identified. We present them in 13 main blocks:

### 1. What is work-related stress and burnout.

- Main concepts and typologies related to work-related stress, and burnout.
- Factors or causes that produce or facilitate their appearance at work.
- Symptoms or impacts that are caused on persons when work-related stress or burnout appears.
- Self-assessment and self-reflection. Processes to be aware of and be able to identify work-related stress and burnout.
- Irrational thoughts and their influence in the appearance of work-related stress and burnout. How to manage them?

### 2. Techniques that produce relaxation and relief from work-related stress and burnout aiming to improve employees' mental health.

- Mindfulness and meditation
- Relaxation techniques

**3. Therapeutic modalities.** This includes difference between professionals; revealing the stigma; reviewing briefly different modalities to raise people's awareness and help individuals make more suitable choices fitting their personality, when they decide to choose a specialist, when does one need specialized help?

**4. Physical activities & time in nature.** This includes physical activities like sport, yoga, hiking, etc. and how they do:

- affect the human body on a physiological level, but also how it affects mental health via neurotransmitters (endorphins), thus mood, and self-esteem.
- how do they affect energy levels, cognitive functions, etc.
- Time in nature promotes relaxation and decreases some negative physical symptoms, shifts attention from worries and negative thoughts to natural beauty & tranquility, and increases physical activity.

**5. Nutrition.** It can include:

- psycho-active substances like caffeine, nicotine, how they impact our brain and impact on anxiety (incl. craving), sleep quality, etc.
- brain fog & productivity issues related to nutrition.

**6. Time management.** It includes:

- prioritization.
- urgency vs importance matrix and Gantt charts.
- procrastination, flexibility, re-negotiation.

**7. Effective communication.** It includes:

- feedback techniques.
- use language to verbalize how you feel.
- communicate issues in a timely manner about delays /risks in meeting deadlines, etc.

**8. Personal boundaries & self-care.** This includes:

- when to say no (assertiveness)
- search for help when necessary.
- continuous exposure to anxiety and working stress and because of no healthy boundaries and lack of self-care.

**9. Work-life balance and well-being in practice.** This includes:

- family.
- Friends.
- Hobbies.
- self-growth & care.

**10. Emotional intelligence.**

- Improving socio-emotional intelligence in the workplace
- Contribution to reduce work-related stress and burnout

**11. Healthy habits creation.** This includes:

- clean desk.
- turn off the sound of your phone.
- start the day with a lengthy but important task.
- always have a glass of water on the desk (dehydration can lead to headache, etc.),
- take 5 min break every 1 hour.

**12. Social interactions.** This includes:

- digital & social media time reduction or disconnection– how they increase anxiety & impoverish sleep.
- social interactions lack leads to increased anxiety levels & depressive symptoms.
- can affect negatively cognitive functions such as memory, reasoning, and problem-solving skills, as well as quality of sleep.
- exploring the mechanisms through which social interaction affects mental health, cognitive functioning, sleep, etc.

1	<p><b>COURSE INTRODUCTION.</b></p> <p>The StressOut Training Course (methodology and training materials) aims to provide tools for work-related stress and burnout prevention and management on both a personal and business level.</p> <p>The course includes transfer of related knowledge and practical and experiential training activities to enable both employers and employees to improve and acquire skills to combat work-related stress and burnout, and change behaviors, as well as working techniques on how to prevent them via an easily accessible and modern tool.</p>
2	<p><b>COURSE GENERAL DATA. Organization, and resources.</b></p> <p>The course has been designed with the next characteristics:</p> <ol style="list-style-type: none"> <li>1. The course will be developed through several online sessions through autonomous learning.</li> <li>2. As will be seen later, this course consists of a total of 5 teaching units containing a total of 25 topics.</li> <li>3. It is recommended that if the course can be carried out in an organization, it includes face-to-face sessions where trainees can exchange experiences and good practices. In the latter case, the planning the sessions will depend on the organization that organizes the course.</li> <li>4. The course will be practical and experiential facilitating the acquisition of knowledge, skills, and behaviours, and it will include the next training materials:             <ol style="list-style-type: none"> <li>a. Theoretical knowledge.</li> <li>b. Study cases.</li> <li>c. Best practices.</li> <li>d. Complementary readings</li> <li>e. Practical activities.</li> <li>f. Experiential activities.</li> </ol> </li> <li>5. An App will be developed with the next purposes:             <ol style="list-style-type: none"> <li>a. Allocation of the different training materials and resources with access to trainees.</li> <li>b. Allocation of the learning journey.</li> <li>c. Self-assessment tool.</li> </ol> </li> </ol>



### **PARTICIPANTS and PROFILES.**

Although any person willing to improve their competences for preventing and managing work-related stress and burnout is a final recipient of this course, the trainees will have the next main profiles:

- Business managers, employers, HR managers.
- Business tutors/mentors.
- Employees and workers in various businesses/companies/entities regardless of their size or area of work.

**3**

Additionally, other profiles of potential trainees can be trainees.

- Psychology experts dealing with stress-related conditions of their clients.
- Coaches helping individuals identify and address the main sources of stress in their personal and professional life.
- Stress-management consultants supporting their clients to deal with stress.
- Training bodies and VET trainers offering education for individuals who are part of the direct target groups of the project.

### **TRAINING OBJECTIVES.**

The **General Objective** of the StressOut course aims to facilitate the acquisition of knowledge, skills, behaviors, techniques and tools for the prevention and management of work-related stress and burnout on both a personal and business level.

**Specific Objectives** are:

- Provide the trainees with the necessary awareness and knowledge about work related stress and burnout.
- Facilitate the trainees the acquisition and improvement of competences needed to prevent and manage work-related stress and burnout.
- Provide the trainees the basic knowledge to use the strategies, techniques and tools that can help them to prevent and manage work-related stress and burnout on personal and organization levels.
- Provide the trainees the knowledge and skills to self-asses their work-related stress and burnout levels.
- Increase productivity on a personal and organizational level.
- Improve the health of staff, their wellbeing and improve their satisfaction with their work-life balance.
- Make a positive effect on psychological health and resilience.

