

APEC SEN Mental Health Training Curriculum to Empower Well-being of Life Onboard for Seafarers across the APEC Region

APEC Transportation Working Group

July 2024



**Asia-Pacific
Economic Cooperation**



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of Life Onboard for Seafarers
across the APEC Region**

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July 2024

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ON BOARD PARTICIPANT

BREAK THE SILENCE

APEC SEN MENTAL HEALTH TRAINING BOOK 1



Organized by	Asia-Pacific Economic Cooperation (APEC)
Led by	APEC Seafarers Excellence Network (APEC SEN)
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Introduction

Break the Silence

Mental health is increasingly being recognized within the shipping industry as an important issue. There is a growing awareness that our seafarers suffer a higher level of mental ill health and suicide compared to land-based workers. However, we may find mental health issues difficult to talk about.

Why it is hard to talk about mental health?

Why : Are you afraid of talking about mental health?

- ✓ People fear being seen as weak or being judged by others.
- ✓ There is stigma around talking about mental health.
- ✓ This is a male-dominated industry, and men are less likely to open up about their feelings or about medical problems.
- ✓ Mental health is a taboo subject in some cultures and families.
- ✓ We may be scared of what others might think of us.
- ✓ People may worry about keeping their jobs by declaring ill health or medication when joining a vessel.

Why : Do we need to talk about mental health within shipping industry?

- ✓ It is unacceptable that so many seafarers can feel unsafe or miserable at work.
- ✓ The level of suicides within the industry is high and can affect any company at any time. Any suicide is a tragedy.
- ✓ Because it's the right thing to do. Talking about mental health is a way of demonstrating care.
- ✓ Measures to ensure the mental health and wellbeing of our seafarers must meet or exceed the requirements of the Maritime Labour Convention 2006.
- ✓ When our seafarers feel safe and cared for there are fewer accidents, incidents and adverse events.
- ✓ Engaged, mentally well seafarers are more resilient and more productive -especially important as commercial pressures increase.
- ✓ By promoting a caring and safe environment we increase trust and communication, which in turn encourages better conversations and decision making.

Course Overview

This course consists of four modules, which are delivered in a group setting and lead by a facilitator.

This course is aimed at allowing seafarers and companies to start having conversations around mental health and to start building understanding.

Module 1 : We All Have a State of Mental Health

→ **Module 2 : Support Structures**

→ **Module 3 : ALL ACT – Supporting Others**

→ **Module 4 : Promoting Positive Mental Health and Reducing Stigma**

The modules have been designed to build knowledge and understanding about mental health. If they are not undertaken in this order, it will be confusing.

Module 1 *We All Have a State of Mental Health*

- *Goals of Module 1*

- First,** Understand that we all have a state of mental health just as we have a state of physical health and how this can vary.
- Second,** Identify those things that can have positive and negative effects on our state of mental health and understand that they are similar for us all.
- Third,** By talking about our mental health, discover how we can understand ourselves, support each other and reduce stigma.

- *Getting Started*

We all have a state of physical health and a state of mental health.

First, think about your physical health. We all have a state of physical health. Think about your physical health right now and how healthy you feel.

Our physical health changes all the time. Think of a time when your physical health was better or worse.

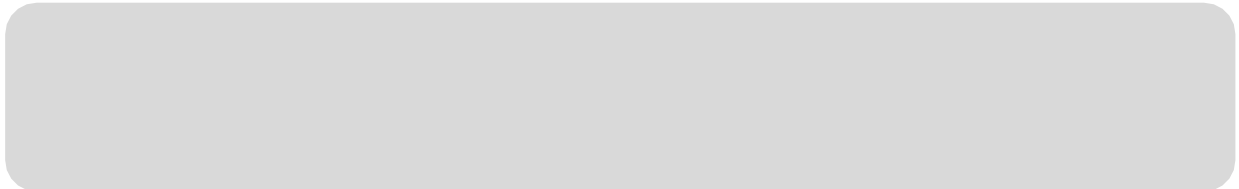
Why? What has changed between then and now?

1. Physical Health

1


First, think about your physical health.

We all have a state of physical health. Do you agree?



2

Think about your physical health right now and how healthy you feel?



3

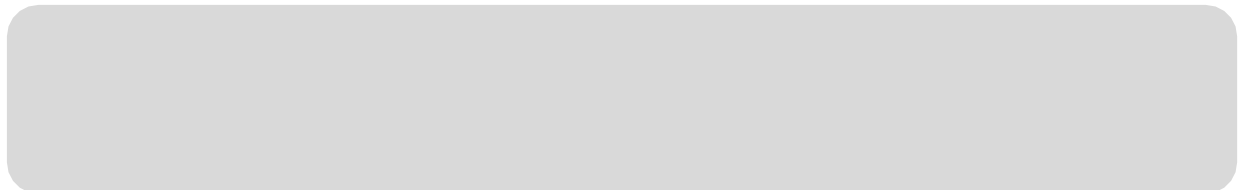
Our physical health changes all the time.

Think of a time when your physical health was better or worse. Why?



4

What has changed between then and now?



2. Mental Health

We can think of our state of mental health in exactly the same way.

We often talk as if other people have mental health – “**them and us**” – and this is where some of the stigma comes from.

The fact is, **we all have a state of mental health** – all of us, everyone!

Just like physical health, mental health changes all the time. Our mental health can be anywhere on this scale at any time.

Mental ill health	This is where we need medical help to recover. Getting the right treatment and support helps most people to recover.
Struggling	We can all struggle at times; for example, after a bad night’s sleep, during exams, or when we have relationship or money problems.
Okay	This is where we are most of the time. We are getting on with life and managing it.
Thriving	You are feeling great, everything is working well and life is good.

Remember

Where are you right now? Put a mark in your own book or on the printed sheet if available. Are you happy to share where you are with the rest of the team right now?



WE ALL HAVE A STATE OF MENTAL HEALTH.

- ✓ You move up and down the scale all the time, we all do.
- ✓ Your state of mental health can change rapidly from day to day, hour to hour, minute to minute; one moment you are struggling and next the problem lifts and you are feeling positive again and vice versa.
- ✓ We all struggle at times – this is a part of life. It’s good to know what help and support is available to help you to resolve the problems.
- ✓ One in four people have a mental illness at some points in their life, such as depression, anxiety etc. These are treatable. With the right support, people can get back to normal mental health again.

『Exercise 1』

Below please list the feelings of what it's like when you feel you are thriving and what it's like when you feel you are struggling.

What does it feel like when I'm *?*

Struggling

Thriving

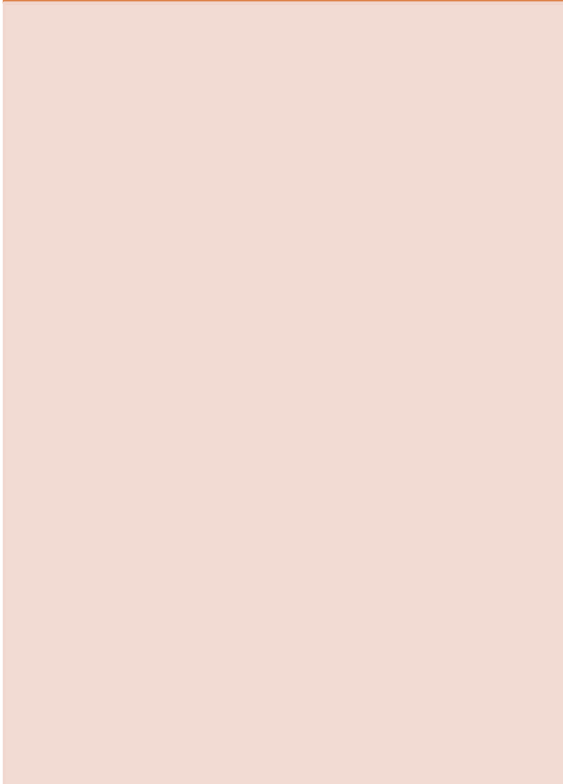
『Exercise 2』

Positive and Negative Influences

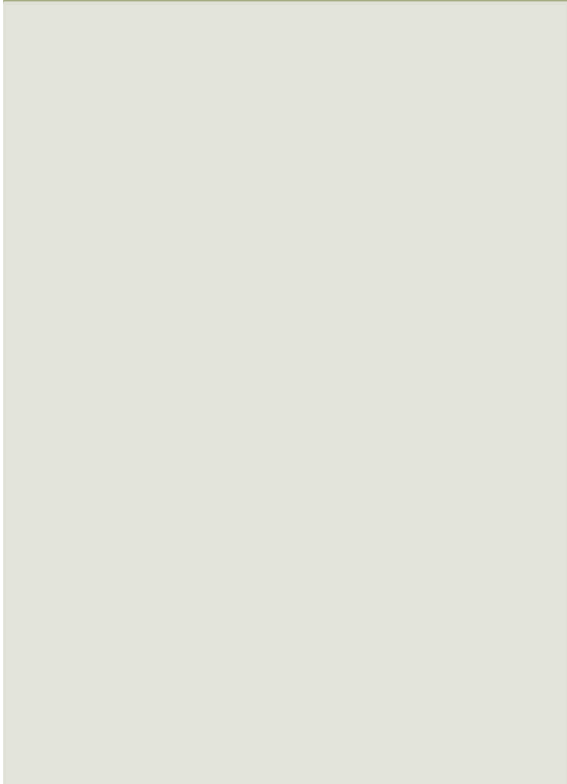
Think now about what factors improve your mental wellbeing and what factors have a negative impact, e.g. home, work, friends and family etc.

Write down your own factors in the boxes below before sharing.

Positive Influencers:
What boosts your positive mental state?



Negative Influencers:
What brings your mental state down?



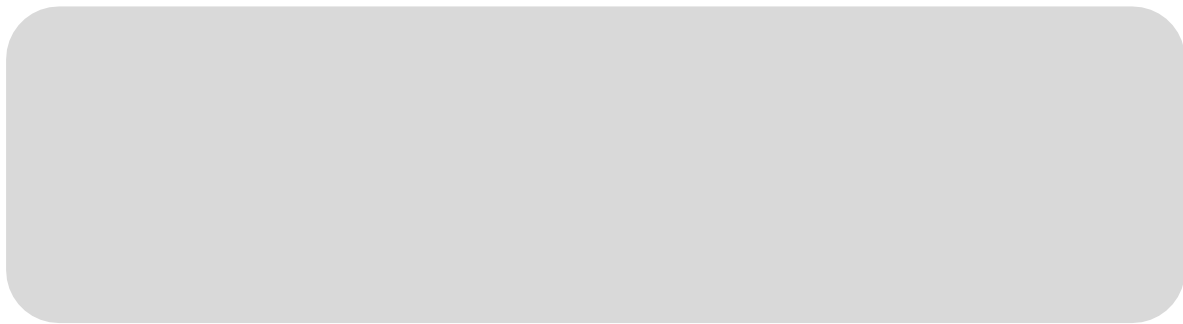
『Exercise 3』

Share Your Ideas

Share with the rest of the team

- In your own lists, which factors are represented in both columns?

Why could this be the case?



- When you compare your influences with those of your colleagues

What are the similarities between your factors and theirs?

Are there any surprise?

- It's important to recognize these factors in order to help you to manage your state of mental health:

Increase the positive influences and reduce the negative influences

You Probably Found that

You have similar factors on both sides, as they can have both a positive and a negative impact on your state of mental health.

And the factors you have are the same or very similar to those of your colleagues.

This goes to show that we are all human and we all have similar factors that impact our state of mental health.

When we recognize this, we can start to break down the barriers about mental health, learn to talk about it and help each other.

Summary

- We all have a state of mental health in the same way we have a state of physical health.
- Your state of mental health can change constantly and it's good to recognize the positive and negative influences on it.
- Understanding that we all have a state of mental health and that at times we can struggle allows us to help ourselves and each other.

Additional Reading and Information

- **ISWAN**
Psychological Wellbeing at Sea
- **Sailors' Society**
Wellness at Sea app

Module 2 *Support Structures*

- *Goals of Module 2*

- First,** We can be proactive in improving our mental health.
- Second,** Using the support systems, we have helps us to find solutions to problems rather than letting them go on.
- Third,** Identifying sources of help before an issue happens helps us to be prepared and gives us confidence to act.

1. Managing Your Mental Health

We would all like to be in the “*thriving*” area all the time but that’s unrealistic.

Most of the time we are in the “*OK*” section and sometimes in the “*struggling*” area.

When we are ill, we need help and support.	This is where we need medical help to recover. Getting the right treatment and support helps most people to recover.
It’s okay to struggle	We can all struggle at times; for example, after a bad night’s sleep, during exams, or when we have relationship or money problems.
Being “OK” is fine.	This is where we are most of the time. We are getting on with life and managing it.

When we are ill

We are all different and when we are struggling or experiencing mental ill health our feelings and behaviors are often different from how we are normally.

For example, we may:

	Think about what is worrying us all the time. The thoughts will not go away.
	Find it hard to go to sleep and/or stay asleep.
	Lose our temper more easily than we normally do.
	Be quiet and withdraw. We may not want to see other people. We may want to be alone and stay in our cabin.
	Find it hard to keep up with personal hygiene – brushing hair and teeth, taking a shower, etc.

If this is what is happening to you, try to talk to another crew member about how you are feeling. Try to have a conversation about why this is happening and ask your crew member to help you find out about the support that is available to you.

The important thing is to recognize where you are and to ask for the help and support you need to move back to where you want to be.

Just like taking exercise to get physically fit, there are many things you can do to improve your mental health.

When we are mentally ill

Symptoms

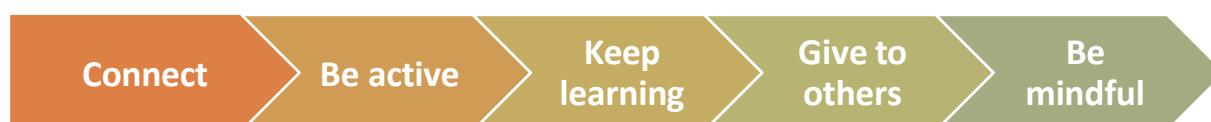
Guilt	Hopelessness	Fatigue	Aches and pains	Isolation
Insomnia	Anger	Weight Changes	Concentration problems	Suicide Thoughts

Symptoms

Just like exercising for enhancing your physical health, there are many things you can do to improve your mental health.

Medication	Psychotherapy	Communication	Exercise	Healthy food
Music	Positive thinking	Enough sleep	Regular Schedule	Relaxation

Besides, there are 5 steps to mental wellbeing:



2. Improving Your Mental Health

These steps help improve your mental health.

Making the commitment to actively do each of these things can make a big difference to your state of mental health.

You don't need to do them alone, it's even more fun if you can do them with others.

5 Steps to Mental Wellbeing

1. Connect

Find ways to connect as a crew. Organize movie nights, horse racing games, informal end of day catch ups in the ship's rec rooms, pizza dinners, karaoke nights, PlayStation FIFA or sporting competitions.

2. Be active

Ship board table tennis tournaments, treadmill/rowing challenges, and weekend basketball games are all great ways to be active.

3. Keep learning

Most ships have a guitar or other musical instruments. Learn from other crew members who play or look up self-study guides. Spend time with another department to learn a new skill.

You could organize community learning sessions once a week for cross discipline technical knowledge, or even a new language, considering the multinational talent on-board.

4. Give to others

Even the smallest act can count, whether it's a smile, a thank you or a kind word. Think about fundraising. On-board raffles or collections for charities are a great idea. You could also collect old books to be discarded due to lack of space on board and donate them to seafarer's welfare centers worldwide.

5. Be mindful

Be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges. Activities like yoga or guided meditation can help us to develop mindfulness, increasing our focus and improving our sense of self-worth and self-esteem.

Improving your Mental Health

Think of the things you could do for each of these goals:



Is there anything you can do together or support each other in achieving this?

3. Identifying Sources of Help and Support.

If you had a problem or were struggling, where would you seek help?

Please share with the rest of the team if you are willing to.

Things to Remember

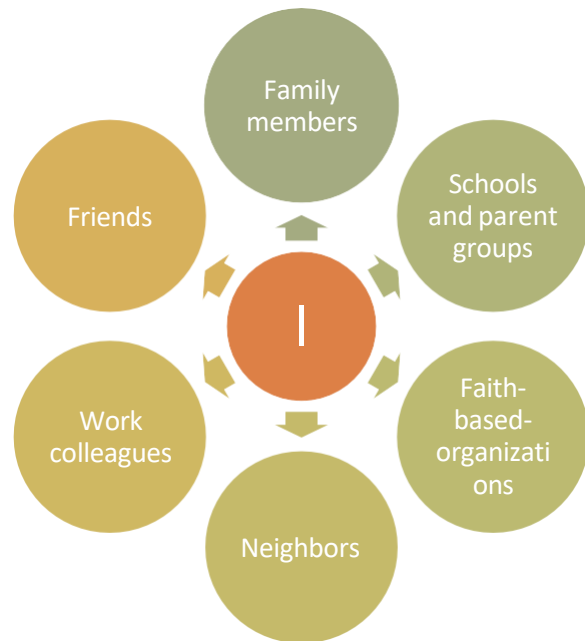
- We can't always solve a problem ourselves (much as we think we can).
- Drawing on the knowledge, skills, experience and understanding of others allows us to solve problems and grow.
- Identifying the types of support available helps us to offer solutions when there is a problem. This gives you the knowledge and the confidence to start dealing with issues rather than letting them linger, which causes more distress.
- Asking for help and support is a strength.
- Asking for help is not a weakness, it's the recognition that maybe you don't have the answer and need the advice or viewpoint of others. It may also be that you just need the reassurance that you are making the right decision.

