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TRAINER'S MANUAL FOR THE STRUCTURED INTEGRAL PSYCHOEDUCATION PROGRAM



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1. INTRODUCTION

This manual has been developed as a support guide for facilitators of the Structured Integral Psychoeducation Program. Its purpose is to provide a clear, practical, and coherent structure that facilitates understanding of the program and its proper implementation in educational, community, or psychoeducational intervention settings.

The model's approach is based on an experiential and participatory methodology, where the trainer's role is not to transmit content in a one-way manner, but to facilitate processes of learning, reflection, and personal development within groups.

Throughout this manual, the different training sessions are presented in a progressive sequence, from the introduction of the program to the final integration stage. Each session is designed so that future trainers understand both the content of the module and the way to structure the session, organize the space, manage the group, and explain the practical dynamics that will later be applied with program participants.

This document is intended not only as a technical guide, but also as a reference tool to support a facilitation practice that is careful, coherent, and aligned with the principles of the Structured Integral Psychoeducation Program.

2. GENERAL OBJECTIVES OF THE PROGRAM

The Structured Integral Psychoeducation Program aims to provide a progressive training process that enables participants to develop a broader and more conscious understanding of their inner world, their relationship with the external environment, and the integration between both.

At a general level, the program seeks to promote a learning process that goes beyond the acquisition of theoretical knowledge, encouraging the practical incorporation of psychoeducational tools applied to everyday life.

Its general objectives include:

- Promoting awareness of the inner world (emotions, thoughts, needs, and personal functioning patterns).
- Developing skills for understanding and managing the external world (relationships, daily situations, and problem-solving).
- Encouraging the ability to integrate both levels of experience, facilitating more conscious, adaptive, and balanced responses.
- Fostering the development of personal resources for self-care, self-regulation, and psychological well-being.
- Strengthening relational skills that contribute to healthier and more functional relationships.
- Encouraging an experiential learning process based on reflection, practice, and the progressive application of the contents.

In terms of transformation, the program promotes change oriented toward greater self-awareness, improved emotional regulation, a more flexible relationship with thoughts, and a greater capacity to adapt to everyday life situations.

The intended learning process is not only conceptual, but also experiential and integrative, so that the contents addressed can gradually be transferred into the real-life experiences of participants, supporting sustainable personal development processes over time.

3. ROLE OF THE TRAINER

The trainer in the Structured Integral Psychoeducation Program plays the role of a facilitator of the learning process, rather than a transmitter of content in the traditional sense. Their main function is to accompany the group in the understanding, experience, and integration of the different program contents, fostering a safe, structured, and participatory environment.

From this perspective, the trainer does not occupy a directive position, but rather acts as a guide to the group process. Their role is to create the appropriate conditions for learning, structure the session, propose activities, and maintain the methodological framework, allowing participants to become active protagonists of their own process.

Their main responsibilities include:

- Facilitating understanding of the theoretical contents of each module.
- Explaining and guiding the implementation of practical activities.
- Managing the pace, timing, and structure of each session.
- Encouraging participation, respect, and group cohesion.
- Maintaining a climate of safety, listening, and basic emotional containment.
- Adapting to the needs of the group without losing the structure of the program.

Likewise, the trainer should maintain an attitude of presence, listening, and active neutrality, avoiding excessive interpretations or interventions that divert attention from the psychoeducational process. Their role involves maintaining a balance between the structure of the program and the flexibility needed to respond to the group's dynamics.

At all times, the trainer acts as a methodological reference point, ensuring the coherence of the program and facilitating a progressive, organized, and respectful learning process for participants.

4. MATERIALS

The implementation of the Structured Integral Psychoeducation Program is supported by a set of materials designed to ensure a structured, coherent, and accessible experience for the trainer. Each of these resources fulfills a specific function within the training process, facilitating both understanding of the contents and their practical application.

First, the methodological guide to theoretical content provides trainers with a clear foundation regarding what to present in each module. This document guides the presentation of the contents, helping maintain coherence in the approach and ensuring that all key aspects of the program are adequately addressed.

In addition, the program includes a set of practical activities specifically designed for each module. These activities form the core of the applied learning component and are intended to help participants experience and work through the contents from an experiential perspective. Each activity includes its own instructions and specifies the materials required for implementation, allowing the trainer to prepare them accurately in advance.

Likewise, the personal reflection workbook accompanies participants throughout the entire program. It includes individual exercises associated with each module, aimed at encouraging introspection, integration of the contents, and connection with personal experience. This work is carried out outside the group setting and serves as an essential complement to the training process.

Finally, the trainer's manual outlines the structure of the sessions, methodological guidelines, and the orientations necessary to implement the program. This document functions as a practical facilitation guide, helping trainers organize each session, manage the group, and apply the program consistently with its principles.

Together, these materials provide a solid foundation that allows trainers to implement the program with confidence, clarity, and coherence, maintaining a balance between content, practice, and group process.

5. GENERAL STRUCTURE OF THE COURSE

The training has a total duration of 32 hours, structured into 10 working sessions, with a sequential progression from the introduction of the program to the final closing of the training process.

The content distribution is as follows:

- General introduction to the program: 1 hour.
- Program modules (8 sessions): 3 hours and 45 minutes each.
- Closing session, emotional containment, and final integration: 1 hour.

This structure provides a balance between understanding the general framework of the program, the progressive development of each module, and the final consolidation of trainer-role competencies, including methodological, practical, and group management aspects.