**4**

In addition to the above, specific learning objectives have been defined for each topic in each unit.

## **COMPETENCES, TO ACQUIRE AND IMPROVE.**

Through their participation in this training course, students will be able to acquire and/or improve, depending on the subject or topic they are studying, some of the following competences, which will help them improve the prevention and management of work-related stress and burnout.

### **Adaptability.**

Maintaining effectiveness when experiencing major changes in work tasks or the work environment; adjusting effectively to work within new work structures, technologies, processes, requirements, or cultures. Tries to understand changes. Approaches change or newness positively. Quickly modifies behaviour to deal effectively with changes in the work environment.

### **Building Positive Working Relationships (Teamwork/Collaboration).**

Developing and using collaborative relationships to facilitate the accomplishment of work goals.

### **Building Trust.**

Interacting with others in a way that gives them confidence in one's intentions and those of the organization. Operates with integrity. Remains open to ideas.

### **Communication.**

Clearly conveying information and ideas through a variety of media to individuals or groups in a manner that engages the audience and helps them understand and retain the message.

## **5**

### **Decision Making.**

Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.

### **Empathy.**

Ability to understand and share the feelings of another.

### **Energy Management.**

Ability to approach your working day with the mindset that you are managing your energy, not only your time.

### **Flexibility.**

Ease of changing the criteria and orientation of one's way of thinking and judging situations, people and things when the strategic orientation changes, the environmental conditions or new information is received.

### **Initiative.**

Taking prompt action to accomplish objectives; taking action to achieve goals beyond what is required; being proactive.

### **Integrity.**

Act in accordance with ethical, moral and social standards in work-related activities.



### **Interpersonal sensitivity.**

Show that you are aware of others and the environment as well as the influence exerted on both. Develop a behaviour that reflects the recognition of the feelings of others, showing empathy in the face of the different situations that can occur in personal dealings with employees or collaborators.

### **Interpersonal Skills.**

Exhibits acceptable standards of professional conduct. Listen carefully. Develops and maintains positive working relationships with all constituents.

### **Judgment.**

Consider all the factors and possible developments of action in the light of relevant criteria and reaching realistic judgments and conclusions through common sense, devoid of emotional distortions.

### **Managing Conflict.**

Deals effectively with others in difficult situations; uses appropriate inter-personal styles and methods to reduce tension or conflict between two or more people.

### **Planning and organizing.**

Establishing courses of action for self and others to ensure that work is completed efficiently.

### **Problem analysis.**

Identify problems, recognize significant information; search and coordinate relevant data; diagnose possible causes; diagnose possible causes *and identify opportunities*.

### **Resilience.**

Capacity to withstand or to recover quickly from difficulties, toughness.

### **Risk Taking.**

Initiating action that tries to achieve a recognized benefit or advantage when potential negative consequences are understood. Actively seeks opportunities. Calculates risk. Commits to action.

### **Self-organization.**

Effectively organize one's schedule of activities, establishing the necessary priorities and organizing your daily routine in the most efficient way possible.

### **Self-perception.**

Observe and interpret one's own behaviours, thoughts, and feelings, and using those observations and interpretations to define oneself.

### **Self-regulation.**

Ability to understand and manage your behaviour and your reactions to feelings and things happening around you.

### **Sociability.**



Interact and relate effortlessly with other people. Being able to make contacts with others and develop social activities.

**Time management.**

The ability to use one's time effectively or productively, especially at work.

**Tolerance to stress.**

Continue to act effectively under time pressure, dealing with disagreement, opposition, and adversity.

**Wide range of interests.**

Show a wide range of personal and professional interests. Show interest and motivation for many different aspects of personal and professional life and cultural, social, scientific, artistic, technical knowledge, etc.



## **TRAINING CONTENTS. UNITS and TOPICS.**

As previously mentioned, this training course consists of 5 teaching units containing a total of 25 topics. These are:

### **UNIT 1. Let's talk about Stress: a theoretical introduction to stress and burnout.**

- Topic 1. Understanding stress: key concepts.
- Topic 2. How stress affects your brain.
- Topic 3. Who you are under stress: The role of personality.
- Topic 4. Stress in crisis: How unexpected events shape us.

### **UNIT 2. Prevention is the best intervention: preventing work-related stress and burnout.**

- Topic 1. How to identify work-related stress and burnout.
- Topic 2. The role of emotional intelligence in stress management.
- Topic 3. The role of rational thinking in stress management.
- Topic 4. The role of time management in stress management.
- Topic 5. The role of communication in stress management.

### **UNIT 3. To whom should I reach out? Finding help in managing work-related stress and burnout.**

- Topic 1. Breaking the stigma around stress & mental health.
- Topic 2. Unlocking stress management via professional help.
- Topic 3. The power of support groups in managing stress.

### **UNIT 4. Take a breath: Techniques and Methods for Stress Relief and Relaxation.**

- Topic 1. Relaxation techniques for stress relief.
- Topic 2. Mindfulness for stress relief.
- Topic 3. Meditation for stress relief.
- Topic 4. Practical art for stress relief.
- Topic 5. Neurographica for stress relief.
- Topic 6. Music for stress relief.

### **UNIT 5. Be the best version of yourself: Key Protective Approaches for taking care of your wellbeing.**

- Topic 1. Work-life balance.
- Topic 2. Building healthy habits.
- Topic 3. Nutrition.
- Topic 4. Setting personal boundaries and self-care.
- Topic 5. Building resilience and overcoming challenges.
- Topic 6. Social interactions.
- Topic 7. Physical activities & time in nature.