First, Personal Support System

We have in our work and personal lives who can give practical and emotional support. This might include help with things that need dealing with at home, while we are at sea.

These connections can include:

Having this type of support around you helps you when you are at sea and at home. These people may be able to provide practical support to help with land-based issues when you are away at sea, and be available to call on to support your family and friends.



Remember

- This is not just what they can do for you; also think about how you would want to assist them if they asked for help.

Think

- Think of people in your personal network.
- What types of support could they help you with?
- If they asked you for help, what could you do for them?

Second, Company Support System

1. When we are away from home at sea we are also dependent on our company organization

- On the vessel – Captain, Senior Management Team, Medical Officer
- Onshore – DPA, Manning agency
- Company-specific support systems
- Medical top-cover

2. Examples of help provided

- Sources of help and advice on the ship
- Getting you home in the case of a family emergency
- Medical advice for yourself or other crew members
- Support if you are bullied or harassed

Share your ideas!

1. Many companies have their own support systems in place to help you. Find out what is available?
2. What sorts of support are provided by your company?
3. Who would you approach for support for particular issues?

Third, Seafaring Charities

Seafaring charities have a lot of useful support, advice and practical resources that can help you find the help you need. Here are some examples, but please check their website to see the full range of resources available:

 <p>SeafarerHelp The lifeline for seafarers</p>	<p>SEAFARER HELP 24-hour helpline available worldwide for seafarers Direct Dial: +4420 7323 2737 E-mail: help@seafarerhelp.org</p>
 <p>The Mission to Seafarers Caring for seafarers around the world</p>	<p>THE MISSION TO SEAFARERS Practical courses on managing your finances and responsible communications www.missiontoseafarers.org/Pages/Category/health-and-world</p>
 <p>ISWAN</p>	<p>ISWAN Steps to positive mental health www.seafarerswelfare.org</p>
 <p>Sailors' Society CELEBRATING 200 YEARS</p>	<p>SAILORS' SOCIETY Wellness at sea www.sailors-society.org/about-us/#wherewework</p>
 <p>Apostleship of the Sea Supporting Seafarers Worldwide</p>	<p>APOSTLES OF THE SEA Friends in port www.apostleshipofthesea.org.uk</p>

Fourth, Other Expert Resources

There are many other reputable resources available that provide sensible help and advice. Share with the group any other resource you have found useful in the past.

『Exercise』

Were there suggestions of types of support that you hadn't thought of? Did it make you think of other resources which may be available?

4. Be a Supporter to Others

1	You yourself have many years of experience, knowledge and wisdom. Always be prepared to help others when they ask or you see them struggling. Working together, we can be greater than the sum of our individual parts.
2	We can make take positive steps to improve our own mental health using recognized techniques and the Resilience program.
3	Asking for help and support is a positive –we don't always have the solutions and we learn and grow from talking with others. Seeking help allows us to solve our problems sooner, so they are less likely to deteriorate.
4	Identifying the types of support available allows us to be prepared and gives us confidence to seek support when an issue arises.

Lifetime Partnership

Mentoring	Interdependence	Interrelationship	Thoughtfulness
Solidarity	Emotion	Sympathy	Helping Others

『Activity 1』

As a group, consider the following scenarios and decide who you would approach for help and support.

You have just joined a new ship. You are unfamiliar with the new procedures on the ship around mooring operations.

You want to make a good impression and want to make sure you get it right and are not seen as incompetent.

What are the practical steps
you can take to do this?

What would you ask for help?

『Activity 2』

As a group, consider the following scenarios and decide who you would approach for help and support.

You get an email from your partner at home.

Your water tank is leaking and is damaging the roof.

Your partner is worried and wants you to sort it out.

Who can you ask for help with this within your personal network?

What additional solutions can you think of in this situation?

『Activity 3』

As a group, consider the following scenarios and decide who you would approach for help and support.

You get a phone call from your brother letting you know your father has had a heart problem and has been admitted to hospital. You are naturally very concerned about him.

Who within your company could help?

Who would you feel confident to talk on the ship?

who else may be able to give you support?

『Activity 4』

As a group, consider the following scenarios and decide who you would approach for help and support.

A new member of crew has just joined the ship.

For some reason, they don't seem to like you, even though they hardly know you. It's starting to get you down and you are actively avoiding the mess and other communal areas to avoid them.

Who within your company
could help?

Who would you feel confident
to talk on the ship?

who else may be able to give
you support?

Module 3 *ALL ACT : Supporting Others*

- *Goals of Module 3*

- First,** We can all help each other at the human level, feeling confident to ask our colleagues: “Are you OK?”
- Second,** Using ALL ACT is a structured way to open a conversation and support your colleagues.
- Third,** Be aware of the help available to support your colleagues and make sure you take care of yourself too.

1. Supporting Others

In this module, we will give you a structured way in which to start the conversation with a colleague, friend or family member who may be struggling.

First, let’s watch a video.



Google: *Gary’s Story, Cross*

<https://www.youtube.com/watch?v=MmvZ8I5cfNM>

What did you see? What differences did it make to Gary?

We are all human and we all struggle at times. Despite this, we can find it hard to share our feelings and ask for help.

We do better when we support each other. You don’t need to be a doctor or counselor to reach out and help another person.

You just need to be there, to listen, to support them and to ask, **“Are you OK?”**
If we are struggling, we may act differently from our ‘normal’ behavior.

For example, we may be:

1	be quieter, and bad tempered
2	be withdrawn, staying in our cabin
3	not coming to dinner
4	seem distracted
5	look tired or unshaven

- Can you think of some more things you may notice or have experienced?

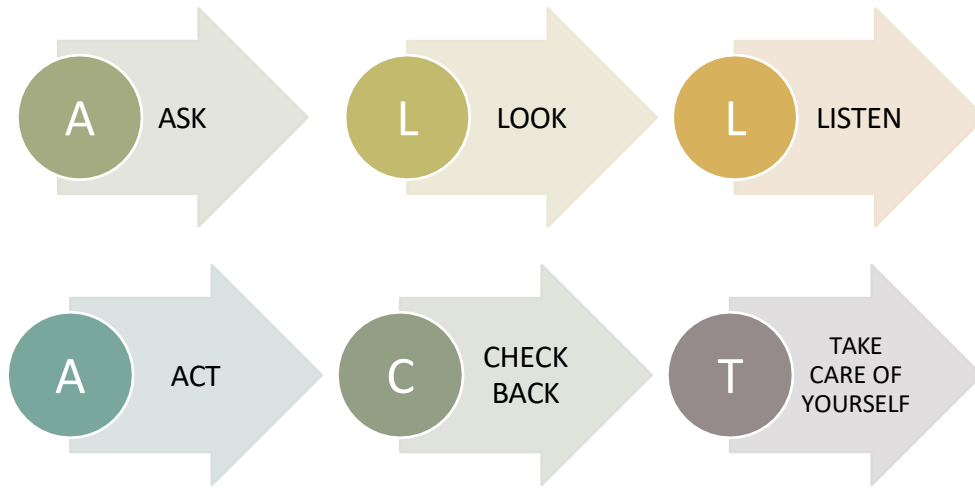
- It is common to recognize the difference in someone's behavior, but we can then struggle to know how to approach them. What do you do when you are aware of a colleague who seems different? What stops you asking the question: "Are you ok?"

There are several reasons why it might be difficult for someone to ask the question "Are you OK?" These include:

1	Not knowing how to phrase the question
2	Not knowing if there's anything you can really do to help
3	Worrying that you might do more harm than good
4	Worrying that you're not really qualified to comment and may say the wrong thing

2. Introducing ALL ACT

This is a simple way of remembering the steps we can take to support our team members.



We can ALL ACT –

You do not need to be a specialist or specially trained. It is about **being human and supporting each other**. It allows you to feel comfortable to ask,

“Are you OK, mate?”

It’s about listening, and supporting without judgement. It supports people by signposting them to the right help.

What you should NOT do

Diagnose mental health issues

- Just listen and suggest support.

Act as a counselor

- this is not your role; you are not trained for it and you should not try to do it. Instead, ask for professional help.

Think you have to do it all yourself.

- There is a lot of help around you.
- If you are worried or feel uncomfortable, ask others to help.

3. Making a Start : ALL ACT

If you recognize that your colleague is not themselves, it's important to prepare in advance. This will give you the confidence to open the conversation and suggest support.

Prior Preparation Prevents Poor Performance.

Read through the following sections before starting.

ASK	
DO	DONTs
<p>Find the right time and place Somewhere private where you will not be disturbed, at a time when you can talk fully about how they feel.</p> <p>Start right Ask some simple, kind and open-ended questions, such as “How are you at the moment?” Or “How are you feeling today?” Give them the space to talk about their feeling and situation, without interruption.</p>	<p>Make assumptions Don't guess how they are feeling or what is happening for them.</p> <p>Diagnose If someone is experiencing mental ill health, they need to talk to a professional.</p>

LOOK	
DO	DONTs
<p>Be aware of differences in what people say and how they appear They may say they are okay but appear visibly distressed, distracted, disinterested, tired, disheveled or messy.</p>	<p>Comment on their appearance. Give up on the conversation if they appear distracted They may be finding it hard to take in what you are saying, or they could be thinking how to respond.</p>

LISTEN	
DO	DONTs
<p>Stay focused: Listen carefully to what is being said. Don't let your attention drift.</p> <p>Respond flexibly and sensitively to what your co-workers say: Everyone's experience is different.</p> <p>Ask for clarification: If you don't understand what they are saying, ask if they can explain in another way.</p>	<p>Leave them if they are distressed: If they cry, sit with them till they stop. You don't need to get water, tissues or try to “cheer them up.” Be with them and start to talk again when they are ready.</p>

<p>Use sensitive language to recap what the person has shared with you: This helps you to check that you have really understood them and let them know that they have been heard.</p>	
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ACT

DO	DONTs
<p>Let them know you care about them: Ask them what you can do to help them today, right now.</p> <p>Remind them about the help available to them: Family, friends, colleagues, officers and your company’s support system – in Module 2, you identified support structures. Help them to access the support if they feel uncertain how to do it.</p> <p>Escalate: If you feel their problem is something that you cannot handle and/or you feel worried.</p>	<p>Make assumptions: About what you can do to help. Ask them.</p> <p>Try to ‘diagnose’: Only a doctor can do this</p>

CHECK BACK

DO	DONTs
<p>Let them know you are open to having another conversation Agree another time for a catch up to find out how they are doing.</p>	<p>Leave it too long to talk again. Ask what works for them. A few days may be good. A few weeks is likely to be too long.</p>

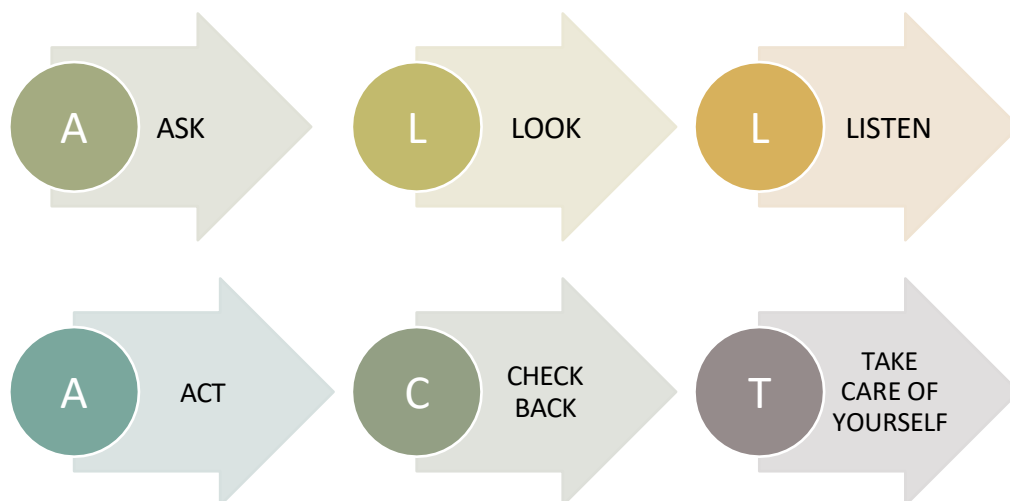
TAKE CARE OF YOURSELF

DO	DONTs
<p>Spend some time taking care of yourself You need to be OK yourself to really help others.</p> <p>Use the support systems yourself Friends, colleagues, family and helplines</p>	<p>Take on responsibility for fixing your colleague’s problems When we struggle we may need the help of a doctor or counselor. Reach out for help if you feel that your colleagues’ problems are something that you cannot handle and/or you feel worried.</p> <p>Keep your concerns or feelings to yourself We are all human, and you need support too.</p>

Exercise

STEP1	Before starting, think about the support systems available you identified in Module 2.
STEP2	Split into pairs. Pick one scenario per pair. -One of you is the crew member and will be given the scenario given at the end of this module. -The other is the person who has noticed there is a problem and is going to ask, "Are you OK?" This person does not read the scenario – they need to find out what the issue is using ALL ACT.
STEP3	Go through the ALL ACT stages. Identify the support systems you may find useful to help this person.
STEP4	Share back with the rest of the team.
STEP5	If you have time, swap over and use a different scenario so you both have the chance to have a go at practicing the ALL ACT technique.

Read the following summary to the group.



- Using ALL gives you a structured way in which to approach a colleague who you may be worried about.
- You don't need specialist training to do this, just to be a concerned colleague.
- It is vital that you know where you can signpost your colleague to appropriate help.

『Exercise 1』

Jamy / 34 years old

You are usually a very capable person but you're trying to do all your exams to progress at the moment and you are finding some of the material very difficult.

You don't really understand some of the technical pieces but feel foolish to ask because you're worried about how your colleagues will perceive you.

At school and in college you were always top of the class and so you are finding this really hard. Your confidence is being affected and you are getting quite anxious at times, which is not like you at all. You're not sleeping well as you are thinking about the exams and are concerned that you're going to fail.

You've talked it through on the phone with your partner but he is not being much help as he says, "You always panic and then do really well." This time it really does feel different because you just don't understand some of the work.

ALL ACT

Ask			Act
Look			Check-back
Listen			Take Care of Yourself

『Exercise 2』

Mick / 38 years old

You're a pleasant young man who is well liked on the ship.
You recently became a new father. You look tired and are not quite yourself.

You are delighted to be a father but this has bought you a feeling of extra responsibility. You're missing your wife and son so much and you spend time on the phone off duty catching up with them. You feel quite helpless being so far away from your wife and you don't know what advice to give her about the new baby. You worry a lot and feel anxious that you are not on hand to help them.

You need help and advice and someone to discuss this with, so you can understand how others managed.

ALL ACT

Ask			Act
Look			Check-back
Listen			Take Care of Yourself

『Exercise 3』

Youngsoo / 44 years old

You enjoy your job but are worried about your 14-year-old son at home. He is not doing well at school and your wife/husband is very concerned. Your son used to be a very good pupil but over the past year he has lost interest in school and is much more interested in playing electronic games with his friends.

Your wife/husband has been trying their best to sort this out, but they have completely lost patience with him. You have two other small children (a five-year-old girl and a seven-year-old boy), so life at home is very stressful. Every phone call home is difficult as your partner is having a hard time coping with the criticism she is getting from the wider family she is also getting.

You don't want to talk to your colleagues as you are worried what they may think of you and you certainly don't want your colleagues to see you as not coping. You love your job and want to continue your career but feel very helpless so far away from home.

ALL ACT

Ask			Act
Look			Check-back
Listen			Take Care of Yourself

『Exercise 4』

Milan / 46 years old

You have just returned from compassionate leave.
Your brother recently died from cancer.

Although you knew it was going to happen, it was still a shock when it did.

You are OK, but sometimes you feel sad, and the grief hits you again out of the blue.

ALL ACT

Ask			Act
Look			Check-back
Listen			Take Care of Yourself

『Exercise 5』

Jamie /27 years old

You were due off the ship this week, but your replacement has fallen ill and the office cannot tell you when you will be replaced.

You had plans arranged and you know this will mean you have to cancel and you're not happy at all about this. It happened before and the office staff never seems to care.

ALL ACT

Ask			Act
Look			Check-back
Listen			Take Care of Yourself

Module 4 *Promoting Positive Mental Health and Reducing Stigma*

- *Goals of Module 4*

- First,** Finding ways to positively improve our working environment, which can make a big difference to everyone's mental health.
- Second,** Understanding what we can control and influence within our environments.
- Third,** Reducing stigma and making mental health a subject that we are happy to talk about.

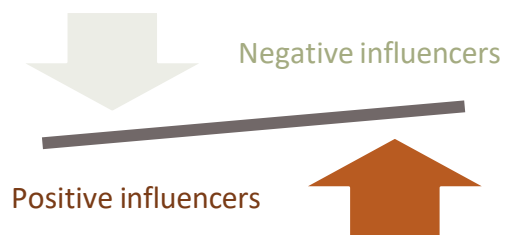
1. Identifying positive and negative influences

We spend a great deal of time living together in this environment and we can all positively influence the mental wellbeing of ourselves and others.

