

**Experiential Training Activities**

**ETA 10**Health Apps for Mental Health Problems

**Authors**

Laura Llop Medina, Polibienestar Research Institute, UVEG

Alfonso Gallego Valadés, Polibienestar Research Institute, UVEG

Guillem Part Lopez, Polibienestar Research Institute, UVEG



|  |  |
| --- | --- |
|  | Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. |

**Declaration on Copyright:**

****

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. You are free to:

* share — copy and redistribute the material in any medium or format
* adapt — remix, transform, and build upon the material

under the following terms:

* Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
* NonCommercial — You may not use the material for commercial purposes.
* ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

Content

[1 About the Module 1](#_Toc152520672)

[Objectives 1](#_Toc152520673)

[Participants and roles 1](#_Toc152520674)

[Learning outcomes 1](#_Toc152520675)

[Training contents 2](#_Toc152520676)

[Estimated duration 2](#_Toc152520677)

[Resources 2](#_Toc152520678)

[2 Training Content 3](#_Toc152520679)

[2.1 Teaching Session 3](#_Toc152520680)

[2.2 Experiential training session 6](#_Toc152520681)

[2.3 Self-learning supported by online training tools 8](#_Toc152520682)

[2.4 Closure session 8](#_Toc152520683)

[3 Bibliography 9](#_Toc152520684)

[4 Appendix - Mental Health Apps 10](#_Toc152520685)

# About the Module

Objectives

The main objective of this module is to raise awareness of what mental health is and the impact it has on the daily lives of migrants. Mental health is understood as a "state of emotional well-being that enables people to cope with stressful life events, to develop their full capacities, to be able to learn and work well, and to contribute to the betterment of their community" (WHO, 2022). An important aspect of mental health is differentiating between the types of emotions that people face in their daily lives and knowing how to manage them. Emotional intelligence brings together affective and cognitive processes to improve adaptation to different situations and conflict resolution. People who do not have good emotional intelligence have difficulty in managing emotions, causing pathologies and mental health problems, the most common of which are anxiety, depression and stress (Delhom et al., 2023). During this module, a series of applications will be presented that will guide users towards understanding their emotions and the implications for mental health, and participants will also be taught how to use mental health applications through case studies and activities. The aim is to prevent potential mental health problems and, above all, to improve self-management of health.

Participants and roles

* Newcomer migrants; learners. Migrants who want to improve their management of emotions, their emotional intelligence and adaptation to different situations and/or conflicts in everyday life.
* Migrants Peers; learners or trainers after being trained as trainers. When they will attend as trainees, they could play a role of supporting the Newcomer Migrants along the training process, including support in overcoming language barriers.
* Supports: learners or trainers after being trained as trainers. When they will attend as trainees, they could play a role of supporting the Newcomer Migrants along the training process, including support in overcoming language barriers.

Learning outcomes

* Learners will be introduced to basic knowledge of mental health, its importance and the impact it can have on everyday life.
* Learners will be able to differentiate between applications for recording their mental health.
* Learners will learn how to identify their emotions and how this can affect their mental health.
* Learners will know what mental health apps are, will be able to differentiate them from other apps and will learn how to use them appropriately.

Training contents

* Know what mental health is and its importance.
* Knowing how to differentiate emotions.
* How mental health apps can help in self-management of health.
* What are mental health apps, examples.

Estimated duration

* Teaching sessions: 3:30 hours
* Self-study supported by e-learning tools: 2 hours
* Experiential training session: 1 30 hours
* Closure session: 30 min

Resources

* Training materials: ppt. for didactic session.
* Training material: activities.
* E-training platform and App training tool.
* Mental Health Apps: Examples of Mental Health Apps covering different areas and functions (stress, anxiety, PTSD, counselling, motivation, emotional regulation).