## 7 **TRAINING METHODOLOGY.**

To achieve the training objectives and the expected competences, it is proposed to develop a training methodology based on the following premises:

- The training will be based in the concepts of practical training, experiential training and learning by doing, therefore the training methodology will be mainly active and practical.
- Training sessions will take place mainly online; therefore, training materials and training tools will be developed to be used in this training environment.
- The training course will open and close with the fulfilment of the self-assessment tool, facilitating trainees to assess their level of improvement after the course.
- Autonomous learning. Trainees will self-direct their own learning taking responsibility for the decisions concerning the different aspects of the learning process.
- Self-paced course. Trainees will progress through the material at their own speed and on their own schedule.
- Practical approach. The purpose is to facilitate the acquisition of knowledge and skills based on examples, case studies and practical exercises and assignments.
- Experiential approach. The purpose is to engage trainees in hands-on experiences and reflection, so they are better able to connect theories and knowledge applied to real-world situations, especially related to their own life and work reality.
- An App will be developed to facilitate the learning journey and learning pathways through online training sessions, to share knowledge and experiences of trainees and to support training courses through different online training tools.

## 8 **EXPECTED RESULTS. At the end of the training course, trainees:**

1. Will have gained a deep knowledge about what is work-related stress and burnout, and which are their characteristics, typologies, triggers and possible aspects that help reduce and eliminate them.
2. Will be able to self-assess themselves to know what their level of work stress is and possible training actions they can take to improve it.
3. Will be able to define and implement a set of actions plans to prevent and manage work-related stress and burnout.
4. Will have acquire the skills needed to prevent and manage work-related stress in the work environment.
5. Will know how to use different strategies, techniques, and tools to prevent and manage work-related stress and burnout.
6. They will be able to identify, manage and change those attitudes that favour the appearance of poor management of work-related stress and burnout.

## 9 **ASSESSMENT METHODOLOGY.**

**SATISFACTION ASSESSMENT.**

A satisfaction questionnaire will be developed to measure trainees' satisfaction regarding the next variables, among others:

1. Satisfaction with the Training materials and
2. Satisfaction with the Training contents.
3. Satisfaction with the Training methodology.
4. App functionality, friendliness, and accessibility.
5. Adequacy of outputs and relevance of content.
6. Global satisfaction with the course.
7. Others.

**9.1.**



## LEARNING ASSESSMENT.

To assess trainees learning and therefore the acquisition of knowledge and skills and the change of attitudes, the following assessment activities included in the Training Materials will be carried out.

1. When the course is carried out in an organized manner (online, presential or hybrid) with the participation of several students while are guided with at least one trainer, it will be possible to assess the learning by:
  - a. By completing the **self-assessment questionnaire before and after taking the course** to identify the areas that have been improved and those that still need to be reinforced.
  - b. Checking the results of the **questionnaires or quizzes** included in each topic. They would be multiple choice questionnaires. After fulfilling the questionnaire, the trainee would get the right and wrong answers so they can monitor the results and acquisition of knowledge.
  - c. Checking and commenting the **Practical Activities** (acquisition of knowledge and skills). They are exercises and/or assignments that are going to be proposed to trainees in each topic. These activities can be used to qualitatively assess the acquisition of knowledge and skills based on the results achieved by students in their development.
  - d. Checking and commenting the **Experiential activities** (changing attitudes). They are assignments proposed to trainees for applying the concepts and tools in their daily life. For instance, we can ask them to follow the neurographica process on their own applied to their own daily life or ask them to identify one irrational thought and through debate change that thought in one that is rational. These activities can be used to qualitatively assess the acquisition of knowledge and skills based on the results achieved by students in their development.
2. When the course is carried out individually and autonomously by a trainee, it will be possible to assess the learning by:
  - a. By completing the **self-assessment questionnaire before and after taking the course** to identify the areas that have been improved and those that still need to be reinforced.
  - b. Checking the results of the **questionnaires or quizzes** included in each topic. They would be multiple choice questionnaires. After fulfilling the questionnaire, the trainee would get the right and wrong answers so they can monitor the acquisition of knowledge.

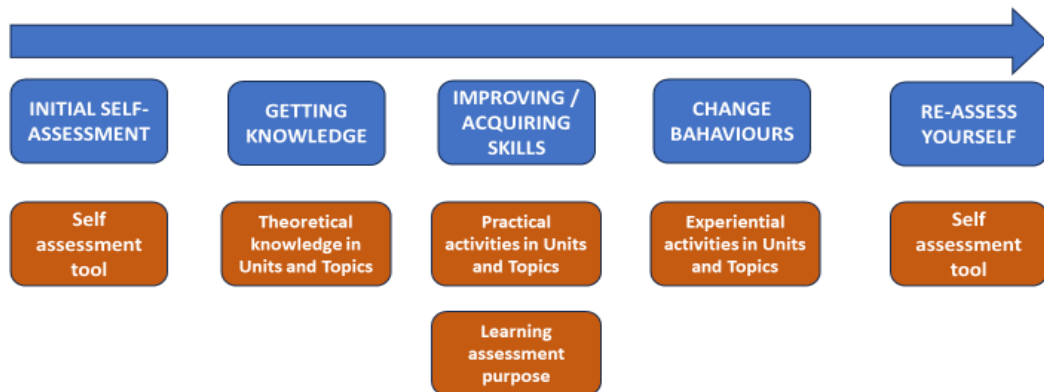
These learning assessment activities will give both trainers and students the information needed to assess the level of learning of trainees by knowing:

- If they have increased awareness on the topic of work-related stress and burnout.
- If they have increased skills and competences on work-related stress and burnout prevention & management.
- If they have changed their attitude towards managing their stress and burnout and feel better well-being at work
- What techniques and tools have they found more beneficial and practical to enhance their wellbeing at work.