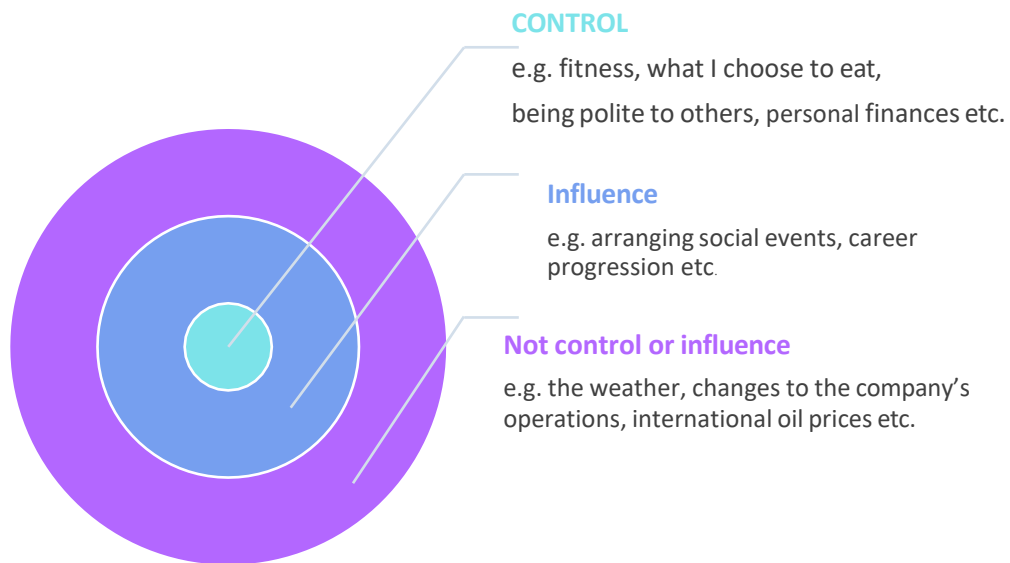
In this module, we will look at how we can do this: how we can help ourselves and each other, and make the environment in which we live and work more positive and supportive.

We already identified in Module 1 the positive and negative influencers on our state of mental health. The aim is to increase the positive influencers and decrease the negative influencers.

Of course, we can't change everything, but it is important to identify.



- First,** those factors we do have the power to control – we can manage and control them directly
- Second,** those factors which we may not have personal control over but which we have the opportunity to influence
- Third,** those factors which are out of our control or influence



In your own time on the sheet on the last page of this workbook, think about the things you can control and influence in your life. Then think about the actions you can take to change these to improve your state of mental health.

Most importantly, identify those factors over which you have no control or influence. These are the things that it is not worth expending your emotional energy on as you can't change them, no matter how worried or concerned you are about them.

However, what you can do is control your reactions towards them.

Exercise

Exercise 1 Reviewing our positive and negative influencers

Step1 What were the things you identified which positively influenced your mental wellbeing

Step2 What were the things you identified which negatively influenced your mental wellbeing?

Step3 How many did you identify which were to do with work?

Exercise 2 *As your group/crew*

Step1 Which of these do you have control on?

Step2 Which do you have influence over?

Step3 Which are outside your control?

Exercise 3 *Commit to sticking to these for the next 4 weeks:*

We commit to increasing the following **three** positive things we can do to improve our state of mental health:

- 1)
- 2)
- 3)

We commit to the reducing the following **three** negative things to improve our state of mental health:

- 1)
- 2)
- 3)

2. Stigma

20% The worldwide prevalence of mental illness is around 20%, which means that if there are five of you in your group, it is statistically likely that someone has had or is still suffering from a mental health issue.

From these modules you have realized that:

1. We all have a state of mental health.
2. It is something that we can manage with tools and resources but also by reaching out to all the help and support available.
3. It is not a weakness to struggle or to become ill, we are all normal human beings and we are all susceptible at times.
4. By reaching out, and learning from others and experiences, we grow as human beings.

One of the major issues that we experience in talking about our mental health is **stigma**.

Stigma is defined as a “**mark of disgrace that sets a person apart from others**”, which is a **wrong thing to do**. It is as if we are **building walls around these people**.

As we have discovered, we all have a state of mental health, all of us, everyone. We are not separate from everyone else, we are part of society, crews, families, and the whole human race.

Stigma – WALL

To break down stigma we need to feel more comfortable talking about issues attached to stigma – the more we talk, the easier it becomes. Here are some very practical techniques that can break down the walls:

01. What can **YOU** do to stop stigma?

02. What can **WE** do to stop stigma?

Watch your language

Make sure you are using language which is sensitive and not hurtful for those who may be struggling.

Speak out

Make talking about mental health part of your everyday conversations. For example, start the morning meeting by asking how everyone is that day and encourage the practice of saying, "It's okay not to be okay." It is better that you know a colleague is not 100% that day so you can give them extra support.

Ask questions

Ask those who know about the subject and those who maybe have a mental health condition.

Learn more

Knowledge banishes ignorance; the more you know about a subject, the more you can understand it.

There are many excellent resources available online which can provide you with very good information.

Listen to others' experiences

When we share our experiences and how we managed situations, we learn and grow from each other. Be prepared to share and listen to those who are willing to do so.

Summary

We can make positive steps to improve our own mental health and our colleagues' mental health in our environment on board.

Concentrate on those things that you can change or influence rather than those things which are out of your control.

Stigma builds walls and isolates individuals. Make a conscious effort to break down stigma and support conversations around mental health.

Remember

- Talking about mental health has a positive effect on our health.
- We may all struggle at some point in our lives.
- We can recognize where our own mental health is and get support and help when required.
- We learn from each other and get other people's views.
- We focus better. If you are worried or distracted, you may not pay attention at work which can cause accidents.
- We find that it's so much better to live and work in a supportive, understanding environment.



ON BOARD FACILITATOR

BREAK THE SILENCE

APEC SEN MENTAL HEALTH TRAINING BOOK 1



Organized by	Asia-Pacific Economic Cooperation (APEC)
Led by	APEC Seafarers Excellence Network (APEC SEN)
Leading economy	Republic of Korea (Seafarers' Policy Division)
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Introduction of the Course

- 1** Choose the right instructors for the course. Facilitators can be chosen based on their ability to run group sessions. They will need to be familiar with the support systems you offer, but they do not necessarily require any special training.
Employees who have run sessions on resilience are ideal for this role, since they will be used to delivering courses in the necessary format.
- 2** Give every participant a copy of the “Course Guide”. This booklet includes all the paperwork they need for the various scenarios and exercises and is a good place for participants to make notes. They can use the guide to help them to think about the things they have learnt after the session has ended
- 3** Confidentiality: The sessions will involve participants sharing their experiences and personal stories. This information may be quite private, so it is important to reassure the participants that the conversations will be treated in confidence by everyone involved.
- 4** In a session, a matter may arise that you feel is beyond your skills, or a person may indicate that they need some assistance. Make sure you are familiar with the various support resources that are available and guide the affected person to them.
- 5** Each module will last for at least 30 minutes, so be sure to allow enough time. If a session is going well, it is fine to carry on for longer. When planning the sessions, it’s best to allow a week or two between them to give participants chance to reflect on what they have done so far and to talk to their colleagues about what they have learnt.
- 6** This activity involves group learning, so you will need a minimum of two participants. Groups of more than 12 people can make participants uncomfortable, particularly if they have to speak, so it’s best to divide larger groups into smaller ones.
- 7** Since every company’s employees will have their own unique requirements, it is essential for companies to determine what support systems are needed in their organization. Make sure you are aware of your requirements before you implement programs for your staff. Check that the systems are available to you, and make sure you have all the relevant contact information.

Facilitator Note

This course consists of four modules, which are delivered in a group setting and lead by a facilitator.

The Meaning of Marks in the Facilitation Notes



Sections marked with should be read out loud.

Notes for the facilitator are indicated by a



Facilitator

Many thanks for joining our team of facilitators. We hope you enjoy supporting and improving the mental wellbeing of your colleagues.

The structure of the course is similar to the Resilience modules. The learning process is collaborative, with participants working together and sharing their knowledge.

► **It is important to deliver the modules in the right order.**

1 **Make sure you read the module description thoroughly** before attempting to run the session. Familiarize yourself with the structure, themes and requirements, and allow for at least 30 minutes of group work.

2 **Ensure that everyone has received a copy of the Course Pack.** Hold the sessions in a room that is big enough to accommodate your group comfortably. The sessions require a minimum of 2 participants, and you should aim for a maximum group size of 12. If you have more than this, divide them into smaller groups.

3 **All participants will need chairs, and you will also need to provide some tables.** There needs to be enough room for people to work in pairs and small groups. It is best to use one room for the whole session, as moving between rooms can reduce the amount of time you have available for the activities.

4 **Find out whether the participants have met before,** If they haven't, spend some time letting them introduce themselves. They should give their name and their role and might also want to provide some interesting information about themselves.

5 **Each module delivers resilience techniques by using exercise, group discussion and role-playing.** A number of training methods, including discussion questions, exercises and group role-playing activities, can be utilized. As much of the training is group-based, it is important to encourage everyone to participate and to respect their contributions. Participants are welcome to communicate with their group in their own language, using terminology that they can understand easily. The example scenarios we provide here can be used, but they are also free to devise scenarios that may be more relevant to their group.

6 **Make sure that the participants understand that they will be sharing personal information during the session.** Explain to them the need for confidentiality, reminding them that they shouldn't discuss any personal information outside of the session.

7 **The course include discussions about team experiences and simple scenarios to practice the techniques. So, all you need to bring is your knowledge and experiences and you all learn from each other.** You are not obliged to share anything that you don't want to. The discussions are confidential, though, so whatever you choose to say will go no further.

8 In a session, a matter may arise that you feel is beyond your skills, or a person may indicate that they need some assistance. Make sure you are familiar with the various support resources that are available and guide the affected person to them.

9 **Explain the safety procedures**
Explain the safety procedures at the beginning, including alarms, escape routes and muster points.

10 **Ensure you have the necessary flip charts, pens, post-it notes and other equipment before starting the session.**

11 **AGREE THE WAY FORWARD**
Getting the group to decide when, where and how to facilitate the sessions helps them to “own” it.

- People can take it in turns to run the sessions. This helps them to develop their communication and presentation skills, and can help people to feel more included.
- Discuss the order you do the modules with the group and come up with some useful examples to use in each session.
- Discussing the sessions afterwards can be helpful for the participants, so you should encourage them to do this.

Practical Points

First, be passionate when giving presentations.

Second, show your enthusiasm and support for the module.

Third, make sure you listen as well as talk. Ask plenty of questions and let the students answer.

Fourth, make sure the questions you ask are open and be receptive to interesting responses.

Fifth, make sure you read this handbook thoroughly and prepare sessions well in advance. Think about ways in which you can talk about your own experiences in the sessions.

Sixth, it can be helpful to draw examples from your own experience when planning the session.

Introduction

Break the Silence

Mental health is increasingly being recognized within the shipping industry as an important issue. There is a growing awareness that our seafarers suffer a higher level of mental ill health and suicide compared to land-based workers. However, we may find mental health issues difficult to talk about.

Why it is hard to talk about mental health?

Why : Are you afraid of talking about mental health?

- ✓ People fear being seen as weak or being judged by others.
- ✓ There is stigma around talking about mental health.
- ✓ This is a male-dominated industry, and men are less likely to open up about their feelings or about medical problems.
- ✓ Mental health is a taboo subject in some cultures and families
- ✓ We may be scared of what others might think of us.
- ✓ People may worry about keeping their jobs by declaring ill health or medication when joining a vessel.

Why : Do we need to talk about mental health within shipping industry?

- ✓ It is unacceptable that so many seafarers can feel unsafe or miserable at work.
- ✓ The level of suicides within the industry is high and can affect any company at any time. Any suicide is a tragedy.
- ✓ Because it's the right thing to do. Talking about mental health is a way of demonstrating care.
- ✓ Measures to ensure the mental health and wellbeing of our seafarers must meet or exceed the requirements of the Maritime Labour Convention 2006.
- ✓ When our seafarers feel safe and cared for there are fewer accidents, incidents and adverse events.
- ✓ Engaged, mentally well seafarers are more resilient and more productive -especially important as commercial pressures increase.
- ✓ By promoting a caring and safe environment we increase trust and communication, which in turn encourages better conversations and decision making.

Course Overview

This course consists of four modules, which are delivered in a group setting and lead by a facilitator.

This course is aimed at allowing seafarers and companies to start having conversations around mental health and to start building understanding.

Module 1 : We All Have a State of Mental Health

→ **Module 2 : Support Structures**

→ **Module 3 : ALL ACT – Supporting Others**

→ **Module 4 : Promoting Positive Mental Health and Reducing Stigma**

The modules have been designed to build knowledge and understanding about mental health. If they are not undertaken in this order, it will be confusing.

Module 1 *We All Have a State of Mental Health*

- *Goals of Module 1*

- First,** Understand that we all have a state of mental health just as we have a state of physical health and how this can vary.
- Second,** Identify those things that can have positive and negative effects on our state of mental health and understand that they are similar for us all.
- Third,** By talking about our mental health, discover how we can understand ourselves, support each other and reduce stigma.

- *Getting Started*

We all have a state of physical health and a state of mental health.

First, think about your physical health. We all have a state of physical health. Think about your physical health right now and how healthy you feel.

Our physical health changes all the time. Think of a time when your physical health was better or worse.

Why? What has changed between then and now?

1. Physical Health


1

First, think about your physical health.

We all have a state of physical health. Do you agree?

2

Think about your physical health right now and how healthy you feel?




Allow the participants a few minutes to think about their physical health and discuss it with others.

3

Our physical health changes all the time.

Think of a time when your physical health was better or worse. Why?



Ask the participants to think of answers to the questions below. These can be written in the boxes provided.

4

What has changed between then and now?

2. Mental Health

We can think of our state of mental health in exactly the same way.

We often talk as if other people have mental health – “**them and us**” – and this is where some of the stigma comes from.

The fact is, **we all have a state of mental health** – all of us, everyone!

Just like physical health, mental health changes all the time. Our mental health can be anywhere on this scale at any time.

Mental ill health	This is where we need medical help to recover. Getting the right treatment and support helps most people to recover.
Struggling	We can all struggle at times; for example, after a bad night’s sleep, during exams, or when we have relationship or money problems.
Okay	This is where we are most of the time. We are getting on with life and managing it.
Thriving	You are feeling great, everything is working well and life is good.

Remember



Participants who are willing to share their thoughts about where they are on the scale should record this on the printed version you have pinned to the wall. Don’t force anyone to do this if they don’t want to, though.

Where are you right now?

Put a mark in your own book or on the printed sheet if available. Are you happy to share where you are with the rest of the team right now?



WE ALL HAVE A STATE OF MENTAL HEALTH.

- ✓ You move up and down the scale all the time, we all do.
- ✓ Your state of mental health can change rapidly from day to day, hour to hour, minute to minute; one moment you are struggling and next the problem lifts and you are feeling positive again and vice versa.
- ✓ We all struggle at times – this is a part of life. It’s good to know what help and support is available to help you to resolve the problems.
- ✓ One in four people have a mental illness at some points in their life, such as depression, anxiety etc. These are treatable. With the right support, people can get back to normal mental health again.

『Exercise 1』



Use a flip chart or paper for this exercise. Allow a few minutes for participants to think about their answers, then get them to share their answers with the group.

Below please list the feelings of what it's like when you feel you are thriving and what it's like when you feel you are struggling.

What does it feel like when I'm *?*

Struggling

Thriving

『Exercise 2』



Use paper or a flip chart for this exercise. Allow a few minutes for the participants to think about their answers before sharing them with the group.

Positive and Negative Influences

Think now about what factors improve your mental wellbeing and what factors have a negative impact, e.g. home, work, friends and family etc.

Write down your own factors in the boxes below before sharing.

Positive Influencers:

What boosts your positive mental state?

Negative Influencers:

What brings your mental state down?

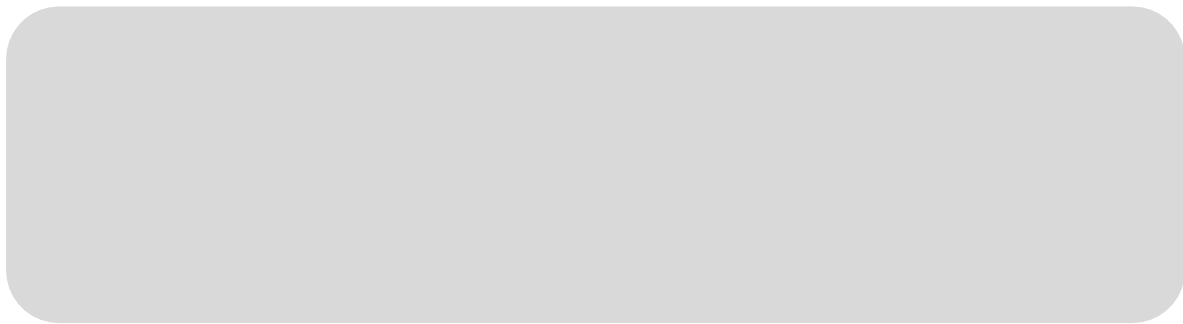
『Exercise 3』

Share Your Ideas

Share with the rest of the team

- In your own lists, which factors are represented in both columns?

Why could this be the case?



- When you compare your influences with those of your colleagues

What are the similarities between your factors and theirs?

Are there any surprise?

- It's important to recognize these factors in order to help you to manage your state of mental health:

Increase the positive influences and reduce the negative influences

You Probably Found that

You have similar factors on both sides, as they can have both a positive and a negative impact on your state of mental health.

And the factors you have are the same or very similar to those of your colleagues.

