Developing Empathy for the Lived Experience of Psychiatric Disability: A Simulation of Hearing Distressing Voices

- Presenter’s Training Kit
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Consent form

Flyer for advertising the training
Congratulations on becoming a presenter for this training. Your presenter's kit has just about everything necessary to plan, prepare for, and run a training. What follows is an outline you can use to make sure you've covered everything as you move from planning a training through preparing for and running it. Good luck and have fun!

**Planning a Training**

1. Advertise the training to your target audience by distributing flyers. Master copies of flyers are included at the back of this kit. Make a copy of the flyer and replace the master in your kit. On the copy, fill in information for the date, time, and place of the training, and then copy the number of flyers you want to distribute.

2. Arrange a space for the training and decide how many participants you can have in the training. Twenty-five people is an ideal number of participants, although the training can also work well with groups as large as forty or as small as fifteen. Factors to consider when deciding how many participants to include are: the amount of space available for the training and the number of volunteers available to assist with the simulation portion of the training. The more participants, the larger the space and the more volunteers necessary.
3. Recruit volunteers to help with the workstation activities during the simulation experience. Other mental health clients/consumers usually enjoy helping out with this part of the training. An impersonal and disempowering atmosphere is intentionally created at the workstations, so it is important for volunteers to have certain skills and personal styles in order to do well in the role-plays. Look for people who are not shy about public speaking, who can resist empathizing with workshop participants, and can be overbearing and bossy with groups of participants.

For a group of 25 workshop participants, six volunteers are needed. For a group of 40 participants, it will be necessary to recruit eight volunteers. The volunteers should arrive an hour before the training begins. You will need to spend at least 30 minutes explaining the concept of the training to the volunteers and then giving the volunteers instructions for how to play their various roles during the simulation. In the back of this manual, you'll find written instructions for volunteers. Once volunteers have been trained, they can help with setting up the workstations. Volunteers can watch the video with the participants during the first part of the training, and their observations can be a valuable addition to the discussion following the simulation experience.
Preparing for a Training

Make copies of all the forms you’ll need for the training:

- instructions for volunteers
- consent forms for participants to read and sign before the training begins
- a sign for each of the workstations
- forms for workstation activities – make a few more copies than the number of participants you expect, in case someone loses theirs and needs another
- evaluation forms (if you are using them) for participants to fill out at the end of the training

Master copies of all these forms are included at the back of this kit.
Gather the other materials you'll need for the training:

- pens or pencils for the workstations
- a timer for the Cognitive Testing workstation
- clipboards for the volunteer psychiatrists

Make sure the space where the training will be held has all the furniture and equipment you'll need – enough tables and chairs for the number of participants you expect; a DVD player and screen for the taped lecture.

Plan to get to the training 90 minutes early to have time for training your volunteers and setting up the room and the workstations. When you are setting up, remember to have a separate space for viewing the lecture and holding a discussion after the simulation, as well as spaces for each of the workstations. There is a sample Room Set Up plan included in this kit. Be sure to attach signs to each of the workstations, identifying which is which. And supply each workstation with all of the equipment and forms volunteers will need.
Running the Training

As participants arrive, give them consent forms to sign and pass out CD players/headphones/CDs. Be sure to tell people not to begin listening to the CD until instructed.

When you’re ready to begin the training, welcome everyone and introduce yourself and the volunteers. Give folks a brief idea of what the training is going to be like. At the back of this kit you’ll find a “script” you can use for this.

Play the DVD of Pat’s lecture.

Begin the simulation experience:
- Ask participants to insert the CD’s into their CD players and listen to the 3 minute introduction from Pat Deegan. Tell people to adjust their volume control to mid-range as they are listening to the introduction. Once they’ve found a comfortable setting for the volume, it should stay there for the rest of the simulation. When the introduction is finished, people should turn their CD players off and wait for further instructions from you.

- Once everyone has heard the introduction, you need to give instructions for the workstations. (see Workstation Instructions script)

- Just before beginning the simulation, please tell people what the rules are for this experience. (see Rules for the Simulation script)

- As participants finish the simulation experience, they should be asked to return to the space you’ll use for the wrap-up discussion.
Scripts for Presenters
Beginning the Training

This training – Hearing Voices that are Distressing – was designed to give us an experience and better understanding of what is commonly called “auditory hallucinations”. We’ll begin the training with a filmed lecture about the voice hearing experience by Dr. Pat Deegan, the creator of this training. Following the lecture, you’ll be listening to a CD which simulates the experience of hearing distressing voices. As you listen, you’ll participate in a variety of tasks. After this simulation experience, we’ll get back together for a wrap-up discussion.