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## LEARNING JOURNEY

### LEARNING JOURNEY



## UNITS AND TOPICS TEMPLATES

<b>UNIT 1: Let's talk about Stress: A theoretical introduction to stress and burnout.</b>
<b>TOPIC 1: Understanding stress: key concepts.</b>
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To define the different types of stress</li> <li>• To understand the causes of work-related stress</li> <li>• To define burnout</li> <li>• To describe the differences between stress and burnout</li> </ul>
<p><b>Competences:</b></p> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Interpersonal Sensitivity</li> <li>• Interpersonal Skills</li> <li>• Self-perception</li> <li>• Self-regulation</li> <li>• Tolerance to Stress</li> </ul>
<p><b>Training Contents:</b></p> <ul style="list-style-type: none"> <li>• Introduction to stress and burnout</li> <li>• Understanding stress</li> <li>• Types of stress</li> <li>• Understanding burnout</li> <li>• Types of burnout</li> <li>• Work-related stress and burnout: What is causing it</li> <li>• Stress and burnout: Key differences</li> </ul>
<p><b>Training Materials</b> (ppt, video, study case, best practice, complementary readings, etc.):</p> <ul style="list-style-type: none"> <li>• PDF Material</li> <li>• Best practices/tips section</li> <li>• Resource library</li> <li>• Bibliographical references</li> </ul>
<p><b>Practical activities:</b></p> <ol style="list-style-type: none"> <li>1. Identification of types of stress</li> <li>2. Short text read with questionnaire</li> </ol>
<p><b>Experiential activities:</b></p> <ol style="list-style-type: none"> <li>1. Self-reflection activity</li> </ol>
<p><b>Assessment Methodology:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> </ul>



**UNIT 1: Let's talk about Stress: A theoretical introduction to stress and burnout.**

**TOPIC 2: How stress affects your brain.**

**Learning Objectives:**

- To explain stress from an evolution approach.
- To explain the biological processes behind stress.
- To understand stress hormones and their impact.
- To explain neuroplasticity and stress.

**Competences:**

- Empathy
- Interpersonal Skills
- Self-perception
- Self-regulation
- Tolerance to Stress
- Resilience

**Training Contents:**

- Introduction to stress physiology
- Main stress hormones
- How does our brain respond to stress
- General Adaptation Syndrome (GAS) in practice
- Neuroplasticity

**Training Materials** (ppt, video, study case, best practice, complementary readings, etc.):

- PDF Material
- Best practices/Tips section
- Resource library
- Bibliographical references

**Practical activities:**

1. Fight or flight simulation
2. The stress balloon

**Experiential activities:**

1. Self reflection activity

**Assessment Methodology:**

- Quiz

## UNIT 1: Let's talk about Stress: A theoretical introduction to stress and burnout.

### TOPIC 3: Who you are under stress: The role of personality.

#### Learning Objectives:

- To describe the factors that contribute to work-related stress and burnout.
- To identify stress factors.
- To explain the importance of understanding the factor causing work-related stress and burnout.
- To evaluate the role of organizational culture in work-related stress and burnout.
- To examine personality traits and their impact on stress response.
- To identify effective stress prevention strategies based on individual differences.

#### Competences:

- Empathy
- Interpersonal Skills
- Self-perception
- Self-regulation
- Tolerance to Stress
- Resilience
- Problem Analysis

#### Training Contents:

- Key factors determining stress perception.
- Common factors between work-related stress and burnout.
- Factor 1: Lack of work-life balance and heavy workload.
- Factor 2: Poor organizational culture.
- Factor 3: Personality and individual differences.
- Personality and demographics in stress perception.
- Myers-Briggs personality types.
- Personality traits based on the Five Factor Model (FFM)
- Personality, work-related stress and burnout
- Personality traits in action
- Importance of understanding the factors of work-related stress and burnout

#### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

- PDF Material
- Best practices/tips section
- Resource library
- Bibliographical references

#### Practical activities:

1. Structured self-assessment activity

2. Brainstorming activity
<b>Experiential activities:</b> <ol style="list-style-type: none"> <li>1. Self reflection activity</li> <li>2. Evaluating your life balance</li> </ol>
<b>Assessment Methodology:</b> <ul style="list-style-type: none"> <li>• Quiz</li> </ul>

**UNIT 1: Let's talk about Stress: A theoretical introduction to stress and burnout.**

**TOPIC 4: Stress in crisis: How unexpected events shape us.**

**Learning Objectives:**

- To understand the concept of pandemics and unexpected events.
- To explore the psychological impact of crises.
- To analyze behavioral responses to crises.
- To examine historical mental health impacts.
- To investigate work-life balance during the COVID-19 pandemic.
- To evaluate lessons learned from the COVID-19 pandemic.

**Competences:**

- Flexibility
- Interpersonal sensitivity
- Problem analysis
- Resilience
- Tolerance to stress

**Training Contents:**

- Defining pandemics and unexpected events
- Importance of understanding psychological impact
- Psychological impact during pandemics: Lessons learned
- The StressOut research on COVID-19's effect on employees
- What we've learned from past events

**Training Materials:**

- Word/PDF files consisting of theoretical knowledge.
- Best practices section.
- Resource library.
- Bibliographical references.

**Practical activities:**

1. Navigating a crisis: A reflective case study

**Experiential activities:**

1. Self-reflection activity

**Assessment Methodology:**

- Quiz

## UNIT 2. Prevention is the best intervention: Preventing work-related stress and burnout.

### TOPIC 1. How to identify work-related stress and burnout.

#### Learning Objectives:

- To understand the difference between work-related stress and burnout.
- To recognize the early symptoms of stress and burnout.
- To explore the causes and risk factors of stress and burnout.
- To analyze the consequences of unmanaged stress and burnout.
- To discuss coping mechanisms like quiet quitting and loud quitting.
- To outline strategies for preventing and addressing burnout.

#### Competences:

- Adaptability
- Decision making
- Building Positive Working Relationships (Teamwork/Collaboration).
- Resilience
- Self-perception
- Self-regulation
- Risk taking
- Tolerance to stress
- Flexibility
- Problem analysis
- Self-organization

#### Training Contents:

- Identifying symptoms of work-related stress.
- Work-related stress and burnout: The causes.
- Work-related stress and burnout: The symptoms.
- Consequences of unmanaged stress and burnout.
- How can managers prevent burnout in the workplace?
- Techniques for handling work-related stress and burnout symptoms.

#### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

For the development of this topic the next training materials shall be provided:

- A Word/PDF text explaining the main concepts including examples and links to external (developed by others) videos.
- A PPT for explaining and guiding process of understanding.
- Best practices section
- Resource library
- Bibliographical references

**Practical activities:**

1. Questionnaire with case scenarios

**Experiential activities:**

1. Recognizing and addressing work-related stress and burnout: case scenario with self-assessment.
2. Self-reflection activity.