This goes to show that we are all human and we all have similar factors that impact our state of mental health.

When we recognize this, we can start to break down the barriers about mental health, learn to talk about it and help each other.

Summary

- We all have a state of mental health in the same way we have a state of physical health.
- Your state of mental health can change constantly and it's good to recognize the positive and negative influences on it.
- Understanding that we all have a state of mental health and that at times we can struggle allows us to help ourselves and each other.

Additional Reading and Information

- **ISWAN**
Psychological Wellbeing at Sea
- **Sailors' Society**
Wellness at Sea app

Module 2 *Support Structures*

- *Goals of Module 2*

- First,** We can be proactive in improving our mental health.
- Second,** Using the support systems, we have helps us to find solutions to problems rather than letting them go on.
- Third,** Identifying sources of help before an issue happens helps us to be prepared and gives us confidence to act.

1. Managing Your Mental Health

We would all like to be in the “thriving” area all the time but that’s unrealistic.

Most of the time we are in the “OK” section and sometimes in the “struggling” area.

When we are ill, we need help and support.	This is where we need medical help to recover. Getting the right treatment and support helps most people to recover.
It’s okay to struggle	We can all struggle at times; for example, after a bad night’s sleep, during exams, or when we have relationship or money problems.
Being “OK” is fine.	This is where we are most of the time. We are getting on with life and managing it.

When we are ill

We are all different and when we are struggling or experiencing mental ill health our feelings and behaviors are often different from how we are normally.

For example, we may:

	Think about what is worrying us all the time. The thoughts will not go away.
	Find it hard to go to sleep and/or stay asleep.
	Lose our temper more easily than we normally do.
	Be quiet and withdraw. We may not want to see other people. We may want to be alone and stay in our cabin.
	Find it hard to keep up with personal hygiene – brushing hair and teeth, taking a shower, etc.



If this is what is happening to you, try to talk to another crew member about how you are feeling. Try to have a conversation about why this is happening and ask your crew member to help you find out about the support that is available to you.

The important thing is to recognize where you are and to ask for the help and support you need to move back to where you want to be.

Just like taking exercise to get physically fit, there are many things you can do to improve your mental health.

When we are mentally ill

Symptoms

Guilt	Hopelessness	Fatigue	Aches and pains	Isolation
Insomnia	Anger	Weight Changes	Concentration problems	Suicide Thoughts

Symptoms

Just like exercising for enhancing your physical health, there are many things you can do to improve your mental health.

Medication	Psychotherapy	Communication	Exercise	Healthy food
Music	Positive thinking	Enough sleep	Regular Schedule	Relaxation

Besides, there are 5 steps to mental wellbeing:



2. Improving Your Mental Health

These steps help improve your mental health.

Making the commitment to actively do each of these things can make a big difference to your state of mental health.

You don't need to do them alone, it's even more fun if you can do them with others.

5 Steps to Mental Wellbeing



Ask the group to think about their goals for 5 minutes and then get them to talk about these with the group. They might want to focus on how they can help each other to achieve these goals.

1. Connect

Find ways to connect as a crew. Organize movie nights, horse racing games, informal end of day catch ups in the ship's rec rooms, pizza dinners, karaoke nights, PlayStation FIFA or sporting competitions.

2. Be active

Ship board table tennis tournaments, treadmill/rowing challenges, and weekend basketball games are all great ways to be active.

3. Keep learning

Most ships have a guitar or other musical instruments. Learn from other crew members who play or look up self-study guides. Spend time with another department to learn a new skill.

You could organize community learning sessions once a week for cross discipline technical knowledge, or even a new language, considering the multinational talent on-board.

4. Give to others

Even the smallest act can count, whether it's a smile, a thank you or a kind word. Think about fundraising. On-board raffles or collections for charities are a great idea. You could also collect old books to be discarded due to lack of space on board and donate them to seafarer's welfare centers worldwide.

5. Be mindful

Be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges. Activities like yoga or guided meditation can help us to develop mindfulness, increasing our focus and improving our sense of self-worth and self-esteem.

Improving your Mental Health

Think of the things you could do for each of these goals:



Is there anything you can do together or support each other in achieving this?

3. Identifying Sources of Help and Support.

If you had a problem or were struggling, where would you seek help?

Please share with the rest of the team if you are willing to.

Things to Remember

- We can't always solve a problem ourselves (much as we think we can).
- Drawing on the knowledge, skills, experience and understanding of others allows us to solve problems and grow.
- Identifying the types of support available helps us to offer solutions when there is a problem. This gives you the knowledge and the confidence to start dealing with issues rather than letting them linger, which causes more distress.
- Asking for help and support is a strength.
- Asking for help is not a weakness, it's the recognition that maybe you don't have the answer and need the advice or viewpoint of others. It may also be that you just need the reassurance that you are making the right decision.



Get the participants to look at the question below and allow them a couple of minutes to come up with ideas. Once they've done this, ask them to share their thoughts with the group.

First, Personal Support System

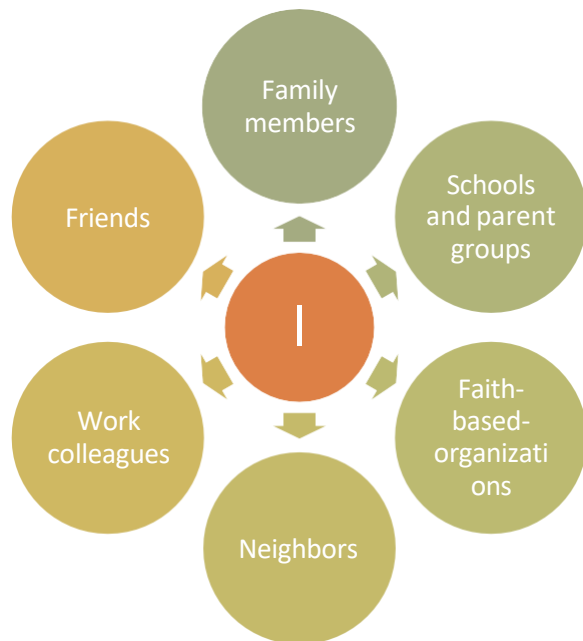


Get the group to think about the questions below and give them time to write some answers down.

We have in our work and personal lives who can give practical and emotional support. This might include help with things that need dealing with at home, while we are at sea.

These connections can include:

Having this type of support around you helps you when you are at sea and at home. These people may be able to provide practical support to help with land-based issues when you are away at sea, and be available to call on to support your family and friends.



Remember

- This is not just what they can do for you; also think about how you would want to assist them if they asked for help.

Think

- Think of people in your personal network.
- What types of support could they help you with?
- If they asked you for help, what could you do for them?

Second, Company Support System



Be ready to share your information on support systems with the group.

1. When we are away from home at sea we are also dependent on our company organization

- On the vessel – Captain, Senior Management Team, Medical Officer
- Onshore – DPA, Manning agency
- Company-specific support systems
- Medical top-cover

2. Examples of help provided

- Sources of help and advice on the ship
- Getting you home in the case of a family emergency
- Medical advice for yourself or other crew members
- Support if you are bullied or harassed

Share your ideas!



Get the group to think about the questions below and give them time to write some answers down.

1. Many companies have their own support systems in place to help you. Find out what is available?
2. What sorts of support are provided by your company?
3. Who would you approach for support for particular issues?

Third, Seafaring Charities

Seafaring charities have a lot of useful support, advice and practical resources that can help you find the help you need. Here are some examples, but please check their website to see the full range of resources available:

 <p>SeafarerHelp The lifeline for seafarers</p>	<p>SEAFARER HELP 24-hour helpline available worldwide for seafarers Direct Dial: +4420 7323 2737 E-mail: help@seafarerhelp.org</p>
 <p>The Mission to Seafarers Caring for seafarers around the world</p>	<p>THE MISSION TO SEAFARERS Practical courses on managing your finances and responsible communications www.missiontoseafarers.org/Pages/Category/health-and-world</p>
 <p>ISWAN</p>	<p>ISWAN Steps to positive mental health www.seafarerswelfare.org</p>
 <p>Sailors' Society CELEBRATING 200 YEARS</p>	<p>SAILORS' SOCIETY Wellness at sea www.sailors-society.org/about-us/#wherewework</p>
 <p>Apostleship of the Sea Supporting Seafarers Worldwide</p>	<p>APOSTLES OF THE SEA Friends in port www.apostleshipofthesea.org.uk</p>

Fourth, Other Expert Resources

There are many other reputable resources available that provide sensible help and advice. Share with the group any other resource you have found useful in the past.



Share resources that you are aware of and encourage the group to talk about any sources of help they have found.

『Exercise』

Were there suggestions of types of support that you hadn't thought of? Did it make you think of other resources which may be available?



- Get the group to read through exercises 1-4, included at the end of the module.
- Go through the scenarios one at a time.
- Give the participants some time to think about them, and then get them to discuss their thoughts with the group.
- Encourage everyone to participate in the exercises and contribute to the group discussion.
- There are no wrong answers, and participants are encouraged to come up with their own ideas about the kinds of support that would be best suited to the scenarios.
- Look at the examples on pages 30 to 32 and think about the kinds of support that might be helpful in these circumstances. Once you've come up with some ideas, discuss these with the group.

4. Be a Supporter to Others

1	You yourself have many years of experience, knowledge and wisdom. Always be prepared to help others when they ask or you see them struggling. Working together, we can be greater than the sum of our individual parts.
2	We can make take positive steps to improve our own mental health using recognized techniques and the Resilience program.
3	Asking for help and support is a positive –we don't always have the solutions and we learn and grow from talking with others. Seeking help allows us to solve our problems sooner, so they are less likely to deteriorate.
4	Identifying the types of support available allows us to be prepared and gives us confidence to seek support when an issue arises.

Lifetime Partnership

Mentoring	Interdependence	Interrelationship	Thoughtfulness
Solidarity	Emotion	Sympathy	Helping Others

『Activity 1』

As a group, consider the following scenarios and decide who you would approach for help and support.

You have just joined a new ship. You are unfamiliar with the new procedures on the ship around mooring operations.

You want to make a good impression and want to make sure you get it right and are not seen as incompetent.

What are the practical steps you can take to do this?

What would you ask for help?

『Activity 2』

As a group, consider the following scenarios and decide who you would approach for help and support.

You get an email from your partner at home.

Your water tank is leaking and is damaging the roof.

Your partner is worried and wants you to sort it out.

Who can you ask for help with this within your personal network?

What additional solutions can you think of in this situation?

『Activity 3』

As a group, consider the following scenarios and decide who you would approach for help and support.

You get a phone call from your brother letting you know your father has had a heart problem and has been admitted to hospital. You are naturally very concerned about him.

Who within your company could help?

Who would you feel confident to talk on the ship?

who else may be able to give you support?

『Activity 4』

As a group, consider the following scenarios and decide who you would approach for help and support.

A new member of crew has just joined the ship.

For some reason, they don't seem to like you, even though they hardly know you. It's starting to get you down and you are actively avoiding the mess and other communal areas to avoid them.

Who within your company
could help?

Who would you feel confident
to talk on the ship?

who else may be able to give
you support?

Module 3 *ALL ACT : Supporting Others*

- *Goals of Module 3*

- First,** We can all help each other at the human level, feeling confident to ask our colleagues: “Are you OK?”
- Second,** Using ALL ACT is a structured way to open a conversation and support your colleagues.
- Third,** Be aware of the help available to support your colleagues and make sure you take care of yourself too.

1. Supporting Others

In this module, we will give you a structured way in which to start the conversation with a colleague, friend or family member who may be struggling.

First, let's watch a video.



Google: *Gary's Story, Cross*

<https://www.youtube.com/watch?v=MmvZ8I5cfNM>

What did you see? What differences did it make to Gary?

We are all human and we all struggle at times. Despite this, we can find it hard to share our feelings and ask for help.

We do better when we support each other. You don't need to be a doctor or counselor to reach out and help another person.

You just need to be there, to listen, to support them and to ask, **“Are you OK?”**

If we are struggling, we may act differently from our ‘normal’ behavior. 

For example, we may be:

1	be quieter, and bad tempered
2	be withdrawn, staying in our cabin
3	not coming to dinner
4	seem distracted
5	look tired or unshaven

- Can you think of some more things you may notice or have experienced?



Get the group to discuss the things that might make asking "Are you OK?" difficult.

- It is common to recognize the difference in someone's behavior, but we can then struggle to know how to approach them. What do you do when you are aware of a colleague who seems different? What stops you asking the question: "Are you ok?"

There are several reasons why it might be difficult for someone to ask the question "Are you OK?" These include:

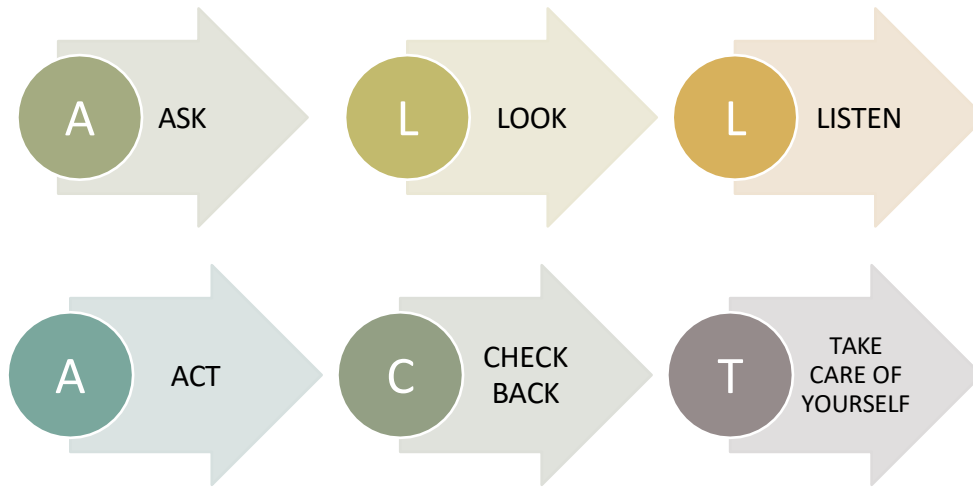
1	Not knowing how to phrase the question
2	Not knowing if there's anything you can really do to help
3	Worrying that you might do more harm than good
4	Worrying that you're not really qualified to comment and may say the wrong thing

2. Introducing ALL ACT



Get everyone to read the do and don't columns for the ALL ACT procedure.

This is a simple way of remembering the steps We can take to support our team members.



We can ALL ACT –

You do not need to be a specialist or specially trained. It is about **being human and supporting each other**. It allows you to feel comfortable to ask,

“Are you OK, mate?”

It’s about listening, and supporting without judgement. It supports people by signposting them to the right help.

What you should NOT do

Diagnose mental health issues

- Just listen and suggest support.

Act as a counselor

- this is not your role; you are not trained for it and you should not try to do it. Instead, ask for professional help.

Think you have to do it all yourself.

- There is a lot of help around you.
- If you are worried or feel uncomfortable, ask others to help.

3. Making a Start : ALL ACT

If you recognize that your colleague is not themselves, it's important to prepare in advance. This will give you the confidence to open the conversation and suggest support.

Prior Preparation Prevents Poor Performance.

Read through the following sections before starting.

ASK 	
DO	DONTs 
<p>Find the right time and place Somewhere private where you will not be disturbed, at a time when you can talk fully about how they feel.</p> <p>Start right Ask some simple, kind and open-ended questions, such as “How are you at the moment?” Or “How are you feeling today?” Give them the space to talk about their feeling and situation, without interruption.</p>	<p>Make assumptions Don't guess how they are feeling or what is happening for them.</p> <p>Diagnose If someone is experiencing mental ill health, they need to talk to a professional.</p>
LOOK	
DO	DONTs
<p>Be aware of differences in what people say and how they appear They may say they are okay but appear visibly distressed, distracted, disinterested, tired, disheveled or messy.</p>	<p>Comment on their appearance. Give up on the conversation if they appear distracted They may be finding it hard to take in what you are saying, or they could be thinking how to respond.</p>
LISTEN	
DO	DONTs
<p>Stay focused: Listen carefully to what is being said. Don't let your attention drift.</p> <p>Respond flexibly and sensitively to what your co-workers say: Everyone's experience is different.</p> <p>Ask for clarification:</p>	<p>Leave them if they are distressed: If they cry, sit with them till they stop. You don't need to get water, tissues or try to “cheer them up.” Be with them and start to talk again when they are ready.</p>

<p>If you don't understand what they are saying, ask if they can explain in another way.</p> <p>Use sensitive language to recap what the person has shared with you: This helps you to check that you have really understood them and let them know that they have been heard.</p>	
---	--

ACT

DO	DONTs
<p>Let them know you care about them: Ask them what you can do to help them today, right now.</p> <p>Remind them about the help available to them: Family, friends, colleagues, officers and your company's support system – in Module 2, you identified support structures. Help them to access the support if they feel uncertain how to do it.</p> <p>Escalate: If you feel their problem is something that you cannot handle and/or you feel worried.</p>	<p>Make assumptions: About what you can do to help. Ask them.</p> <p>Try to 'diagnose': Only a doctor can do this</p>

CHECK BACK

DO	DONTs
<p>Let them know you are open to having another conversation Agree another time for a catch up to find out how they are doing.</p>	<p>Leave it too long to talk again. Ask what works for them. A few days may be good. A few weeks is likely to be too long.</p>

TAKE CARE OF YOURSELF

DO	DONTs
<p>Spend some time taking care of yourself</p> <p>You need to be OK yourself to really help others. Use the support systems yourself Friends, colleagues, family and helplines</p>	<p>Take on responsibility for fixing your colleague's problems When we struggle we may need the help of a doctor or counselor. Reach out for help if you feel that your colleagues' problems are something that you cannot handle and/or you feel worried.</p> <p>Keep your concerns or feelings to yourself We are all human, and you need support too.</p>

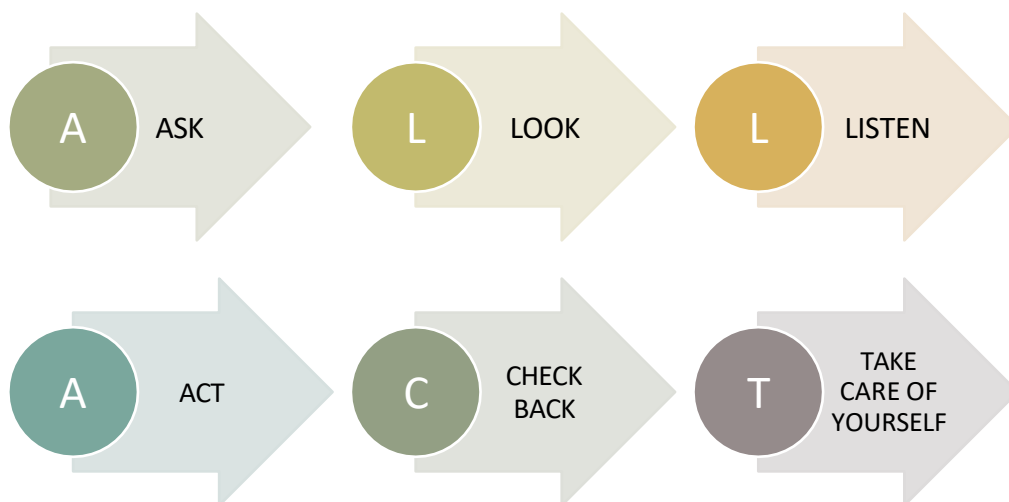
Exercise




Read the following instructions to the group.