Preparing Participants for the Simulation Experience

We are ready now to prepare for the simulation experience. Please insert the CD’s into your players. The CD begins with a three minute introduction by Pat Deegan. While you are listening to this introduction, please adjust the volume to mid-range. You should not adjust the volume again during the simulation. When the introduction has finished, please turn your CD player off.

Instructions for the Activities During the Simulation Experience

When you turn your CD on again, you’ll begin the simulation experience. During the experience you will have to perform several different tasks. If you’ll look around, you’ll see there are signs posted for 4 workstations. You will visit each workstation and complete the tasks assigned to you there.

At workstation #1 you will pick up a card that has instructions on it. Follow the instructions and then return your card to the bottom of the pile.

Workstation #2 is the Cognitive Testing Center. The psychologist who runs this center will instruct you when it’s time for you to be assessed.

Workstation #3 is the Emergency Room waiting area. You will wait in this area until a psychiatrist comes to get you for an evaluation.
Workstation #4 is the Community Day Program. The staff in this program will give you lots of direction for the tasks you’ll be engaged in today.

Now I want you to count off by fours. Remember your number because you will be going to that corresponding workstation to when we start the simulation. Okay, count.

Once you’ve completed the task at your first workstation, you may visit the other workstations in any order you like. Try to get to all four of the workstations. If there are a lot of people waiting at one workstation, choose a less crowded one. Are there any questions?

It’s almost time to begin the simulation, but before we do there are some important rules I want you to follow during the experience:

- The first rule is that you should not talk with each other about the content you are hearing on the CD. Hearing voices is not a shared experience. You can talk with each other about general topics, or the activities at the workstations, but avoid discussing what you are hearing on the CD.
- Secondly, it is important to keep busy during the simulation. Do not just sit back and listen to the CD as you might listen to music.
- You do not have to role play being crazy during the simulation. Just be yourself.
- Do not drive a car or operate machinery during the simulation.
- Do not change the volume on your CD player during the simulation.
Wrap-up Discussion: The purpose of this part of the training is to give participants a chance to talk about and compare their experiences and then reflect on what these experiences have taught them about the phenomenon of hearing distressing voices, about working with people who are hearing distressing voices, and about how they might want to change their own approaches to voice hearers.

- Begin the discussion by inviting participants to share what their experiences were like. How did the voice hearing simulation affect their behavior and their ability to perform tasks at the various workstations? Be sure to ask volunteers to contribute their observations about how participants behaved.

- Ask participants to talk about the different ways in which they each tried coping with the voice hearing experience. Encourage them to recognize the variety of coping strategies.

- Finally, towards the end of the discussion period, invite participants to reflect on how their experience in this training will affect their work – what might they do differently in their work as a result of this experience?

Ending the Training

The training is over at the conclusion of the wrap-up discussion. Before participants leave, make sure you have collected everyone’s CD players and CDs. It is not okay for participants to borrow CDs to share with co-workers or friends. Collect and save any of the workstation forms that can be used again for future trainings.
CONSENT TO PARTICIPATE

I (name) ______________________ understand that the training titled “Developing Empathy for the Lived Experience of Psychiatric Disability: A Simulation of Hearing Distressing Voices” is a voluntary experience that I choose to participate in. I understand that it is recommended that people with a history of hearing voices not participate in the simulation portion of this training. I understand it is my responsibility to turn off my MP3 player if I am feeling distressed or for any other reason I may have. I understand I may continue to participate at the workstations and in the discussion even if I choose to turn the CD off. I understand no questions will be asked regarding my decision to turn off the player. I understand I must not drive a car or operate any machinery during the simulation experience.

(name and date)

CONSENT TO PARTICIPATE

I (name) ______________________ understand that the training titled “Developing Empathy for the Lived Experience of Psychiatric Disability: A Simulation of Hearing Distressing Voices” is a voluntary experience that I choose to participate in. I understand that it is recommended that people with a history of hearing voices not participate in the simulation portion of this training. I understand it is my responsibility to turn off my MP3 player if I am feeling distressed or for any other reason I may have. I understand I may continue to participate at the workstations and in the discussion even if I choose to turn the CD off. I understand no questions will be asked regarding my decision to turn off the player. I understand I must not drive a car or operate any machinery during the simulation experience.