**Assessment Methodology:**

- Quiz.

## UNIT 2. Prevention is the best intervention: Preventing work-related stress and burnout.

### TOPIC 2. The role of emotional intelligence in stress management.

#### Learning Objectives:

- Understand the concept of emotional intelligence.
- Identify and recognize emotions.
- Analyze emotional episodes.
- Practice empathy and improve interpersonal skills.
- Enhance communication and listening skills.
- Build resilience and self-care.

#### Competences:

- Adaptability
- Flexibility
- Interpersonal Skills
- Resilience
- Self-perception
- Self-regulation
- Building Positive Working Relationships
- Empathy
- Interpersonal sensitivity

#### Training Contents:

- Introduction to emotional intelligence.
- What is emotion.
- Here and now awareness.
- Empathy.

#### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

For the development of this topic the next training materials are foreseen:

- Word/PDF text explaining the main concepts including examples and links to external (developed by others) videos and materials.
- Best practices section
- Resource library
- Bibliographical references

#### Practical activities:

1. View your stress from all angles
2. Understanding emotional intelligence and stress management

#### Experiential activities:

1. Daily emotional intelligence practice.

#### Assessment Methodology:

- Quiz.

## UNIT 2. Prevention is the best intervention: Preventing work-related stress and burnout.

### TOPIC 3. The role of rational thinking in stress management.

#### Learning Objectives:

- To understand how people's own thoughts impact their emotions and behaviors.
- To debate irrational thoughts.
- To learn to apply Albert Ellis' ABC model.
- To identify common negative thought patterns.

#### Competences:

- Adaptability
- Flexibility
- Interpersonal Skills
- Judgment
- Resilience
- Self-perception
- Self-regulation

#### Training Contents:

- What are irrational thoughts and why are they important in the work environment?
- Identifying emotions and thought patterns.
- Challenging negative thought patterns.
- Albert Ellis's ABC model.
- The evolved ABC model (ABCDE).

#### Training Materials.

For the development of this topic the next training materials are foreseen:

- Word/PDF text explaining the main concepts
- Best practices section
- Resource library
- Bibliographical references

#### Practical activities:

1. Case study with questionnaire.

#### Experiential activities:

1. Self reflection on negative thoughts.

#### Assessment Methodology:

- Quiz.



## UNIT 2. Prevention is the best intervention: Preventing work-related stress and burnout.

### TOPIC 4. The role of time management in stress management.

#### Learning Objectives:

- To understand the impact that time management has in preventing and managing work-related stress.
- To know how to set priorities and goals.
- To understand the importance of adaptability in time management.
- To learn to apply the different techniques and matrices that will help trainees manage their time efficiently at work.

#### Competences:

- Decision Making.
- Initiative.
- Judgment.
- Planning and organizing.
- Problem analysis.
- Self-organization.
- Time management.
- Tolerance to stress.

#### Training Contents:

- Time management: definition and benefits at work.
- Time thieves.
- Improve your time management skills.
- Procrastination: The enemy of time management and stress relief.
- Counteracting procrastination.
- Productivity and time management techniques.

#### Training Materials.

For the development of this topic the next training materials are foreseen:

- Word/PDF text explaining the main concepts
- Best practices section
- Resource library
- Bibliographical references

#### Practical activities:

1. Improving time management: Karen's action plan
2. Today's tasks list

#### Experiential activities:

1. Self-improving your time management skills

#### Assessment Methodology:



**StressOut**

MODERN TOOLS FOR WORK-RELATED  
STRESS MANAGEMENT

1. Quiz.

## UNIT 2. Prevention is the best intervention: Preventing work-related stress and burnout.

### TOPIC 5. The role of communication in stress management.

#### Learning Objectives:

- To learn how to listen actively.
- To learn how to give feedback adequately.
- To learn how to use communication appropriately in conflict management.
- To communicate well in order to prevent stress.
- To learn how to develop assertive communication styles.

#### Competences:

- Building Positive Working Relationships
- Building Trust
- Communication
- Empathy
- Interpersonal sensitivity
- Interpersonal Skills
- Managing Conflict
- Sociability

#### Training Contents:

- How communication impacts the generation, or not, of work-related stress.
- Communication: definition, types, barriers, and benefits at work.
- The significance of empathy in communication.
- Communication skills.

#### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

For the development of this topic the next training materials are foreseen:

- Word/PDF text explaining the main concepts
- Best practice section
- Resource library
- Bibliographical references

#### Practical activities:

1. Case study

#### Experiential activities:

1. Self-reflection/evaluation activity

#### Assessment Methodology:

1. Quiz.

### UNIT 3. To whom should I reach out? Finding help in managing work-related stress and burnout.

#### TOPIC 1. Breaking the stigma around stress and mental health.

##### Learning Objectives:

- To recognize the impact of workplace mental health stigma.
- To understand the role of self-stigma in mental health challenges.
- To develop strategies to address self-stigma.
- To explore practical steps for normalizing mental health discussions.
- To recognize misconceptions about mental health conditions.
- To understand the role of inclusive leadership in breaking stigma.
- To identify the importance of peer support systems.
- To critically evaluate media's roles in shaping mental health perceptions.

##### Competences:

- Adaptability
- Decision making
- Resilience
- Sociability
- Time management
- Planning and organizing
- Initiative
- Communication
- Building trust

##### Training Contents:

- Essence and primary forms of stigma
- 5 misconceptions that lead to mental health stigma
- Recognizing and addressing self-stigma
- Steps to reduce mental health stigma at work
- How to establish a support network
- Stereotypes and the impact of media

##### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

For the development of this topic the next training materials shall be provided:

- A Word/PDF text explaining the main concepts
- Resource library
- Bibliographical references

##### Practical activities:

1. Mindful listening practice.

##### Experiential activities:

1. Case study and questionnaire.
<b>Assessment Methodology:</b> 1. Quiz.

### UNIT 3. To whom should I reach out? Finding help in managing work-related stress and burnout.

#### TOPIC 2. Unlocking stress management via professional help.

##### Learning Objectives:

- To differentiate between mental health professionals.
- To explore support services.
- To enhance skills for effective communication with professionals.
- To navigate channels to find suitable professionals.
- To understand the importance of professional support.