STEP1	Before starting, think about the support systems available you identified in Module 2.
STEP2	Split into pairs. Pick one scenario per pair. -One of you is the crew member and will be given the scenario given at the end of this module. -The other is the person who has noticed there is a problem and is going to ask, "Are you OK?" This person does not read the scenario – they need to find out what the issue is using ALL ACT.
STEP3	Go through the ALL ACT stages. Identify the support systems you may find useful to help this person.
STEP4	Share back with the rest of the team.
STEP5	If you have time, swap over and use a different scenario so you both have the chance to have a go at practicing the ALL ACT technique.

Read the following summary to the group.



- Using ALL gives you a structured way in which to approach a colleague who you may be worried about. 
- You don't need specialist training to do this, just to be a concerned colleague.
- It is vital that you know where you can signpost your colleague to appropriate help.

『Exercise 1』

Jamy / 34 years old

You are usually a very capable person but you're trying to do all your exams to progress at the moment and you are finding some of the material very difficult.

You don't really understand some of the technical pieces but feel foolish to ask because you're worried about how your colleagues will perceive you.

At school and in college you were always top of the class and so you are finding this really hard. Your confidence is being affected and you are getting quite anxious at times, which is not like you at all. You're not sleeping well as you are thinking about the exams and are concerned that you're going to fail.

You've talked it through on the phone with your partner but he is not being much help as he says, "You always panic and then do really well." This time it really does feel different because you just don't understand some of the work.

ALL ACT

Ask			Act
Look			Check-back
Listen			Take Care of Yourself

『Exercise 2』

Mick / 38 years old

You're a pleasant young man who is well liked on the ship.
You recently became a new father. You look tired and are not quite yourself.

You are delighted to be a father but this has bought you a feeling of extra responsibility. You're missing your wife and son so much and you spend time on the phone off duty catching up with them. You feel quite helpless being so far away from your wife and you don't know what advice to give her about the new baby. You worry a lot and feel anxious that you are not on hand to help them.

You need help and advice and someone to discuss this with, so you can understand how others managed.

ALL ACT

Ask			Act
Look			Check-back
Listen			Take Care of Yourself

『Exercise 3』

Youngsoo / 44 years old

You enjoy your job but are worried about your 14-year-old son at home. He is not doing well at school and your wife/husband is very concerned. Your son used to be a very good pupil but over the past year he has lost interest in school and is much more interested in playing electronic games with his friends.

Your wife/husband has been trying their best to sort this out, but they have completely lost patience with him. You have two other small children (a five-year-old girl and a seven-year-old boy), so life at home is very stressful. Every phone call home is difficult as your partner is having a hard time coping with the criticism she is getting from the wider family she is also getting.

You don't want to talk to your colleagues as you are worried what they may think of you and you certainly don't want your colleagues to see you as not coping. You love your job and want to continue your career but feel very helpless so far away from home.

ALL ACT

Ask			Act
Look			Check-back
Listen			Take Care of Yourself

『Exercise 4』

Milan / 46 years old

You have just returned from compassionate leave.
Your brother recently died from cancer.

Although you knew it was going to happen, it was still a shock when it did.

You are OK, but sometimes you feel sad, and the grief hits you again out of the blue.

ALL ACT

Ask			Act
Look			Check-back
Listen			Take Care of Yourself

『Exercise 5』

Jamie / 27 years old

You were due off the ship this week, but your replacement has fallen ill and the office cannot tell you when you will be replaced.

You had plans arranged and you know this will mean you have to cancel and you're not happy at all about this. It happened before and the office staff never seems to care.

ALL ACT

Ask			Act
Look			Check-back
Listen			Take Care of Yourself

Module 4 *Promoting Positive Mental Health and Reducing Stigma*

- *Goals of Module 4*

- First,** Finding ways to positively improve our working environment, which can make a big difference to everyone's mental health.
- Second,** Understanding what we can control and influence within our environments.
- Third,** Reducing stigma and making mental health a subject that we are happy to talk about.

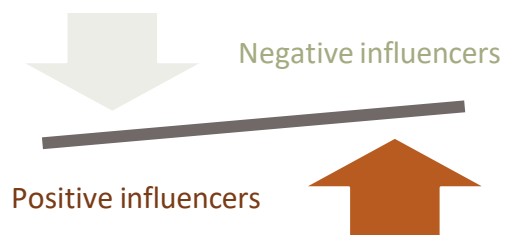
1. Identifying positive and negative influences

We spend a great deal of time living together in this environment and we can all positively influence the mental wellbeing of ourselves and others.

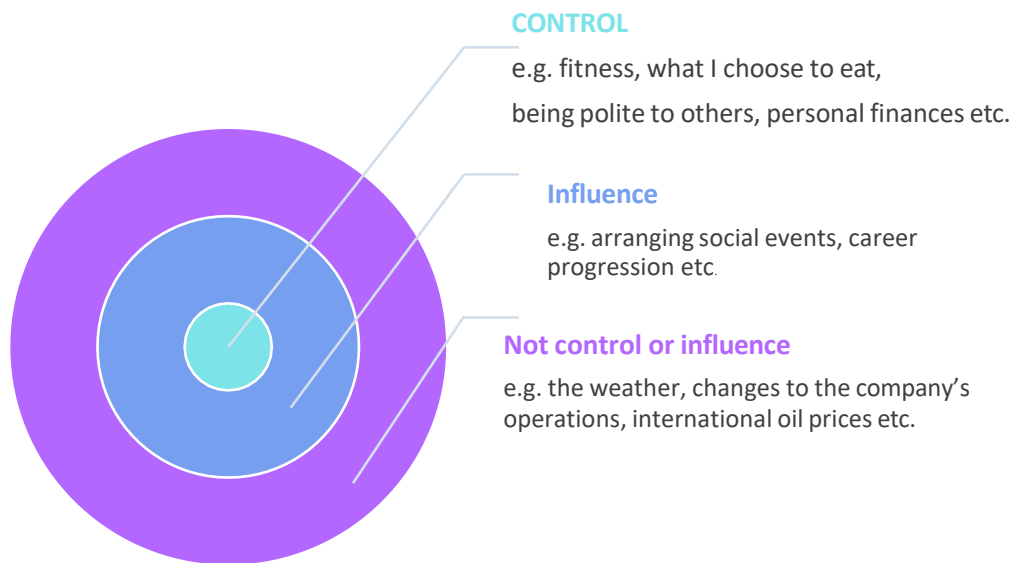
In this module, we will look at how we can do this: how we can help ourselves and each other, and make the environment in which we live and work more positive and supportive.

We already identified in Module 1 the positive and negative influencers on our state of mental health. The aim is to increase the positive influencers and decrease the negative influencers.

Of course, we can't change everything, but it is important to identify.



- First,** those factors we do have the power to control – we can manage and control them directly
- Second,** those factors which we may not have personal control over but which we have the opportunity to influence
- Third,** those factors which are out of our control or influence



In your own time on the sheet on the last page of this workbook, think about the things you can control and influence in your life. Then think about the actions you can take to change these to improve your state of mental health.

Most importantly, identify those factors over which you have no control or influence. These are the things that it is not worth expending your emotional energy on as you can't change them, no matter how worried or concerned you are about them.

However, what you can do is control your reactions towards them.

Exercise



Using paper or flip chart, get the participants to make a list of influencing factors, both positive and negative. Remind them of the lists they made in Module 1, and get them to look at the notes they made for exercises 1 and 2.

Exercise 1 Reviewing our positive and negative influencers

Step 1 What were the things you identified which positively influenced your mental wellbeing

Step 2 What were the things you identified which negatively influenced your mental wellbeing?

Step 3 How many did you identify which were to do with work?

Exercise 2 As your group/crew



Taking stock of the things that have a positive or negative influence.

Step 1 Which of these do you have control on?

Step 2 Which do you have influence over?

Step 3 Which are outside your control?

Exercise 3 Commit to sticking to these for the next 4 weeks:

We commit to increasing the following **three** positive things we can do to improve our state of mental health:

- 1)
- 2)
- 3)

We commit to the reducing the following **three** negative things to improve our state of mental health:

- 1)
- 2)
- 3)

2. Stigma

20%

The worldwide prevalence of mental illness is around 20%, which means that if there are five of you in your group, it is statistically likely that someone has had or is still suffering from a mental health issue.

From these modules you have realized that:

1. We all have a state of mental health.
2. It is something that we can manage with tools and resources but also by reaching out to all the help and support available.
3. It is not a weakness to struggle or to become ill, we are all normal human beings and we are all susceptible at times.
4. By reaching out, and learning from others and experiences, we grow as human beings.

One of the major issues that we experience in talking about our mental health is **stigma**.

Stigma is defined as a **“mark of disgrace that sets a person apart from others”**, which is a **wrong thing to do**. It is as if we are **building walls around these people**.

As we have discovered, we all have a state of mental health, all of us, everyone. We are not separate from everyone else, we are part of society, crews, families, and the whole human race.

Stigma – WALL



Get the group to discuss the following questions.

To break down stigma we need to feel more comfortable talking about issues attached to stigma – the more we talk, the easier it becomes. Here are some very practical techniques that can break down the walls:

01. What can **YOU** do to stop stigma?

02. What can **WE** do to stop stigma?

Watch your language

Make sure you are using

language which is sensitive and not hurtful for those who may be struggling.

Speak out

Make talking about mental health part of your everyday

conversations. For example, start the morning meeting by asking how everyone is that day and encourage the practice of saying, "It's okay not to be okay." It is better that you know a colleague is not 100% that day so you can give them extra support.

Ask questions

Ask those who know about the subject and those who maybe have a mental health condition.

Learn more

Knowledge banishes ignorance; the more you know about a subject, the more you can understand it.

There are many excellent resources available online which can provide you with very good information.

Listen to others' experiences

When we share our experiences and how we managed situations, we learn and grow from each other. Be prepared to share and listen to those who are willing to do so.

Summary 

We can make positive steps to improve our own mental health and our colleagues' mental health in our environment on board.

Concentrate on those things that you can change or influence rather than those things which are out of your control.

Stigma builds walls and isolates individuals. Make a conscious effort to break down stigma and support conversations around mental health.

Summing up 



This is the end of the Mental Health introductory course. You should now discuss with your group.

Step 1	The things you found helpful.
Step 2	Whether you feel more confident now about helping your colleagues when they experience difficulties.
Step 3	Other things you would like to learn about.
Step 4	The things that have the most influence over your mental health and that of your colleagues.

Remember



Thank the group for taking part.

- Talking about mental health has a positive effect on our health.
- We may all struggle at some point in our lives.
- We can recognize where our own mental health is and get support and help when required.
- We learn from each other and get other people's views.
- We focus better. If you are worried or distracted, you may not pay attention at work which can cause accidents.
- We find that it's so much better to live and work in a supportive, understanding environment.



ON BOARD PARTICIPANT

RESILIENCE

APEC SEN MENTAL HEALTH TRAINING BOOK 2

APEC SEN SECRETARIAT

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Module 1

WHAT IS RESILIENCE?

- *Aim of This Module*

We work in a hazardous industry and the way we think is critical to keeping ourselves, teams, assets and environment safe. By learning more about how we think under pressure and increasing our resilience, we learn an important skill that helps us work safely.

Developing resilience gives us the skills to improve our response to difficult or stressful situations. Resilience techniques help us to train our brains to see stress in a different way and allow us to use our brains to the best of our abilities during challenging times and while working in safety critical environments.

- *WHAT IS RESILIENCE?*

- ✓ Resilience is the ability to bounce back and effectively deal with problems and challenges in day-to-day life as well as high stress situations
- ✓ Learning resilience techniques give you a number of ways to cope, so if one doesn't work, you can use another way.
- ✓ Resilience is a skill that can be learned, and like any skill, the more you practice, the better you get.

Activity How do you respond to difficult and stressful situation?

- Have you ever thought about resilience before?
- Can you think of a time when you have had to be resilient or a situation where a high level of resilience would be helpful?



The complex block contains three light blue boxes, each with a title and a bullet point. The boxes are connected by a thin line at the top.

- Natural disasters**
 - Natural disasters can hit communities and cause devastation however it is remarkable how people come together and bounce back even after great tragedy and destruction.
- Paralympians**
 - From genetic and birth deformities to medical conditions and legs lost on the battle field, what amazing resilience do Paralympic Athletes show?
- Nelson Mandela**
 - Nelson Mandela went through many years of harsh imprisonment but came out with incredible positivity to inspire a nation to freedom and the respect of the world.

Module 2

CHANGE IS A PART OF LIVING

- *Aim of This Module*

1. In this module, we are going to look at how you respond to change and how this impacts others.
2. We are going to practice reacting in different ways to change and learning how you can choose to react to change more positively.

- *Changes in Our Lives*

- ✓ Change occurs all the time and it can make us uncomfortable, make things seem more difficult and can be very distracting. Change happens all the time and it is important to prepare ourselves for this.
- ✓ At times of change, we can become distracted, and it's even more important to be aware and remain vigilant of safety.

- *Life Changes and Mental Health*

- ✓ We may not have an influence over the change, but we can influence how we react to it. You are accountable for your choice about how you respond to change, and how it impacts others and the safety of the work.
- ✓ At times of change we can become distracted and it's even more important to be aware and remain vigilant about safety.
- ✓ A negative reaction to change and/or other peoples' suggestions can eventually cause people to become demoralized and safety issues can be missed.

Activity How do you respond to change?

- In this exercise we're going to see how we respond to change and how this can impact or affect us. Choose one of the following scenarios.

Instead of having a cook on-board we will replace them with a microwave oven.

Let's change the PPE policy so that we don't have to wear hard hats.

Think of an example from your workplace in which you have had to deal with change.

Once you have decided which scenario you want to do you will be divided into groups of three. Each person should be assigned as Person 1, 2 or 3. Where there are more than three persons per group, the extra people act as the observers/audience.

Read your roles carefully.

N.1

You will make the case for change.

N.2

You will be supportive and curious without agreeing to the change.

N.3

You will make the case for leaving things as they are.

Briefing Note

Role 1: You will make the case for change

»Scenario 1 : PPE Policy Change

Your goal is to get approval for the following idea.

- You have had an excellent idea for a way to change how you and your colleagues work. The idea has made you feel excited and optimistic.
- If there's no likelihood of anything falling, you think that wearing a hard hat might be unnecessary.
- Your suggestion to the team is that the PPE policy should be changed to allow people not to wear hard hats when there is no danger of anything falling.

Some of your reasons could be:

- PPE is sometimes unnecessary.
 - When you're on deck with only the sky above you, you are not at risk.
 - Hard hats can be uncomfortable and can restrict visibility.
 - Since you don't always need to wear gloves, shouldn't hard hats be the same?
 - It's still possible to be fully committed to safety when you're not wearing a hard hat.
-

»Scenario 2 : Replacing the ship's cook with a microwave

Your goal is to get approval for the following idea.

- The galley is a dangerous place when people are cooking, cutting and deep-frying, which is bad for our safety standards.
- Replacing the cook with microwave ovens that can cook pre-packed meals would help the ship to contribute to the zero incident industry.

Role 2: Having read the notes below, you will reply to Person 1. Your goal is to offering support and interest without directly saying that you agree with the ideal.

Read the following note, and respond to person 1 who wish to make a change.

- Be positive, but do not actually commit yourself to the idea of Person 1.
- Ask open questions. Wherever possible, adopt the same posture as Person 1, such as crossing your legs, leaning back in your chair.
- Pretend you are a mirror reflecting what the other is doing. Make eye contact. Smile

This sounds interesting. Have you already discussed it with the team?