# Training Content

## Teaching Session

| Step and duration | Content |
| --- | --- |
| 10.1.1.Introduction to mental health and its importance in everyday life30 minutes | The trainer will shortly introduce the Health Apps project to the learners and then will highlight the importance of mental health. This introduction will highlight the following aspects:* Health Apps project short introduction
* Icebreaker Activity
* What is mental health and its importance
* What are mental health apps? and examples
* Advantages of using mental health apps

Resources: PPT |
| 10.1.2. Importance of emotional management 1 hour | The trainer introduces learners to the importance of emotions and emotional management for mental health. There will also be a brief description of some of the main problems related to mental health detected in the migrant population according to the literature. The session will cover the following topics:* Introduction of what emotions are and their importance (emotion detection activity).
* Introduction of emotional regulation techniques
* Breathing control activities

Resources: PPT |
| 10.1.3. Types and use of mental health applications1 hour | The trainer provides users with information on the different mental health applications. The aspects to be covered in this session are: * Motivating users, recording the user's mood and day-to-day life, tools for the management of Post-Traumatic Stress Disorder, anxiety and stress, seeking psychological help and helping to reduce emotions and feelings.
* Identify and classify mental health apps.
* Compare the features and functionalities of each of the mental health apps.
* To distinguish the objectives that can be achieved with each of the mental health apps.
* Activity: several objectives will be presented, and different apps related to mental health. Users will have to relate to which objective each application is related to.

Resource: PPT |
| 10.1.5. Assessment 30 minutes | Learners will sit in a circle and discuss what they thought of the mental health apps. Each of the learners will evaluate the mental health apps and what they think are their greatest benefits. A satisfaction questionnaire will then be handed out, and the trainer will thank everyone for attending the sessions. |

## Experiential training session

| Step and duration | Content |
| --- | --- |
| 10.2. Interactive challenge to take care of mental health2 hours | The trainer will ask learners to participate in a challenge in which they will have to use a mental health application. The trainer will explain how to do it and what the parts are. The activity will be carried out as follows:The trainer will upload to the online platform step by step how they have to perform the activity so that learners can do this activity asynchronous* The first step is to think of a situation in which they felt discomfort, and then identify what emotions they felt at that moment.
* Afterwards, they have to establish the objectives they want to achieve in order to know how to deal with the situation in an appropriate way.
* Once the objectives have been established, each of the users has to select the mental health application that they believe will help them the most to achieve their previously set objective.
* Once the app is selected, users have to download it to their mobile phone.
* Their mission is to search the app and see all the functions it has. Use it for approximately 15 minutes every day for a week.
* After using the app for one week, each learner will comment on the online platform on how they found the application they selected, and if its functions really help and correspond to the objectives they had set for themselves.

With this activity, the trainer will assess that learners know how to detect emotions, set goals to manage them, and if they are able to select the mental health app that best corresponds to the proposed objectives, as well as knowing how to use it correctly.Resources: * Online Platform,
* PPT and Mobile Αpps
 |

## Self-learning supported by online training tools

|  |  |
| --- | --- |
| Step and duration | Content |
| 10.3.Self-Assessment1:30 hours | The trainer will ask for a questionnaire to be completed on the e-learning platform. This questionnaire will assess:* Importance of mental health and the impact it presents in a person's life.
* Differentiate emotions
* Knowledge of emotional regulation techniques and their characteristics.

Based on the results, the trainer will help each of the users in the aspects that they have more difficulties with. Resources: * Questionnaire (PPT)
* Online training platform.
 |

## Closure session

|  |  |
| --- | --- |
| Step and duration | Content |
| 10.4.Closing30 minutes | This part includes a summary of main lessons learned from the training. Trainers facilitate a discussion based on individual experiences during self-learning and experiential training sessions to draw conclusions on perceived benefits of health apps for mental health.Resources:* PPT
* Communication tools available in the e-Training Platform
 |