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(name and date)
Workstation Materials
Workstation #1

INSTRUCTIONS

1. Take a card from the pile
2. Follow the directions on the card
3. Once you have finished the task, return the card to the bottom of the pile.
Workstation #1

INSTRUCTIONS

1. Take a card from the pile

2. Follow the directions on the card

3. Once you have finished the task, return the card to the bottom of the pile.
INSTRUCTIONS FOR WORKSTATION #1

The purpose of this workstation is to get training participants out of the space the training is being held in and engaging in some sort of social interaction with people who are not involved with the training. You will need to stock this workstation with cards (slips of paper) detailing a task the participant is to perform. Make sure there are at least 6 – 10 different tasks so that none of them are repeated too many times. The tasks must be local and require no more than ten minutes to complete.

If the workshop is being held in an area with stores nearby, tasks could be:
- go to the bank and ask a teller to give you ten dimes for a dollar
- stop someone on the street and ask for directions to the library
- go to a bus station and get information on the next bus leaving for New York
- go to a convenience store and ask the clerk for a copy of yesterday’s newspaper
- stop someone on the street and ask what time it is

If the workshop is held on a campus, tasks could include:
- go to the student center and ask for the hours of the school gym
- stop someone and ask for directions to the school library
- go to the cafeteria and ask about student meal plans
- ask someone where you could find a map of the campus

If the workshop is being held in a place where it will be difficult for participants to have interactions with other people, you could use some tasks such as:
- find a local phone book, look up pizza restaurants and write down the phone numbers for three of them
- find the nearest pay phone and write down its number
- leave the building and draw a diagram of the street or parking lot just outside the front entrance
- leave the building, stand outside and count the number of windows on the side of the building you are facing
- go to the parking lot and make a list of 6 different makes and models of cars parked there
Workstation #2

COGNITIVE TESTING CENTER
INSTRUCTIONS FOR VOLUNTEERS AT WORKSTATION #2: COGNITIVE TESTING CENTER

Do not test people individually, unless you have to. Recruit groups of participants from other workstations to come to the Cognitive Testing Center. Once you have a group of “clients” seated in your testing center, tell them they have been referred here because their case managers are concerned about their level cognitive functioning. You are going to assess them by administering two tests today. Tell the “clients” they will have 3 minutes to complete as much as they can on each test. Instruct them to do the word search first and use your timer or stop watch to tell them when to begin. When 3 minutes are up, tell everyone to put down their pens/pencils and then go around the table and ask each person to report how many words they were able to find. Next, instruct your “clients” to start the number search test. Time this test for 3 minutes, and when it is done, ask clients to report one at a time how many numbers they were able to find. Once a group of clients has completed both tests, tell them to move on to other workstations (ones they have not visited yet).

When you are ready for another group of clients to test, you may have to recruit them from other workstations. If new clients arrive by themselves at the Cognitive Testing Center, ask them to stand off the side and wait for the next session to begin.

The atmosphere at this workstation should be rigid and disempowering. In your role play, pay more attention to your testing procedures than to the personal needs of your “clients”. Be distant and efficient. Treat the clients as if they are not very intelligent and do not be sympathetic with clients who have a hard time performing the test activities. Do not allow clients to talk with one another and do not tolerate anyone laughing or fooling around. You might say to people who are “misbehaving”, *I know you have schizophrenia but please try to attend to the testing – it’s in your own best interest. I know it may be difficult, but I expect you to behave appropriately.*
Animals

alligator
bat
chinchilla
crocodile
donkey
elephant
gazelle
derbil
giraffe
giraffe
hippopotamus
horse
kangaroo
koala
lion
mongoose
monkey
moose
mouse
platypus
porcupine
rabbit
raccoon
rhinoceros
skunk
squirrel
tapir
tiger
weasel
zebra
7 Digit Numbers