Thank you for suggesting this idea. I very much appreciate your initiative. It is very constructive when people in the team, like you, feel they can and should contribute to all disciplines.

Thank you for thinking outside the box. It is useful to consider all new ideas.

I am very pleased that people in the team come up with ideas. This is exactly the environment of trust we need to truly perform well.

Your proposal is very innovative and gives us the opportunity to discuss a topic that is not directly related to our job. And this gives others the opportunity to express their views and to contribute.

Even if we can't implement this change, I am still motivated to look into alternatives. Thanks!

Role 3: Your role is to resist the change that Person 1 puts forward. Your goal is to have them withdraw their proposal for change.

Please use your own words, the following may help.

- You'll need to be negative about the changes. Don't say anything positive about the proposal if you can help it and try to avoid saying anything about the content of the proposal itself. You should be deliberately opposed to the change.
- Adopt a hostile tone, avoid eye contact, use negative facial expressions, speak in a loud, unfriendly way and lean towards the other person with your shoulder.
- Speak slowly if they are speaking quickly and show your lack of enthusiasm. Though you should use your own words, the ideas below may be helpful.

Some reasons for your rejection could include:

"No wonder you don't do your work very well considering you waste all your time with this sort of thing."

"There are safety concerns with the proposed change."

"You should concentrate on your own work and not this."

"It is not your job to do this."

"You must have too much time on your hands."

Make personal, discouraging remarks:

- What makes you think you are good at this?
- What makes you think you have the right to change policies?
- What about the other crew?
- That's just your opinion. How can you be so sure that this plan will help?

Feedback

Once you have completed the exercise, answer these questions:

A member of crew proposed an idea that created change. How did it look, feel, and sound when it was opposed? Did that have an impact on your state of mind and how you continued the discussion?

Would you be more likely to suggest a change if you thought it would be rejected or if you thought it would receive support?

The person opposing the idea was negative and focused mainly on personal comments, not the idea itself. How did that make you feel? Would you alter the way you interacted with them in the future because of their actions?

If there was a significant safety issue how would you feel about raising it with your supervisor or other team members?

Do you have any other comments or ideas to add?

A negative attitude can adversely affect the team, lower morale and lead to poor decisions.

You can choose your attitude which can have a positive influence on the outcome.

Module 3

LOOKING AT SITUATIONS A DIFFERENT WAY

- *Aim of This Module*

1. It is to recognize that the thoughts and assumptions we come up with to make sense of frustrating situations can have a negative impact on our views, our mood and our reactions.
2. This module uses the, 'Challenge Questions' technique to help us separate assumption from fact for a better reaction.

- *Assumptions vs Facts*

- ✓ Most of us have had a bad reaction to a situation or person at some point in our lives, only to find out later we were wrong.
- ✓ During frustrating situations, being able to identify when we are making assumptions rather than acting on facts is important to help us have the right reaction and the safest reaction. Don't ASSUME as it makes an ASS out of 'U' and ME!

- *Approach to a situation*

- ✓ We base our view of the world on the things people say and what we can see. Our own experience contributes to this view. We try to create a picture of the world around us based on our personality and our expectations.
- ✓ Do we always get it right, though? Do we know all that we need to know, or are we trying to understand without having enough knowledge?
- ✓ It's easy to become more frustrated about a situation the more we think about it. It's as if you are climbing a ladder where each time you think about what happened, you move up a rung and your level of frustration increases. Once at the top of the ladder your reaction may be based on assumptions, incorrect conclusions and frustration rather than fact.

- *Changing View*

Change the way you look at things and the things you look at change.

Can we change the way we see things?

- We certainly can.

- Doing the same things usually gives the same results.
- Listening to the conversations we have with ourselves is important if we want to make changes.
- By changing our view, we can understand problems better, which helps to eliminate feelings of anger, anxiety and frustration.
- Seeing things from a different perspective can give us extra facts and information that can help us to make safer, more informed judgment

Think about the following examples.

Read the statement from N. 1 and to N. 6 as if you were in the situations, climbing up the ladder.

- | | |
|----------|--|
| 6 | Oh, now I remember, I stored them in a different cupboard because of the heavy seas. |
| 5 | I will never be able to replace them – they were a gift from my parents. |
| 4 | They have no respect for my things or me. |
| 3 | They are always losing their stuff and now my stuff too. |
| 2 | I bet one of the watch keepers has moved them. |
| 1 | Where are my binoculars? I always put them in the same place at the end of my watch. |



Challenging Questions

- The following shows how we can tackle the inner conversations we have, allowing us to become better informed and more capable of making good decisions.



Assumption		
I bet one of the watch keepers has moved them.	They have no respect for my things or me.	I will never be able to replace them – they were a gift from my parents.
Challenge		
Is there any other possible explanation?	Am I jumping to conclusions without looking at all the facts?	Is it as bad as I am making out?
Questions		
<p>Look for Evidence</p> <ul style="list-style-type: none"> • Is there evidence in support of my thoughts? Is there evidence against them? • Am I looking too much at the negatives and ignoring important facts? • Have I considered all the relevant information, or have I just jumped to a conclusion? 	<p>Search for Other Explanations</p> <ul style="list-style-type: none"> • What other explanations might there be? • How else can I look at the problem? • How might other people look at the problem? • Could I be more flexible in my approach? 	<p>Put Thoughts into Perspective</p> <ul style="list-style-type: none"> • Are things as bad as I think they are? How bad could they really get? • Is it likely that things will get really bad? • Is the worst-case-scenario really so bad? • How can I deal with the situation?

Exercise **Challenging questions**

Think back to a similar situation you have been in. If you can't think of one, you can use an example below. Keep thinking about climbing the ladder. Try thinking differently about the situation, based on the Challenging Questions.

When you change your perspective, how do your feelings of anger and frustration change?

Handing over the watch in the Engine Room

Present situation

1. You're ready to begin the watch when you arrive.
2. The preparations for leaving port were supposed to have been made by the previous person on watch.
3. These preparations have not been made, however, and this has happened a couple of times before.
4. It's now your responsibility to ensure they are completed so that the ship can depart on schedule.

Inner Conversation

1. The person who was supposed to do this knew that it was their responsibility.
 2. I've had to finish the job for them on more than one occasion.
 3. If we don't leave on schedule because we've missed the tide, I'll be blamed.
 4. The person who should have made the preparations is bad at their job and can't be bothered.
-

There is no coffee in the coffee jar

Present situation

1. I enjoy drinking coffee when I'm on watch, but this evening I found the coffee jar was empty when I started my shift.
2. I won't be able to drink any coffee during my shift now.

Inner Conversation

1. Why did the person who used the last of the coffee not refill the jar?
 2. The new recruit was the last person to be in here.
 3. He's obviously not very considerate.
 4. I'm sure it was him.
-

“The thoughts and assumptions we come up with to make sense of frustrating situations can have a negative impact on our views, our mood and our reactions. Using the, **‘Challenge Question’** technique can help us to look at the situation in a different way and we will be more likely to have the right reaction and the safest reaction.”

Notes

Module 4

TAKING CARE OF YOURSELF

- *Aim of This Module*

1. This module allows you to reflect on how well you are currently looking after yourself and look at the options available to improve your health and wellbeing. We will be using the “Wellbeing Wheel” to achieve this.
2. Taking care of yourself, physically and mentally, is important for your safety and the safety of your team because it impacts your ability to respond quickly and safely when things go wrong. By using “Wellbeing Wheel”, how to take care oneself can be guided.

- *Taking Care of Oneself*

- ✓ You only have one body to live in and so it’s important that you look after your physical, mental and spiritual needs.
- ✓ This is not just vital for you but for your family, friends and colleagues, and the safety of your team. It impacts one’s ability to respond quickly and safely when things go wrong.

- *Taking Care of Yourself*

01. What does taking care of yourself mean to you?

02. Why is taking care of yourself important for your health?

03. What does taking care of yourself mean to your family and work?

04. In what ways does being healthy help to keep you and others safe on-board?

Taking care of yourself puts your mind and body in a better position to cope and deal with things that go wrong on board.

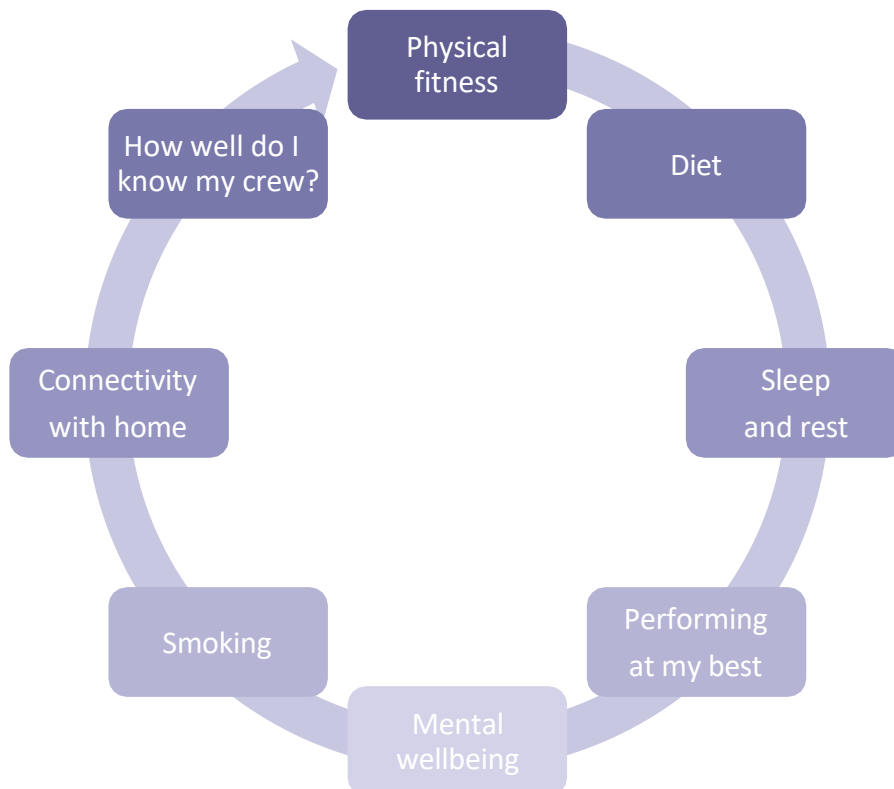
It is about taking care of your body and allowing it to recharge and recover, spending time with loved ones, allowing yourself to engage in pleasurable activities and recognizing and paying heed to your mental, emotional and spiritual needs and feelings.

- *Wellbeing Wheel*

Using the following tool, you'll be able to work out where you're at right now regarding your health and wellbeing and make plans to improve them. There are eight sections to cover, each of which deals with a specific aspect of your health:

- *Scoring*

Take a look at the wheel below and give yourself a score of 1-5 for each category.

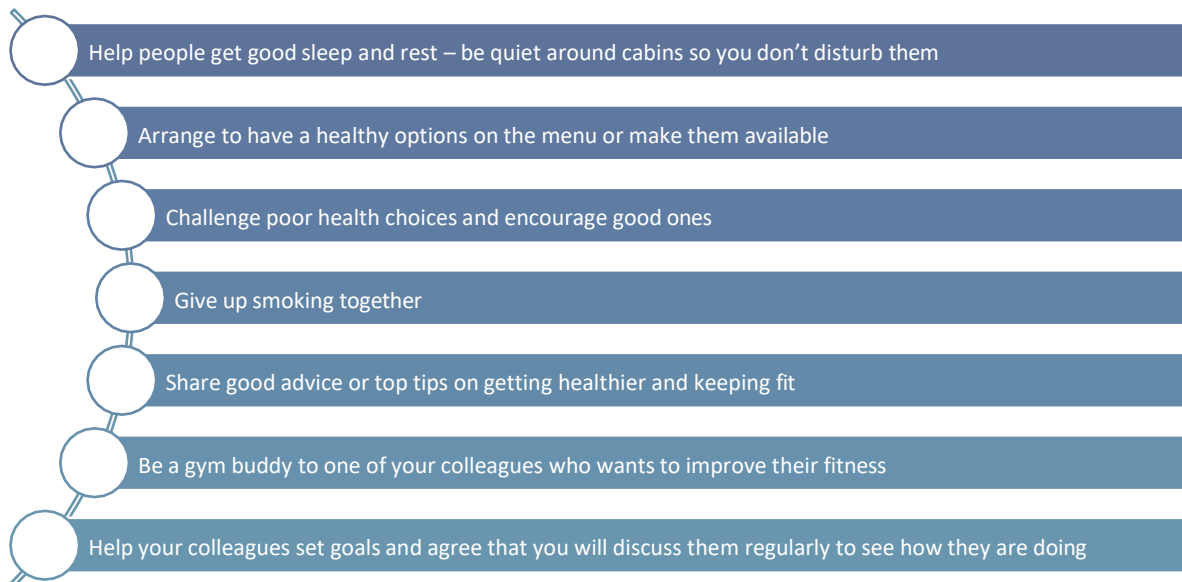


There are 8 sections to cover, each of which deals with a specific aspect of your health.

<p>Physical fitness</p>	<ul style="list-style-type: none"> • Are you particularly fit right now? • Is there more that you could do to improve your fitness?
<p>Diet</p>	<ul style="list-style-type: none"> • Do you eat well? • Is your diet healthy, and is your weight at a good level?
<p>Sleep and rest</p>	<ul style="list-style-type: none"> • Are you sleeping well? • Do you feel refreshed when you wake up? • Do you feel tired when you're working?
<p>Performing at my best</p>	<ul style="list-style-type: none"> • How do you feel on the whole? • Do you have lots of energy or are you feeling exhausted and unenthusiastic? • What might be causing you to feel tired?
<p>How well do I know my crew?</p>	<ul style="list-style-type: none"> • Do you spend much time socializing with the other crew members, or does everyone go to their cabin after work? If we get to know each other well, it can help us to trust each other, which can be very beneficial for our safety.
<p>Connectivity with home</p>	<ul style="list-style-type: none"> • When you are away keeping in touch with loved ones is very important. Keeping relationships positive can be challenging. It's essential that we stay in contact with the people we care about at home. It can be difficult, though, to maintain positive relationships.
<p>Mental wellbeing</p>	<ul style="list-style-type: none"> • Your mental health is extremely important. Are you feeling down or sad or do you feel you are coping well and enjoying life? Good mental wellbeing is essential. If you feel depressed or you don't think you're doing very well, you can stop enjoying life.
<p>Smoking</p>	<ul style="list-style-type: none"> • Smoking is bad for your health, so it may be worth thinking about quitting if you currently smoke.

Activity **Helping each other to achieve our goals**

It's easier for us to achieve our goals when we all support each other.



Activity **Team activities**

When we do things together as a team, it can help us to understand each other better. There are lots of ways we can do things as a team. Some of these are listed below, but you might want to think of others too.

- **Pick a cause or charity that you could raise money for or help in other ways.**
- **Make one or more evening mealtimes a communal session each week. Use this time to get to know each other better.**
- **Set up some competitions and games that involve teamwork:**
 - Table tennis tournaments
 - Wii tennis / boxing / bowling competitions
 - Quiz nights
- **Think of some challenges that people might attempt in teams:**
 - Use the on-board exercise bike, if you have one, to hold a cycling competition. You can set the start and end points at a long distance apart (New York to London, for example) and compete in teams. Fleet vessels might want to compete with each other.
 - Set up a weight loss competition, encouraging people to exercise more and eat better.
 - Climbing stairs is good exercise - you could set up a stair-climbing contest to see who could reach the top of Mount Everest or the Empire State Building first.

Module 5

TAKING DECISIVE ACTION

- *Aim of This Module*

1. Some situations we face are complicated and it can be hard to decide what to do and what action to take. This module provides a technique 'Identifying Blockers' to identify what is stopping you from making the decision so you can plan and take action when situations occur. These techniques enable you to take decisive actions in a prompt and complete manner even in a rather complicated situation.

- *Decisive Action*

- ✓ Being decisive refers to an action done quickly and with confidence. In this sense, taking decisive action means, making a right and rational decision in a timely manner.
- ✓ The human beings of today are the result of millions of years of evolution. We think in many different ways, all of which are important to our decision-making processes.

- *Understanding How we Make Decisions*

Hear/Gut Response

What we refer to when we talk about our heart or gut feelings can be termed the "emotional brain". Our body processes information in different places, which is why we feel sensations in different parts of our body when we are challenged by things. Gut feelings occur very quickly and can tell us a lot about a situation.

Head Logic Response

The thoughts in our head and brain are often more rational and objective. They are influenced by facts, experience and our logical assessment of a situation. This takes longer to process, so we often experience these thoughts after our emotional brain has sent us signals.

Exercise **Decisive Action**

When situations happen, it is important to take decisive action. This can protect yourself, your team and your vessel and prevent or limit damage.

- Should you take action or not?

① One of the pumps that you use regularly has started vibrating more than normal in the past couple of weeks. It's not yet critical, though.

② Fill out the following table, making a note of your gut feelings and your logical assessment of the situation:

01. Heart/Gut Response	02. Heart Logic Response
------------------------	--------------------------

③ When have you used both your head logic and your gut feelings to make a decision?

④ 'Why are we able to make better decisions when we know how the brain functions?