##### Competences:

- Adaptability
- Decision making
- Resilience
- Sociability
- Time management
- Planning and organizing
- Initiative
- Communication
- Building trust

##### Training Contents:

- Essence and specifics of the diverse professionals dealing with work-related stress and burnout.
- Sorts of services and help that can be provided by the diverse professionals.
- Ways and methods of approaching the diverse professionals.
- Channels for finding the diverse professionals.
- Managing anxiety and decision-making processes in approaching diverse professionals.

##### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

For the development of this topic the next training materials shall be provided:

- A Word/PDF text explaining the main concepts
- Best practices section
- Resource library
- Bibliographical references

##### Practical activities:

1. Identifying the right professionals.

##### Experiential activities:

1. Enhancing understanding of the differences between professionals.

**Assessment Methodology:**

1. Quiz.

### UNIT 3. To whom should I reach out? Finding help in managing work-related stress and burnout.

#### TOPIC 3. The power of support groups in managing stress.

##### Learning Objectives:

- To understand the role of support groups.
- To identify types of support groups and their benefits.
- To develop skills for building and maintaining a support network.
- To explore effective coping strategies and resilience-building techniques.
- To recognize the importance of confidentiality and trust in support groups.
- To enhance awareness of the role of professional facilitation and structured meetings.

##### Competences:

- Adaptability
- Decision making
- Resilience
- Sociability
- Time management
- Planning and organizing
- Initiative
- Communication
- Building trust

##### Training Contents:

- Essence and specifics of support groups.
- Advantages of support groups.
- How do support groups work?
- The role of friendship in preventing and managing work-related stress and burnout.

##### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

For the development of this topic the next training materials shall be provided:

- A Word/PDF text explaining the main concepts
- Best practices section
- Resource library
- Bibliographical references

##### Practical activities:

1. Support network reach-out challenge

##### Experiential activities:

1. Self-reflection activity.

##### Assessment Methodology:





**StressOut**  
MODERN TOOLS FOR WORK-RELATED  
STRESS MANAGEMENT

1. Quiz.

## UNIT 4. Take a breath: Techniques and Methods for Stress Relief and Relaxation.

### TOPIC: 1. Relaxation techniques for stress relief.

#### Learning Objectives:

- To understand the benefits of relaxation techniques.
- To get familiar with stress relief techniques.
- To practice breathing techniques and progressive muscle relaxation.
- To explore various yoga styles.
- To learn the benefits of aromatherapy and journaling.
- To implement multiple relaxation techniques.

#### Competences:

- Self-perception
- Self-regulation
- Building positive working relationships
- Energy management
- Self-organization
- Time management
- Wide range of interests

#### Training Contents:

- Why relaxation techniques?
- Types of relaxation techniques.

#### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

- PDF file with the learning concepts and contents
- Best/bad practices section
- Resource library
- Bibliographical references

#### Practical activities:

1. Lion's breath
2. Alternate nostril breathing

#### Experiential activities:

1. Journaling

#### Assessment Methodology:

- Quiz.

## UNIT 4. Take a breath: Techniques and Methods for Stress Relief and Relaxation.

### TOPIC 2. Mindfulness for stress relief.

#### Learning Objectives:

- To understand the principles of mindfulness.
- To learn mindfulness practices.
- To explore benefits of mindfulness.
- To gain skills in emotional regulation.
- To incorporate mindfulness into daily life activities.
- To develop an integration plan.

#### Competences:

- Self-regulation
- Wide range of interests
- Interpersonal skills
- Energy Management
- Tolerance to stress

#### Training Contents:

- Understanding mindfulness.
- Implementing mindfulness practices at work.
- Sustaining mindfulness for lasting impact.

#### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

For the development of this topic the next training materials are foreseen:

- Word/PDF text explaining the main concepts
- Resource library
- Bibliographical references

#### Practical activities:

1. Mindful breathing.
2. Mindful eating.

#### Experiential activities:

1. Body scan

#### Assessment Methodology:

- Quiz

## UNIT 4. Take a breath: Techniques and Methods for Stress Relief and Relaxation.

### TOPIC: 3. Meditation for stress relief.

#### Learning Objectives:

- To understand meditation techniques.
- To recognize the benefits of meditation.
- To develop meditation skills.
- To build emotional resilience.
- To apply meditation in daily work life.
- To evaluate personal progress.

#### Competences:

- Empathy
- Resilience
- Interpersonal skills
- Self-regulation
- Self-perception
- Wide range of interests

#### Training Contents:

- Introduction to meditation: Cultivating inner peace and presence.
- Meditation and daily work life.
- Meditation techniques for daily work life.
- Meditation and daily work life (II).

#### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

- PDF material containing main learning contents
- Resource library
- Bibliographical references

#### Practical activities:

1. Progressive muscle relaxation

#### Experiential activities:

1. Visualization meditation

#### Assessment Methodology:

- Quiz.

## UNIT 4. Take a breath: Techniques and Methods for Stress Relief and Relaxation.

### TOPIC 4. Practical art for stress relief.

#### Learning Objectives:

- To understand how to practice different art leads to reducing the levels of work-related stress.
- To learn about holistic health benefits.
- To define practical art.
- To discover art activities.
- To gain proficiency in selecting mediums and techniques.

#### Competences:

- Self-perception
- Self-regulation
- Building Positive Working Relationships (Teamwork/Collaboration)
- Sociability
- Energy Management
- Self-organization
- Initiative
- Time management

#### Training Contents:

- How engaging in art activities can reduce the levels of work-related stress.
- Practicing your preferred form of art comes with a multitude of benefits.
- Practical art activities

#### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

For the development of this topic the next training materials are foreseen:

- Word/PDF text explaining the main concepts
- Best practices section
- Practical tips section
- Resource library
- Bibliographical references

#### Practical activities:

1. Color a feeling wheel
2. Paint with your non-dominant hand

#### Experiential activities:

1. Join an art class

#### Assessment Methodology:

- Quiz.