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51295465812475685236
5452854584751687435
15684453156846698545
52166534212523654755
16822496452245798822
34215121217569875456
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4578965    4787896    5241681
5452164    5458966    5523699
5556852    5585654    6581247
6588452    7854622    8459245
8542656    8546321    8621546
8729356    9512845    9843625
```
Boat (traditional)

Diagrammed by: František Grebeníček (1999)
www.origami.cz

(1) Start from a rectangle (e.g. A4). Fold in half.

(2) Fold in half and unfold.

(3) Fold to the center.

(4) Fold the overlapping strip upwards.

(5) Fold corners backwards. Turn over.

(6) Fold strip upwards.

(7) Open.

(8) Opening in progress.

(9) Fold triangle upwards. Repeat behind.

(10) Open (like in the steps 7 and 8).

(11) Take upper corners and stretch out.

(12) Finished boat.
1. Using the coins on the table, count out one dollar in change and include at least 5 pennies.

2. Take away twenty two cents leaving eighty eight cents.
1. Using the coins on the table, count out one dollar in change and include at least 5 pennies.

2. Take away twenty two cents leaving eighty eight cents.
Workstation #3

EMERGENCY ROOM

Please have a seat and wait for a psychiatrist to call for you
INSTRUCTIONS FOR VOLUNTEER PSYCHIATRISTS
AT WORKSTATION #3

You are to role play being a psychiatrist in a hospital emergency room. Your “patients” are waiting for you in the “Emergency Room Waiting Area” at workstation #3. When you are ready to see a patient, go to the waiting area, choose any one of the participants there, and ask them to come to your “office” with you.

You only have about 6 minutes with each “patient”. Once you are both seated in your office:

- ask for the “patient’s” name, address and social security number. Use the paper on your clipboard to pretend (or actually) write down this information.

- ask the participant what is bothering them, why they came to the emergency room

- tell the patient you are going to evaluate their mental status and then begin asking them the questions on the mental status exam. There are ten questions in the exam – get through as many as you can in about six minutes.

- When you’ve finished, instruct the “patient” to move on to another workstation (one they have not visited yet, or the Community Day Program if they’ve finished all the other workstations.

You are role playing a psychiatrist who is too busy to care much about anything other than getting your job done. You are very task-oriented and work quite quickly with people. You do not have time for nice talk and for making patients feel comfortable. Your attitude should be very formal and distant, never concerned and empathic.
Mental Status Exam

1. Can you tell me what day it is? What is the date? The year? The day of the week?

2. I am going to say five numbers and I want you to repeat them back to me when I am done: 5, 23, 67, 2, 76

3. I am going to say four numbers and I want you to repeat them to me backwards. For instance, if I said "5, 22, 45, 6" you would say "6, 45, 22, 5". Do you understand the directions? Okay, here are the numbers: 23, 4, 96, 58

4. Who is the President of the United States? Who is the Vice President?

5. I am going to say five words. You don’t have to repeat them to me now, but try to listen carefully: cat, book, cigar, damage, rain.

6. Name the last four presidents of the United States.

7. Starting with the number 100, I want you to count backwards by seven (100, 93, 86, 79, 72, 65, 58 . . . enough)

8. Can you remember any of those words I said to you a few minutes ago?

9. What does "A rolling stone gathers no moss" mean?

10. What does "People who live in glass houses should not throw stones" mean?

Do not tell patients the answers if they ask and do not tell them whether or not they have answered correctly. You could say, "That’s not important now. I want you just to focus on answering as best you can.” Or, “You don’t really need to have that information now.”
Workstation #4

COMMUNITY DAY
PROGRAM
Read the article How to Start a Community Outreach Food Pantry and answer the review questions.
INSTRUCTIONS FOR VOLUNTEERS AT WORKSTATION #4:
COMMUNITY DAY PROGRAM

There are two activities for participants at this workstation. The first is filling out a sample job application. You should explain to “clients” that knowing how to fill out an application is a very important skill for them to have as they move towards reintegration into the community. Today’s a chance for them to learn or polish this skill. Once a “client” has finished the job application, they can enjoy trying some origami. Give them the origami instructions and some pieces of blank paper for this task.

Participants will be coming to this workstation at different intervals. When they arrive, tell them to take a seat at the table, ask for the group’s attention and have everyone introduce themselves. Then ask for someone who has been at this workstation for a while to explain today’s activity to the newcomer(s). If no one volunteers, you pick a participant to do this. Make sure the new participant(s) have a sample application and a pen or pencil, and then tell them to get to work.

Be somewhat overbearing, controlling, and disempowering with your clients. Speak to them as if they are children who have trouble understanding and following directions. Periodically look over their shoulders to check their work and ask them to improve their handwriting or their posture. If someone is not working, ask them why – do they feel okay? is something bothering them? did they take their medications today? Remind them that they need to learn to fulfill their responsibilities if they hope to achieve independence. If clients are talking to each other, interrupt them and ask them to tell the group what they were talking about and why they weren’t attending to their work.