- *Blocker*

Sometimes it's hard to make a decision and we create blockers that stop us from doing so. It's important to identify what blockers are in place and ways to overcome them. We often put off making decisions, but this makes things worse and can leave us feeling stressed. The following section deals with blockers and how we can get around them. The following are examples of blockers and the techniques we can use to get over them:

Worry about what will do happen if the decision is incorrect

- List the things that could go wrong, and what you will have in place if they do
- Monitor for indications it is going off track so you can mitigate early

There's not enough information to make a good decision

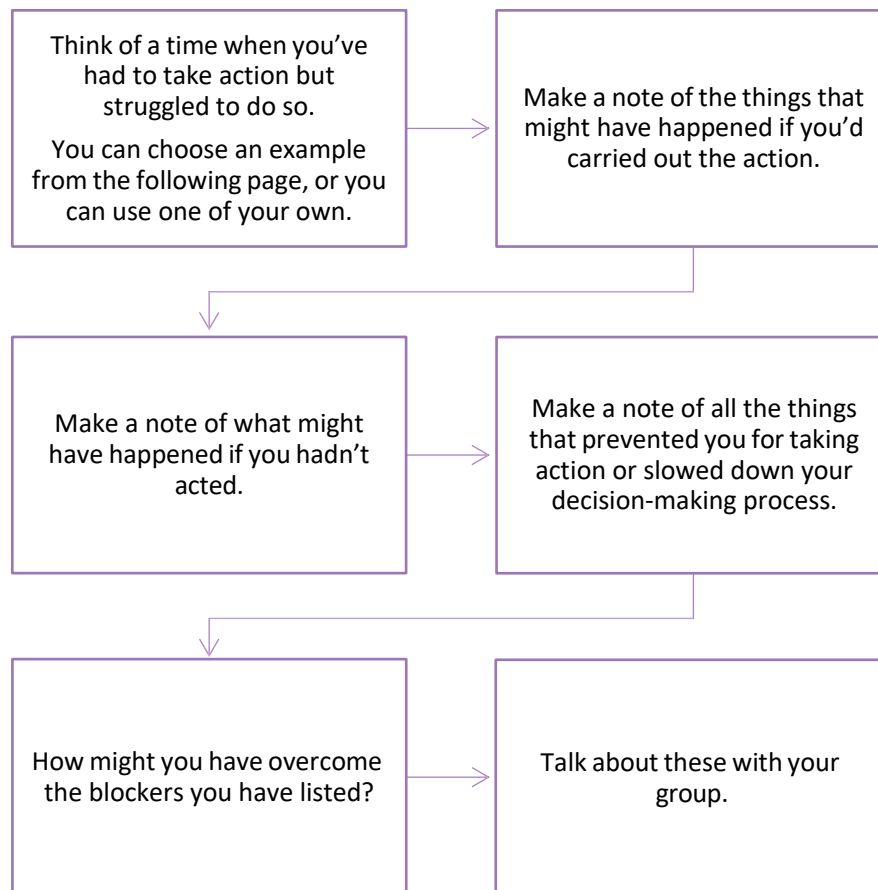
- Determine what information you do need and time frame to get it so you can make the decision
- Determine if you can make the decision despite the uncertainty and what would be the risk of that
- Determine the risk of not making the decision now but waiting for the information

Worried about looking like an idiot if the decision is wrong

- Consider discussing the options with others, especially those who may need to help you implement the results of the decision, as that way you can test your ideas and also get buy in from those who matter
- Should asking others been seen as a sign of strength rather than weakness? Will it actually build respect and trust?

Exercise Practice Decisive Action

Read the following instruction and then discuss with your team.



- Think of a time when you needed to make a difficult decision, and write some notes about it here.
- What might have happened if you'd taken action?
- What might have happened if you hadn't taken action?
- List any blockers you can think of that might have prevented you from taking action.
- How might you have overcome these blockers?

Exercise

You may be able to think of some examples of your own, or else you can use the ones below. Fill out the table with information on what blockers are and how you can get around them.

»A colleague needs help with a task

Situation

At the work plan meeting, the colleague is chosen to disconnect the #2 fuel oil transfer pump and take it to the workshop where it can be overhauled by a machinist. The colleague has already done this successfully with pump #1. He noticed that some aspects of the job were quite dangerous for one person to do, though. A second pair of hands would have made things much safer. Should he mention this?

Blockers

- Everyone has been selected for other jobs now, so there isn't anyone who can help
- The job was given to me by the Chief Engineer. They obviously think I'm capable of doing it, and if I ask for help, they may lose faith in me
- They may say that I should have asked for help last time if I thought the job was unsafe. I may get punished for carrying on when I thought the task was dangerous

Solutions

Abnormal pump vibration

Situation

One of the pumps that you use regularly has started vibrating more than normal in the past couple of weeks. It's not yet critical, though.

Blockers

- Are you sure this is actually a problem?
 - You are reluctant to call attention to it if it's not serious
 - Operations can be affected when a pump is taken offline
 - There will be an increased workload for the crew if the pump is taken offline.
-

Blockers

The table below provides some suggestions for ways to overcome blockers. This isn't a full list, but it does offer some points to consider. You can add to the list as and when you think of other ideas.

[Blocker 1]

You worry about what might happen if you make the wrong decision.

- ✓ Think of anything that might go wrong and write it down.
- ✓ Think about how you could watch out for these problems, and what you might do if you see signs of things going wrong.
- ✓ If you've identified a lot of potentially serious problems, this may suggest that you've made the wrong decision. It might be a good idea to rethink your initial decision.

Making notes can be really helpful when it comes to working out what can be done about potential problems. It can help you work out what to do and can reduce your anxiety.

[Blocker 2]

You are lacking the necessary information for making informed decision.

- ✓ Make a note of the information you need and how soon you need it.
- ✓ If you can't access the information, or it would take too long to get, think about whether the decision can be made without it and what risks this might involve.
- ✓ Are you able to manage those risks? Make a note of them, and think about what you can do.
- ✓ What might happen if you DON'T make the decision quickly? Are the consequences of postponing the decision likely to be more serious than if you go ahead without all of the necessary information?
- ✓ Ask someone else for a second opinion, if possible.

Doing this can help you to decide whether you can go ahead and make the decision or whether you should wait. It also helps you to identify the knowledge you need to be able to proceed.

[Blocker 3]

You are concerned that, if you make the wrong decision, you will lose the respect of your colleagues

- ✓ Talk through the options with someone else. Ideally, this will be someone who is also involved with the

task you are thinking about. Doing this will provide you with valuable feedback from other people who are likely to be affected by your decision.

- ✓ Talk to your mentor, if you have one.

It can be difficult to make decisions when you are unsure, because you are ultimately responsible for the outcome. Always remember that you can ask others for advice, though.

[Blocker 4]

You're unsure whether you need to make a decision.

- ✓ Make a note of things that could happen if you go ahead and make the decision and things that might happen if you don't. Which outcome would be worse?
- ✓ Is the problem that you don't have enough information to make an informed decision? Or are you unclear as to what the decision would involve? Knowing what is holding you back is helpful when you come to do something about it
- ✓ Decide now whether to take action or not. This, in itself, will be a decisive step!

Sometimes not making a decision is the best thing to do. This should be a deliberate course of action, though.

[Blocker 5]

You get the feeling that you are making the wrong decision, but you're not sure why

- ✓ Try to work out what is causing the feeling. Speak to someone else if you are unsure.
- ✓ Make a list of any reasons you can think of as to why the decision might be making you uncomfortable. Lists are a good way of helping us to think clearly.
- ✓ Speak to others who have experience of similar situations. What feelings do they get? Are they also uncomfortable?
- ✓ Think about how you could make yourself feel more confident about your decision.

Listen to this feeling – it may well be right! Your emotional brain often warns you of things that your logical brain fails to spot.

UNIT SUMMARY

In what ways can on-board safety be improved by taking decisive action?

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

<p>» The techniques you've practiced in this module will help you to make decisions and act on them. This will help you to deal with situations quickly and efficiently.</p>	<p>» Remember to listen to both your emotional gut feelings and your rational head feelings, as these are both important.</p>	<p>» Work out what might be preventing you from making a decision and try to find a way to overcome the problem. Positive, well-judged decisions can help to improve safety and efficiency in the workplace.</p>
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Module 6

DEALING WITH A CRISIS

- *Aim of This Module*

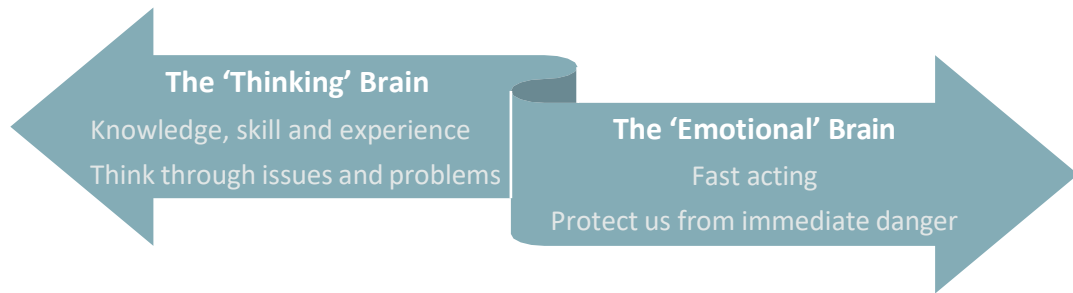
1. At some point, everyone experiences crises and difficult circumstances. When this happens, we can feel overwhelmed and everyone feels this way; it is a normal reaction. We can draw on experience, knowledge and support from others and we can learn and grow through this. We don't have a choice on the crises we experience, but we do have choices on how we react to them and the choices we make. Using each other's knowledge, skills and support will help you to make safe choices and get you through the crisis.

- *Reacting to Crisis* **Dealing with a crisis**

- ✓ Be prepared and accept that all of us will experience crises or difficult circumstances of varying degrees throughout our lives.
- ✓ You can't change the crises but you can have an influence on how you react to them and the choices you make.
- ✓ Recognizing your own reactions and asking for support from others will help you make better choices and safer decisions.

When we are making decisions, we react using two of the thought processes seen below.

- ✓ In times of crises our emotional brain is the first to act, sensing danger, causing our heart rate to increase and release hormones to prepare our muscles and get us ready to run away or to fight.
- ✓ In circumstances this can be very helpful (e.g. a fire on board) but it can also block the thinking brain from working efficiently and getting perspective on a situation.
- ✓ It is important for us to recognize how our body makes us feel at these times and how it can affect our thinking.



- *During crisis*

During crisis, you have a choice

- ✓ You can see a problem as impossible to solve and get stuck in feelings and thoughts about negative consequences.
- ✓ Break the problem down, see the opportunities it presents and start working on improving the situations.

Exercise

- Ask participants to get into groups of 3. Here is an example of a potential crisis on Board:

» You are sleeping at night and you hear the fire alarm going off. There is a big fire in the Galley.

Q. What is your initial reaction to the crisis- how does it make you feel?

Q. How large does the problem feel/look/sound at the time?

Q. What choices do you need to make?

Q. Who can you draw on to help you?

Q. What could be an effective approach?

Q. How large or impossible does it look now?

Sharing Your Experiences

- Ask the group if anyone would like to give an example of a difficult situation they have experienced and to explain how they dealt with it.

How large did the problem feel/look/sound at the time?

How impossible did the problem feel/look/sound at the time?

What made that challenge seem that way?

How large or impossible does it look now?

What was an effective approach?

SUMMARY

We all go through crises in our lives and they can feel overwhelming. We may not have a choice on the crisis occurring but we do have choice on how we react and the choices we make. It is important to recognize that we need to be aware of how we react and how we can draw on the support of others to make good and safe choices.

Module 7

MAINTAINING A HOPEFUL OUTLOOK

- *Aim of This Module*

1. Be aware that maintaining a hopeful outlook improves your quality of life. When situations happen, having a positive outlook help us to look for the best solution and can protect us, our team and our vessel from damage.
2. Be aware that maintaining a hopeful outlook is something that you can control yourself with some practice. There are different ways to turn around negative thinking, be aware you can give and receive help.

- *A Hopeful Outlook*

- ✓ As humans, we tend to make negative assumptions, however things may not be as bad as they look. Here is a situation where someone made assumptions.
- ✓ How maintaining a hopeful outlook improves your quality of life.
- ✓ Maintaining a hopeful outlook is something that you can control yourself with some practice.

Is the glass half empty or half full?

While at sea the pump-room high bilge alarm sounds. After entry checks we enter the pump-room and we see oil in the bilges. The first thought that comes to mind is that there has been a major leak in the cargo pipeline. Our brain starts thinking of all the added issues i.e. - finding the leak, gas accumulation, pumping the oil, cleaning of bilges, etc.

However, we take a step back and start investigating the content of the oil in the bilges. When we move the surface, we realize that it is only a thin sheen of oil and rest is all water. The FW line has given way. The oil is from an old residue in the bilges. This helps us to calm down and investigate only the water lines. We realize that a fresh water line section has broken which flood the pump-room. We repaired the line and only focused on cleaning the surface of the water and pump the rest of the water to the appropriate tank..”

- *An Approach to Situation from Different Perspectives*

- ✓ The more we think about a problem, the more frustrating it can become.
- ✓ When we see a glass that is half full, half empty, we can feel one of two ways:
 - **If we're negative**, we focus on the glass being half empty
 - **If we're positive**, we focus on the glass being half full
- ✓ Whichever view we take, the glass remains the same. Having a POSITIVE ATTITUDE makes life more satisfying, It also boosts your resilience and helps you to solve difficult problems.

Exercise 1 Roleplay

Read your script, try to play your role as Peter or Mark.

In pairs where one person will be Peter, who has had a negative experience and one person will be Mark, his colleague whom Peter knows well and with whom Peter has a very good and friendly relationship. They have done several difficult projects together and have built up a high level of trust in each other. Play your role as Peter or Mark, and further let yourself be influenced by what the other person in the role play says or does.

PETER

The head of department has asked you to complete a challenging job and you are pleased you were selected for the job. You write down a list of the steps you must do as it has various difficult tasks, finishing them one by one.

Unfortunately, you miss a key step and now must start all over again which has delayed the completion of the job. You feel you have failed the department and become demoralised.

You go back to your cabin and on your way, you see Mark. Mark is a good friend and colleague, whom you trust and with whom you have done some difficult jobs in the past. You have known each other for 5 years. You want to discuss your disappointment with him. You are upset, almost in tears.

MARK

Peter comes into your cabin. You know Peter very well. You appreciate him a lot as a friend and as a colleague. You have done some difficult jobs together and you know each other for 5 years. Peter is upset, almost in tears. You know Peter as being an energetic and resourceful colleague. He is an expert and always wants to do his best.

You want to help Peter by analysing what went wrong. Where did it go wrong? What did Peter not do right? Why did he miss that step? Was he sufficiently well prepared?

This is not the end of the world; anybody can make mistakes.

No need for Peter to be so upset.

Exercise 2

All Mark's please read the below script If you are playing Mark, please read the following.

MARK

Peter comes into your cabin you know Peter very well. You appreciate him a lot as a friend and as a colleague. You have done some difficult jobs together and you know each other for 5 years.

Peter is upset, almost in tears after listening to Peter's story you want to help him by turning his negative perception of himself and his presently low self-esteem into a more positive attitude. You are convinced that this is the best way to help Peter.

Your genuine feedback to Peter is that you understand his disappointment very well. However, after this recognition you should adopt a more positive tone. Your goal is to get Peter to maintain a more positive attitude by focusing on things that are going well instead of emphasizing failures. You know Peter as being an energetic.

- Group Discussion

Talk, as a group, about the issues that were raised.

How did the discussion in second role play helped to get or maintain a hopeful outlook?

Are the two role-plays different? If so, how?

"Maintaining a positive attitude is about looking for solutions from different angles instead of focusing on the things that don't go well."

Module 8

MAKING CONNECTIONS

- *Aim of This Module*

1. Identifying and appreciate the connections we already have and the talents, resources and support these connections can give us.
2. Identify people, ways and resources to increase, strengthen and improve your connections.
3. Learn to accept help from those around you as you would want to help those who you care about.

- *Making Connections*

- ✓ In this industry, we spend time away from home which puts strain on ourselves and our families.
- ✓ Building strong supportive networks helps us and our families manage when we are away and when we may need support and assistance to help us deal with difficulties.
- ✓ Accepting support from those who care about you, and will listen to you, strengthens your ability to get through life's challenges.

- *Connections and Mental Health*

- ✓ If we have problems with ourselves or our families while on-board, it can cause stress
- ✓ The stress can distract us and lead to an incident.
- ✓ Being aware of the support systems around us and our family helps us to deal with the problems more quickly.

Activity

All participants to get into groups of 2 or 3. In the first exercise, we are going to start to think of all the connections we have in place already. This can be done by drawing a tree with the branches being the different connections you have.