## UNIT 4. Take a breath: Techniques and Methods for Stress Relief and Relaxation.

### TOPIC 5. Neurographica® for stress relief.

#### Learning Objectives:

- To understand Neurographica® principles.
- To master basic techniques.
- To practice stress-relief drawing
- To create a conducive environment
- To integrate journaling with Neurographica®
- To reflect and apply insights.

#### Competences:

- Self-perception
- Self-regulation
- Building positive working relationships
- Sociability
- Self-organization
- Initiative
- Time management
- Wide range of interests

#### Training Contents:

- Introduction to Neurographica® as a tool for stress relief.
- Neurographica® basics.
- Basic Neurographica® drawing to relieve work-related stress.

#### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

For the development of this topic the next training materials are foreseen:

- Word/PDF text explaining the main concepts
- Good/bad practices section
- Resource library
- Bibliographical references

#### Practical activities:

1. Quick stress relief with Neurographica®
2. Reducing anger and balancing emotions

#### Experiential activities:

1. Stress-free journaling with Neurographica®

#### Assessment Methodology:

- Quiz

## UNIT 4. Take a breath: Techniques and Methods for Stress Relief and Relaxation.

### TOPIC 6. Music for stress relief.

#### Learning Objectives:

- To understand therapeutic benefits of music.
- To learn physiological effects of music.
- To implement music in daily stress management.
- To explore frequency comparisons.
- To create personalized music strategies.
- To examine music and emotional regulation.

#### Competences:

- Building Positive Working Mood
- Energy Management
- Interpersonal sensitivity
- Self-perception
- Self-regulation
- Sociability

#### Training Contents:

- How using music can relieve stress and improve emotional well-being.
- Understanding the power of music.
- Music performed in different frequencies
- Make intentional use of music in your workday

#### Training Materials (ppt, video, study case, best practice, complementary readings, etc.):

For the development of this topic the next training materials are foreseen:

- Word/PDF text explaining the main contents
- Best practices section
- Resource library
- Bibliographical references

#### Practical activities:

1. Which sounds better?

#### Experiential activities:

1. Integrating 432Hz music into your life
2. Build your stress-relief playlist

#### Assessment Methodology: Quiz

**UNIT 5: Be the best version of yourself: Key Protective Factors for taking care of your wellbeing.**

**TOPIC 1: Work-life balance.**

**Learning Objectives:**

- To understand the core elements of work-life balance.
- To identify signs of imbalance.
- To apply techniques for setting boundaries effectively.
- To utilize stress management practices for daily life.
- To understand the benefits of taking regular breaks and time off.
- To prioritize time and energy management techniques.
- To incorporate personal fulfillment into daily routines
- To reflect on and acknowledge daily accomplishments.

**Competences:**

- Adaptability
- Building Positive Working Relationships
- Communication
- Decision making
- Energy management
- Flexibility
- Integrity
- Planning and Organizing
- Resilience
- Self-regulation
- Time management
- Tolerance to stress

**Training Contents:**

- Essence, importance and benefits of work-life balance.
- Consequences of imbalanced life
- A practical guide on work-life balance
- Steps to establish work-life balance
- Digital calendar and planner apps
- The wheel of life

**Training Materials**

- Word/PDF files consisting of theoretical knowledge.
- Resource library
- Bibliographical references

**Practical activities:**

1. Daily balance tracker
2. Exercise for the body and mind



**Experiential activities:**

1. Wheel of life reflection

**Assessment Methodology:**

- Quiz

**UNIT 5: Be the best version of yourself: Key Protective Factors for taking care of your wellbeing.**

**TOPIC 2: Building healthy habits.**

**Learning Objectives:**

- To understand habit formation for stress management.
- To differentiate between unhealthy workplace habits.
- To explore the cue-routine-reward loop.
- To apply strategies for habit modification.
- To understand the psychology of habit formation.
- To promote a growth mindset for habit development.
- To implement practical techniques for habit development.
- To evaluate timeframe and persistence for habit formation.
- To reflect on personal challenges and solutions.
- To apply habit formation principles in professional settings.

**Competences:**

- Adaptability
- Communication
- Decision making
- Empathy
- Initiative
- Resilience
- Self-regulation.

**Training Contents:**

- Introduction and definition of the term “healthy habits”.
- Healthy vs. bad habits at the workplace.
- The science of habits: How habits are formed.
- Modifying existing habits.

**Training Materials**

- Word/PDF files consisting of theoretical knowledge.
- Best practices section
- Resource library
- Bibliographical references

**Practical activities:**

1. Breaking the habit of being defensive about criticism

**Experiential activities:**

1. Developing new habits using the Cue-Routine-Reward loop

**Assessment Methodology:**

- Quiz

UNIT 5. Be the best version of yourself: Key Protective Factors for taking care of your wellbeing	
TOPIC 3. Nutrition	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• To learn about nutrition and stress.</li> <li>• To understand the Brain-Gut connection.</li> <li>• To use dietary regims to reduce stress at work</li> <li>• To assess and apply nutritional therapies.</li> <li>• To navigate information overload about nutrition and health.</li> </ul>	
<b>Competences:</b> <ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Building trust</li> <li>• Flexibility</li> <li>• Integrity</li> <li>• Planning and organizing</li> <li>• Problem analysis</li> <li>• Self-organization</li> <li>• Self-perception</li> <li>• Self-regulation</li> <li>• Wide range of interests</li> </ul>	
<b>Training Contents:</b> <ul style="list-style-type: none"> <li>• Introduction to the field of nutrition and stress.</li> <li>• Impact of nutrition on health and wellbeing.</li> <li>• A healthy diet helps us feel better.</li> <li>• The brain-gut connection. New gut understanding.</li> <li>• How diet and foods help reduce stress at work.</li> <li>• The 4 No's of foods at the workplace.</li> <li>• More about caffeine.</li> </ul>	
<b>Training Materials</b> (ppt, video, study case, best practice, complementary readings, etc.): For the development of this topic the next training materials shall be provided: <ul style="list-style-type: none"> <li>• A Word/PDF text explaining the main concepts</li> <li>• Best practices &amp; tips section</li> <li>• Resource library</li> <li>• Bibliographical references</li> </ul>	
<b>Practical activities:</b> <ol style="list-style-type: none"> <li>1. How do you do with nutrition?</li> <li>2. Nutrition tips</li> </ol>	