“Clients” should be told to move on to another workstation after they have been in this Community Program for 10 or 12 minutes. Check with them to make sure they know where to go next (any of the workstations they’ve not been to yet). This Community Program is also the overflow workstation – participants who have been to all of the workstations but have not finished listening to their CDs should return here to do more origami until their CD finishes. Once a person has reached the end of the recording on the CD, you can send them to the area in the room where the wrap-up discussion will be happening.
How to Start a Community Outreach Food Pantry

Review Questions

1. List two possible responsibilities of a community volunteer working with a Food Pantry.

2. What is the temperature that a refrigeration unity must maintain for food safety?

3. List two policies that should be in place when starting a Food Pantry.

4. What is the minimum that should be included in a food package for a family of 4?
APPLICATION FOR EMPLOYMENT

ALL POTENTIAL EMPLOYEES ARE EVALUATED WITHOUT REGARD TO RACE, COLOR, RELIGION, GENDER, NATIONAL ORIGIN, AGE, MARITAL OR VETERAN STATUS, THE PRESENCE OF A NON-JOB RELATED HANDICAP OR ANY OTHER LEGALLY PROTECTED STATUS.

Position Sought: ________________________________________________________
How did you learn about the position? ___________________________________

Name ________________________________________________________________
Address ___________________________ City ___________ State ___________ Zip ___________
Home Phone ___________ Office Phone ___________ Other _______________________
Phone ________________________________________________________________
Email Address: _________________________________________________________
Social Security Number: _________________________________________________

On what date would you be available for work? ___________ Desired Wage/Salary $ ___________
Are you a U.S. citizen, or are you otherwise authorized to work in the U.S. without any restriction? [ ] Yes [ ] No
Have you ever been convicted of a felony? [ ] Yes [ ] No If yes, please describe circumstances:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Have you ever been involuntarily terminated or asked to resign from any position of employment? [ ] Yes [ ] No
If yes, please describe circumstances:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

If selected for employment, are you willing to submit to a pre-employment drug screening test? [ ] Yes [ ] No

EDUCATION

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<th>Years Attended</th>
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Other training, certifications, or licenses held:
________________________________________________________________________
________________________________________________________________________
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List other information pertinent to the employment you are seeking:
________________________________________________________________________
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EMPLOYMENT
(Most Recent First.)
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Duties

Performed

Reason

for

Leaving

ACKNOWLEDGMENT AND AUTHORIZATION

I certify that answers given herein are true and complete to the best of my knowledge.

I authorize investigation of all statements contained in this application for employment as may be necessary in arriving at an employment decision.

This application for employment shall be considered active for a period of time not to exceed 45 days. Any applicant wishing to be considered for employment beyond this time period should inquire as to whether or not applications are being accepted at that time.

I hereby understand and acknowledge that, unless otherwise defined by applicable law, any employment relationship with this organization is of an “at will” nature, which means that the Employee may resign at any time and the Employer may discharge Employee at any time with or without cause. It is further understood that this “at will” employment relationship may not be changed by any written document or by conduct unless such change is specifically acknowledged in writing by an authorized executive of this organization.

In the event of employment, I understand that false or misleading information given in my application or interview(s) may result in discharge. I understand, also, that I am required to abide by all rules and regulations of the employer.

__________________________
Signature of Applicant

__________________________
Date
Developing Empathy for the Lived Experience of Psychiatric Disability: A Simulation of Hearing Distressing Voices

A unique learning opportunity during which participants experience what is commonly referred to as auditory hallucinations.

This 3-hour training includes
- a presentation on the phenomenon of hearing distressing voices,
- the simulation experience,
- and a discussion period.

Training participants will learn about the subjective experience of hearing distressing voices, increase their understanding of the day-to-day challenges facing people with psychiatric disabilities, become more empathic toward voice hearers, and be inspired to consider changes in clinical practice which would better address the needs of people who hear distressing voices.

Date:

Time:

Location:

To register, or for more information, please call:

This training is intended only for non-voice hearers.