# Bibliography

* Aldao, A., Nolen, S., & Schweizer, S. (2010). Emotion-regulation strategies across psychopathology: a meta-analytic review. *Clinical Psychology Review, 30*, 217-237.
* Consolo, K., Fusner, S., & Staib, S. (2008). Effects of diaphragmatic breathing on stress levels in nursing students. *Teaching and Learning in Nursing, 3*, 67-71.
* Delhom, I., Donio, M., Mateu, J., y Lacomba, L. (2023). Análisis de predictores de síntomas ansiosos, depresivos y del estrés: inteligencia emocional y afrontamiento. *Revista psicología de la Salud, 11*(1), 49-60. DOI: 10.21134/pssa.v11i1.302
* Keltner, D., Sauter, D., Tracy, J., & Cowen, A. (2019). Emotional expression: Advances in the basic theory of emotion. *Journal of Nonverbal Behavior, 43*, 133-160. [https://doi.org/10.1007/s10919-019-00293-3](https://urldefense.com/v3/__https%3A/doi.org/10.1007/s10919-019-00293-3__;!!D9dNQwwGXtA!Rw8wjq4zRsGSrySzUZKqCpV9dyM7xMum-fAO1hA89z_0rhWw74xGQtcCHJZnzCzgGTRCaouNIJThl9aF0zzPEH4$).
* Schutte,N., Malouff, J., Simunek, M., McKenley, J., & Hollander, S.(2002). Characteristic emotional intelligence and emotional well-being. *Cognitions and Emotion, 16*(6), 769-785. DOI:10.1080/02699930143000482
* World Health Organization (17 June 2022). Mental health: strengthening our response.[https://www.who.int/es/news-room/fact-sheets/detail/mental-health-strengthening-our-response](https://urldefense.com/v3/__https%3A/www.who.int/es/news-room/fact-sheets/detail/mental-health-strengthening-our-response__;!!D9dNQwwGXtA!Rw8wjq4zRsGSrySzUZKqCpV9dyM7xMum-fAO1hA89z_0rhWw74xGQtcCHJZnzCzgGTRCaouNIJThl9aFPPvDFek$)
* World Health Organization. Anxiety disorders.

<https://www.who.int/news-room/fact-sheets/detail/anxiety-disorders>

* World Health Organization. Stress.

<https://www.who.int/es/news-room/questions-and-answers/item/stress>

* World Health Organization. Depression.

<https://www.who.int/news-room/fact-sheets/detail/depression>

# Appendix - Mental Health Apps

| **Name** | **Owner** | **Country** | **Cost** | **Platform (link)** | **Target Group** | **Description** |
| --- | --- | --- | --- | --- | --- | --- |
| PTSD COACH | VA National Centre for PTSD | United States of America | Free | Android<https://play.google.com/store/apps/details?id=is.vertical.ptsdcoach&hl=en_US>APP Store<https://apps.apple.com/us/app/ptsd-coach/id430646302>  | People with PTSD | Gives information about PTSD, self-assessment, opportunity to find support and tools to help manage day-to-day living with PTSD. |
| Therapyside | Altania del Mar, s.l. | United States of America | Free | Android<https://play.google.com/store/apps/details?id=com.terapiachat.android&hl=es&gl=US>IOS[https://apps.apple.com/es/app/therapyside-psicólogo-online/id1223472664](https://apps.apple.com/es/app/therapyside-psic%C3%B3logo-online/id1223472664)  | People who feel they need psychological help | Help in finding specialised psychologists for video call therapy |
| MoodLog: Daily Insights | Media Studios  |  | Free | Android:[https://play.google.com/store/apps/details?id=com.mediastudios.daytracker](https://urldefense.com/v3/__https%3A/play.google.com/store/apps/details?id=com.mediastudios.daytracker__;!!D9dNQwwGXtA!XvbN80QUbXvzI9UN6ChlIR9ofzVW_K-tY_OhGaS6LzoBqb7LYC_bFLMrx5_zD6mONXEigF8p8-OpoatlMOXqzACTdQM$)  | People interested in knowing how their mood affects their day-to-day life | Mood tracking and recording |
| BREATH2RELAX | National Center for Telehealth and Technology | United States of America | Free | Android<https://play.google.com/store/apps/details?id=mil.dha.breathe2relax&hl=es&gl=US> IOS<https://apps.apple.com/us/app/breathe2relax/id425720246>  | People under stress | Gives information on the effects of stress on the body. It also provides instructions and exercises to help users manage stress. |