**Experiential activities:**

1. Make a new recipe

**Assessment Methodology:**

- Quiz

**UNIT 5. Prevention is the best intervention: Preventing work-related stress and burnout.**

**TOPIC 4. Setting personal boundaries and self-care.**

**Learning Objectives:**

Understand the Concept of Personal Boundaries: Grasp what personal boundaries are, why they're important, and how they function as an invisible force field protecting your well-being.

- Recognize the Importance of Self-Appreciation: Learn the crucial role of loving and valuing oneself in the effective setting and maintenance of personal boundaries.
- Navigate Personal Boundaries in the Workplace: Acquire strategies for establishing and asserting personal boundaries at work to manage workload, interpersonal relationships, and stress.
- Address and Overcome Guilt when setting boundaries: Understand the origins of guilt associated with setting boundaries and learn strategies to mitigate this guilt, enhancing your ability to maintain these boundaries without compromising your emotional health.
- Implement Boundaries for Well-being and Productivity: Discover how well-defined boundaries contribute to personal well-being, professional growth, and overall productivity.

**Competences:**

- Communication
- Building positive working relationships
- Resilience
- Self-Regulation
- Self-Organization
- Planning and organizing

**Training Contents:**

- Exploring the Concept of Personal Boundaries.
- The functions of personal boundaries.
- The narrative that doesn't help.
- Example 1: Excessive workload.
- Example 2: Micromanagement.
- Example 3: Unwanted physical contact.
- Ways to establish personal boundaries at the workplace

**Training Materials** (ppt, video, study case, best practice, complementary readings, etc.):

For the development of this topic the next training materials are foreseen:

- PDF text explaining the main concepts
- Best practices section
- Resource library
- Bibliographical references

<b>Practical activities:</b> <ol style="list-style-type: none"> <li>1. Mapping out our boundaries.</li> <li>2. Role-play scenarios.</li> </ol>
<b>Experiential activities:</b> <ol style="list-style-type: none"> <li>1. The boundary walk.</li> </ol>
<b>Assessment Methodology:</b> <ul style="list-style-type: none"> <li>• Quiz</li> </ul>

**UNIT 5. Be the best version of yourself: Key Protective Factors for taking care of your wellbeing.**

**TOPIC 5: Building Resilience and overcoming challenges.**

**Learning Objectives (Knowledge):**

- To be able to define resilience.
- To describe how resilience protects from stress.
- To identify different ways to build psychological resilience.
- To recognize the importance of adaptability.
- To develop strategies for managing energy.
- To improve interpersonal sensitivity.
- To strengthen self-regulation skills.

**Competences:**

- Adaptability
- Interpersonal Sensitivity
- Energy Management
- Resilience
- Self-regulation
- Tolerance to Stress

**Training Contents:**

- Introduction to resilience.
- Resilience as a protective factor against stress.
- Role of self-compassion in building resilience.
- The 7 Cs of resilience.
- How to build your resilience.
- Final thoughts.

**Training Materials (ppt, video, study case, best practice, complementary readings, etc.):**

- PDF Material
- Resource library
- Bibliographical references

**Practical activities:**

1. Build your resilience plan.
2. Staying connected to your values.

**Experiential activities:**

1. Closed and open doors.
2. Write a kind letter to yourself.

**Assessment Methodology:**

- Quiz



**UNIT: 5. Prevention is the best intervention: Preventing work-related stress and burnout.**

**TOPIC 6. Social interactions**

**Learning Objectives:**

- Understand the importance of social connections.
- To develop boundaries.
- To prioritize connections.
- To identify growth opportunities.
- To identify workplace factors contributing to social anxiety.
- To apply knowledge in real-life interactions.

**Competences:**

- Interpersonal Skills
- Communication
- Empathy
- Managing conflict
- Resilience
- Sociability

**Training Contents:**

- Understanding the importance of social interactions for well-being.
- Positive social interactions as a way to prevent burnout.
- Overcoming social anxiety.
- 7-day challenge.
- Build your network.
- Keep a healthy distance.

**Training Materials** (ppt, video, study case, best practice, complementary readings, etc.):

- PDF material with learning contents
- Best practices section
- Resource library
- Bibliographical references

**Assessment Methodology:**

- Quiz

**UNIT 5. Be the best version of yourself: Key Protective Factors for taking care of your wellbeing.**

**TOPIC 7. Physical activities and time in nature.**

**Learning Objectives:**

- To understand the impact of physical activity.
- To implement effective strategies for stress relief.
- To recognize the mental health benefits.
- To utilize nature for stress relief.
- To develop long-term wellness habits.
- To enhance energy management skills.
- To master self-regulation techniques.
- To explore and integrate interests.

**Competences:**

- Energy Management.
- Self-regulation.
- Wide range of interests.

**Training Contents:**

- Introduction to physical activities & time in nature.
- Physical activities: Impact on the human body & mental health.
- How much should I exercise?
- Time in nature: Impact on the human body & mental health.
- Case study: The Lifestyle Heart Trial by Dr. Dean Ornish.
- 5-day challenge.

**Training Materials** (ppt, video, study case, best practice, complementary readings, etc.):

For the development of this topic the next training materials shall be provided:

- A Word/PDF text explaining the main concepts
- Case study section
- Resource library
- Bibliographical references

**Practical activities:**

1. Forest bathing.

**Assessment Methodology:**

- Quiz.