6. GENERAL STRUCTURE OF THE MODULES

Each module of the Structured Integral Psychoeducation Program follows a common educational structure that combines theoretical presentation, group reflection, practical activities, and continuous evaluation. This organization facilitates the progressive integration of the contents and promotes a meaningful learning experience. Each module session is developed through the following stages:

6.1 Opening (10 min)

Each session begins with an opening space aimed at reconnecting with the group process and facilitating continuity in learning. This initial moment lasts approximately 10 minutes and serves a key function in connection, adjustment, and support.

During this phase, the trainer gathers and responds to questions that may have arisen during the previous session, both related to module content and to personal experiences participants may wish to share. In the pilot experience, this space proved especially valuable, as many questions emerged at the end of sessions and naturally found room for reflection at the beginning of the following meeting.

In addition to resolving questions, this moment may also be used to "take the pulse" of the group and encourage brief reconnection before beginning the day's content. For this purpose, the trainer may use simple proposals such as a quick check-in round (for example, "how I arrive today" in one sentence), a brief open question, or a short present-moment awareness exercise to help center the group.

This is intended to be a flexible space that should not extend excessively, but which helps sustain the group process, provide continuity to learning, and create a climate of trust and readiness for the session's work.

6.2 Theoretical Presentation with Visual and Interactive Support (1.5 h)

Classes begin with a presentation of the module's core theoretical content, using a PowerPoint presentation as a visual guide. General slides in editable format will be provided. Trainers may adapt the design or presentation style, provided they respect and maintain the integrity of the established module contents. Emphasis should be placed on making the classes dynamic and participatory, incorporating question rounds and discussions.

6.3 Short Break / Rest (20 min)

A break period is included to allow the group to briefly disconnect, recharge energy, and support a healthy learning environment.

6.4 Practical Activities and Group Dynamics (1.5 h)

During this phase, practical exercises and participatory group activities are proposed to apply theoretical concepts to real or simulated contexts. These activities encourage collaboration, critical thinking, and direct experience of the contents, bringing learning closer to participants' everyday reality.

Before starting the main block of activities, it may be advisable to include a short initial activity of approximately 5–10 minutes to help "activate" the group and create an appropriate working atmosphere. These types of proposals function as a bridge between the more explanatory part of the session and the practical work, facilitating participant engagement.

6.5 Closing and Group Sharing (15 min)

The session concludes with an open dialogue space where impressions, learning experiences, and questions are shared. The teacher or facilitator guides a sharing round or question session and offers a reflective closing that helps integrate what was experienced during the class.

6.6 Personal Reflection Space

As a complement to the work carried out during the session, an individual reflection activity is proposed for participants to complete independently outside the classroom, using the personal reflection workbook corresponding to each module.

The purpose of this space is to encourage integration of the contents from a personal perspective, inviting participants to connect what was worked on during the session with their own life experiences. Through these proposals, awareness, internal processing, and personal development are progressively encouraged.

The trainer should briefly introduce this task at the end of the session, explaining its purpose, providing the necessary instructions, and resolving possible questions, without developing the activity within the classroom itself. It is intended as a continuity tool that extends learning beyond the group setting and reinforces each participant's individual process.

7. SPACE ARRANGEMENT AND GROUP MANAGEMENT

It is recommended to organize the space in a semicircle or circle format, avoiding the traditional classroom arrangement. This configuration promotes horizontality, participation, and visual contact among participants, facilitating a closer and safer atmosphere for group work.

It is important to keep the space as clear as possible, allowing movement whenever activities require it. Whenever feasible, unnecessary physical barriers (large tables, obstacles between participants) should be avoided, as they may hinder interaction and the sense of group cohesion.

The environment should convey comfort and safety: good lighting, adequate ventilation, and a noise level that allows listening and concentration. Small elements such as the distance between chairs or the possibility of adjusting the layout according to the activity contribute to greater methodological flexibility.

Likewise, the trainer should understand the space as an active intervention tool. It is not a neutral element, but one that directly influences participation, emotional openness, and group involvement. Therefore, adapting the layout according to the moment of the session (explanation, pair work, group dynamics) is part of the facilitation process itself.

8. SUPPLEMENTARY MATERIAL AND COMMUNICATION NETWORK

At the end of the program, it is recommended to make available to participants a set of supplementary materials that allow them to expand, deepen, or reinforce the contents covered during the sessions. These materials are not part of the mandatory course content, but rather act as optional support resources for participants who wish to continue exploring the topics addressed.

These supplementary materials may include, among other resources:

- Recommended bibliography related to the different program modules.
- Articles or readings of interest.
- Links to educational or informational videos.
- Podcasts on psychology, well-being, and personal development.
- Educational channels or selected digital resources.
- Other materials that the trainer considers relevant based on the group's development.

It is recommended that the selection of these resources remain consistent with the program's approach and adapted to the needs and interests identified during the training process.

Likewise, it may be useful to provide a communication and continuity space between the trainer and participants, provided there is agreement between the parties. This space may be organized through tools such as messaging groups (for example, WhatsApp) or shared folders on digital platforms (for example, Drive), with the aim of sharing materials, resolving occasional questions, or exchanging useful resources.

It is important that this space remains an optional resource, respecting participants' privacy, boundaries, and availability, avoiding information overload and ensuring a functional and organized use of the space.

The objective of this section is to encourage continuity of learning beyond the classroom, promoting a network of accessible resources that support the training process in a flexible and autonomous manner.

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