Such connections can include:

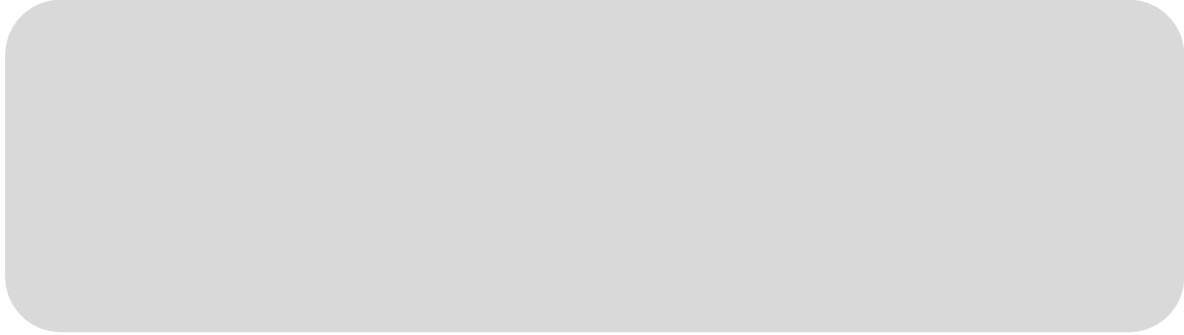
Family members	Friends	Work Colleagues
Neighbors	Clubs and hobby groups	Sports teams
Faith based organisations	Schools and parent groups	



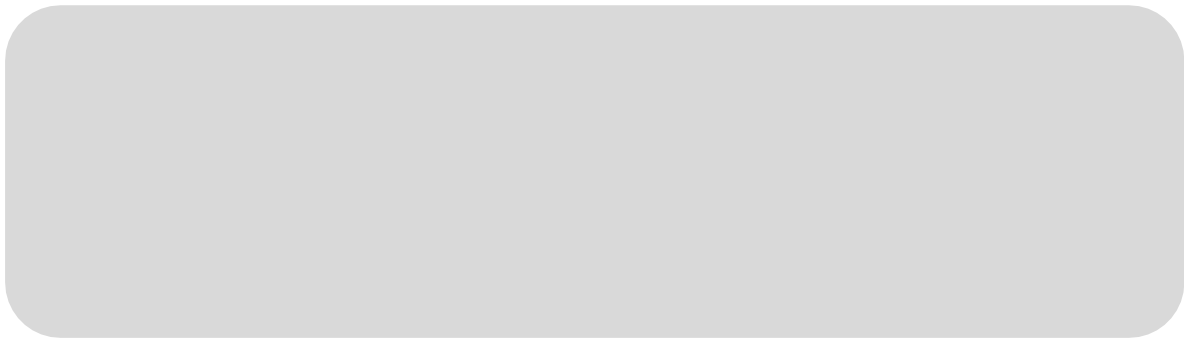
Activity

Read the following and respond.

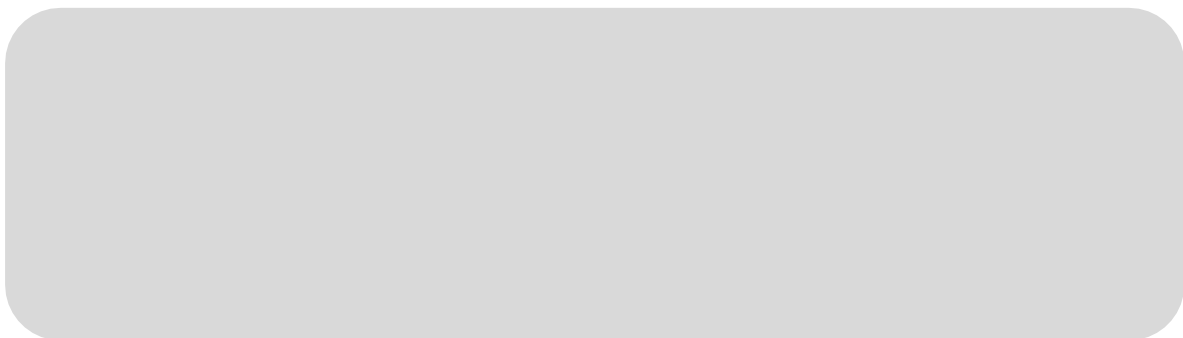
1. Were people surprised by the size and complexity of their “tree”?



2. Did any forgotten connections resurface?



3. What talents, experiences, skills or support system do the above connections have?



Activity

- We are now going to think about how your connections can help and support you Look at the following scenarios:

Colleagues who need support for work.

Situation 1

You are asked to paint the 'Main deck' by the end of the day and you are unable to finish in time.

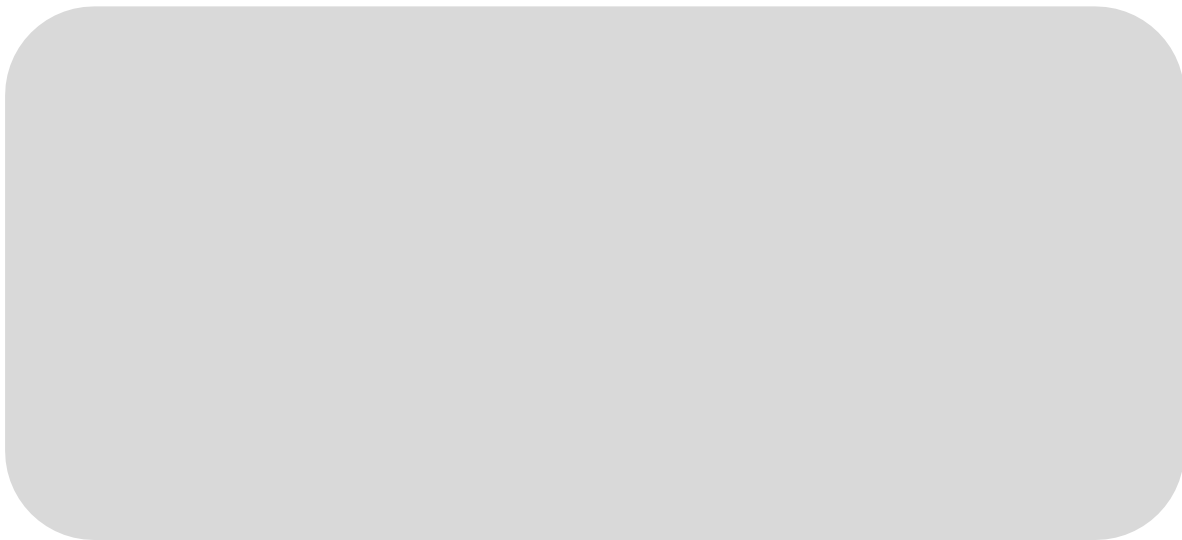
Situation 2

You are overhauling a motor in the engine room that needs to be boxed back in 3 hrs time. You are unable to finish it in time.

Situation 3

One of your family members is seriously ill and requires treatment that is an hours drive away from your home, what do you do?

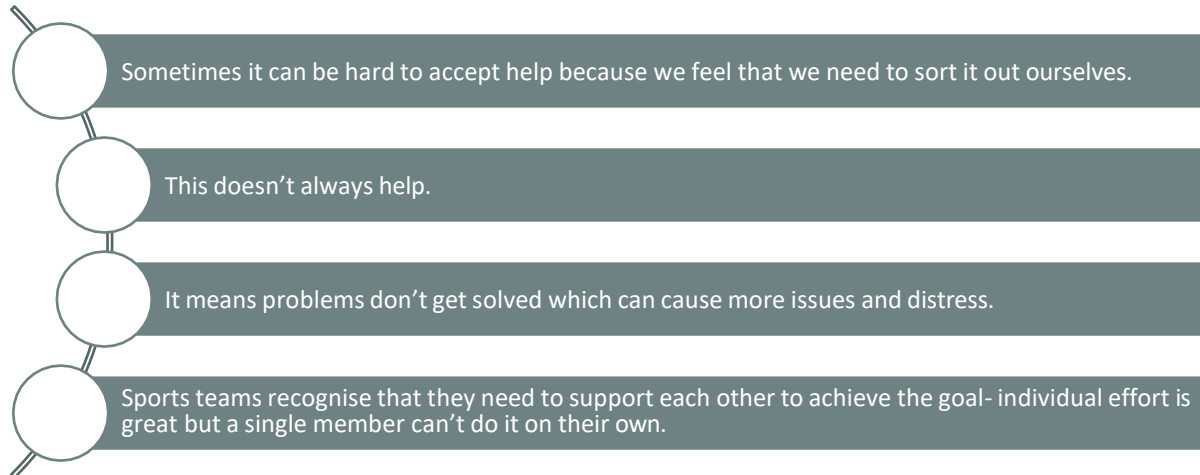
Think about each of these scenarios. How might your connections be used to help?



Activity

- How good are you at accepting help?

“Accepting help is its own kind of strength.”



» **Asking for help is strength, not a weakness and accepting help from your connections helps you to solve the problems and strengthens your connections.**

- *Group Discussion*

How comfortable are you asking for help?

What are the barriers to stop you asking your connections for help?

What could you do to break down those barriers?

SUMMARY

Being aware of all the connections we have helps us build an effective support network but these networks need looking after and we can always strengthen and improve them. This helps us to deal with issues more quickly to reduce stress or distress which would otherwise be distracting and affect our own or others safety.

Accepting support from those who care about you, and will listen to you, strengthens your ability to get through life's challenges.

Module 9

CONNECTION TO HOME

- *Aim of This Module*

1. Understand each other a bit better and learn who our important people back home are.
2. Understand what support team members can give each other.
3. Consider ways you can get together more frequently as a crew to improve your connections to each other on-board.

- *Making Connection*

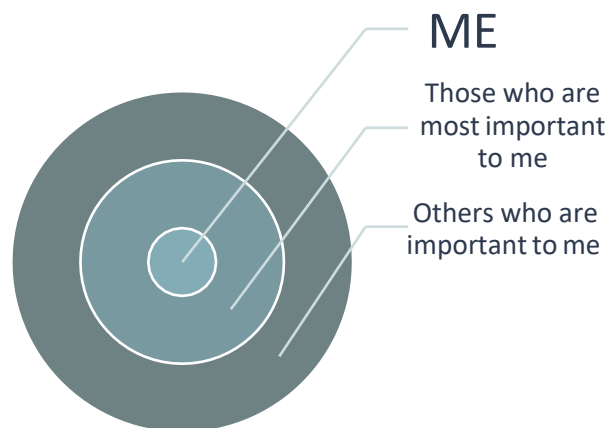
- ✓ Technology allows us to be more connected to the rest of the world than ever before whether it be our families or the intranet which of course has great advantages.
- ✓ However, there is a downside in that time spent online reduces our social time with the rest of the crew which leaves us feeling disconnected and quite isolated.
- ✓ Making a conscious effort to connect with your colleagues can help you to improve your wellbeing, sense of connection and understanding with those immediately around you. Others can help provide support and understanding if you have issues which may be difficult to deal with when you're far away from home.

- *Connection and Mental Health*

- ✓ When we spend time with our colleagues, we get to know them better, leading to better communication, which is essential to maintain a safer environment.
- ✓ Knowing we have colleagues around us who can advise and support us helps us to deal with problems more quickly.
- ✓ This stops us being distracted, which can in turn reduce safety risks.

Exercise **Read the following and respond.**

- ✓ Everyone should add people to the diagram below. These will include the people you feel closest to and others who also play an important role in your life.



- ✓ **Share and discuss with your team.**

Were there any surprises?

Did you learn anything new about someone?

Exercise **Read the following and respond.**

- Read the scenario and choose one. Share with the group and discuss

- Who would you go to in your chosen scenario?
- Are there team members who people would go to for specific types of advice?

“My wife has been in contact with me about my 14-year-old son, saying that he has been getting poor grades at school and never comes out of his room.”

“My mother has contacted me saying my father is not well. I am struggling with finding money and with someone to take him to the hospital regularly.”

Exercise

This exercise, we'll be talking about how we can plan our time so that we have more opportunities to do the things we want to.

- Here are some things that people like to do when they get together in social groups:
 - Film night
 - Wii bowling competition
 - Table tennis league
 - Quiz nights
 - Card games
 - Parties

ACTIVITY PLAN

	Activity	When? How often?	Who will arrange it?	Resources required
1	Quiz Night	Every second Tuesday	Engine room team	Quiz book, paper, pencils
2				
3				
4				

SUMMARY

Connection to home and our families are great, but it also has downsides that need to be recognized. It's important that we keep our connections with our fellow crew members: these connections help us to understand each other better, work more safely together, make our time on board more rewarding and improve our wellbeing.

Module 10

GRATITUDE

- *Aim of This Module*

1. Realize that expressing gratitude leads to more “unselfish behaviors”, a key foundation towards accomplishing group goals and tasks.
2. Reflect on how acknowledging gratitude and expressing it openly contributes towards one’s wellbeing and resilience, and towards that of others well beyond the workplace environment.

- *Gratitude*

- ✓ One of the easiest ways to achieve our goals in life is through looking at the people who helped us and recognizing them, thanking them.
- ✓ The chances are you will also uplift your own spirit and sense of worth which raises your own resilience and view of yourself.
- ✓ Expressing this emotion creates more fulfilment and meaning in our lives.
- ✓ Expressing gratitude (saying thank you) can results in positive relationships and thoughts. This further reduces distraction, increases collaboration and improves communication which makes a vessel safer and encourages safety interventions.

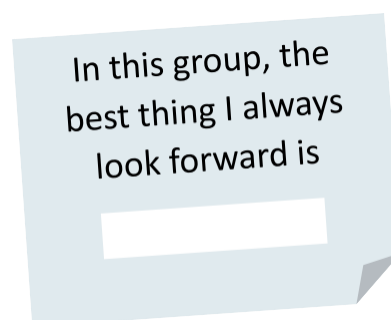
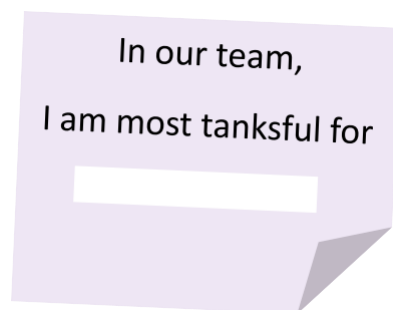
**When people don’t thank you for things you do,
It can make you feel pretty bad. Read out the example below:**

During the hose connection operations before starting cargo, the crane operator saw that one of the crew members was standing nearly below the hose. He wasn’t in a dangerous position; however, the crane operator felt that it could be unsafe for the crew member. The crane operator called out the crew member and asked him to move away. Rather than thanking the crane operator, the crew member gave a very angry look at the crane operator and said, “Don’t be a pain.” The question to ask here is, would the crane operator intervene next time? If instead the crew member had said, “Thanks for pointing it out, and good thinking,” it would have not only increased collaboration and improved communication, but also encouraged the crane operator to make further safety interventions.

Exercise

■ Read the following and respond.

1. Divide the learners into groups of three or four participants.
2. Each group will receive two or three post-it notes. They should also have a pencil or pen available.
3. Using the post-it notes, they should complete the following sentences:
4. Afterwards, ask someone to collect all the notes.
5. The Nominate two people to read out all the notes.



■ Answer the following questions as a group

1. How do you feel after a co-worker thanks you?

2. What do you think would happen if people stopped saying thank you?

Expressing gratitude can increase our positivity and resilience. Holding gratitude back, can limit our ability to find fulfilment and meaning in our lives.

Module 11

POSITIVE COMMUNICATION

- *Aim of This Module*

1. To understand that communication is important to ensure that our messages are clear, positive and improve the outcome of a situation.
2. Good, clear communication is vital to ensure that everyone understands a situation or task and knows what is required from them, especially when it relates to safety. Unclear messages can lead to confusion and that in turn can lead to safety lapses.

- *Positive Communication*

- ✓ Being aware of how we communicate is important as it affects how others react.
- ✓ It is important to be clear in our communications to avoid doubt or uncertainty.
- ✓ It is important to recognize when you are using words that may be misunderstood, confusing or negative, as this communication may not always have the intended effect.
- ✓ Giving positive messages is more effective than giving negative messages.

- *THREE LITTLE WORDS*

It is important to recognize when you are using words which may be misunderstood, confusing or negative, as this communication may not always have the intended effect.



But

BUT sounds like you're "butting out" and making excuses. People only focus on the words after the **BUT**, which are often not positive.

Changing the **BUT** to **AND** can make the message much more positive.



Try

TRY sounds like there is a chance of failure or that you do not really want or intend the person to succeed.



Don't

Saying **DON'T** can have the opposite of the intended effect. It is better to give a positive instruction, which gets a more positive reaction.

Activity Read the following and respond.

- You will be asked to think about something by your instructor. Speak to other students about what you are thinking about right now.

“Don’t fall down the stairs, as you might get injured”



“Hold the hand rail, as we want you to be safe”

- Which of these messages is more effective?
As a group, come up with other safety examples.

“Hold the hand rail, as we want you to be safe”

Giving positive messages is more powerful than negative ones.

Activity **Read the following and respond.**

- Find a partner, read the following scenario and discuss the question.

**“We will be stepping ashore in Singapore tomorrow,
But the jetty is very far from the city center.”**

What did you hear in the sentence that had BUT?

**“We’ll be stepping ashore in Singapore tomorrow
And the jetty is very far from the city center.”**

What did you hear in the sentence that had AND?

Activity **Read the following and respond.**

- Again with your partner, read the following two scenarios and discuss the questions.

Situation

»“Please make sure you complete the painting of the main deck before the end of the shift.”

»“Please try to complete the painting of the main deck before the end of the shift.”

- What is the difference between the two statements?
- Which one is clearer?
- In which quote do you think the task is more likely to be completed?

Words are powerful and it’s important for us all to be aware of the words we use and how we use those affects ourselves and others.

Using the right words, being clear and positive improves our communications with others and our safety.



ON BOARD FACILITATOR

RESILIENCE

APEC SEN MENTAL HEALTH TRAINING BOOK 2

APEC SEN SECRETARIAT

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Module 1

WHAT IS RESILIENCE?

- *Aim of This Module*

We work in a hazardous industry and the way we think is critical to keeping ourselves, teams, assets and environment safe. By learning more about how we think under pressure and increasing our resilience, we learn an important skill that helps us work safely.

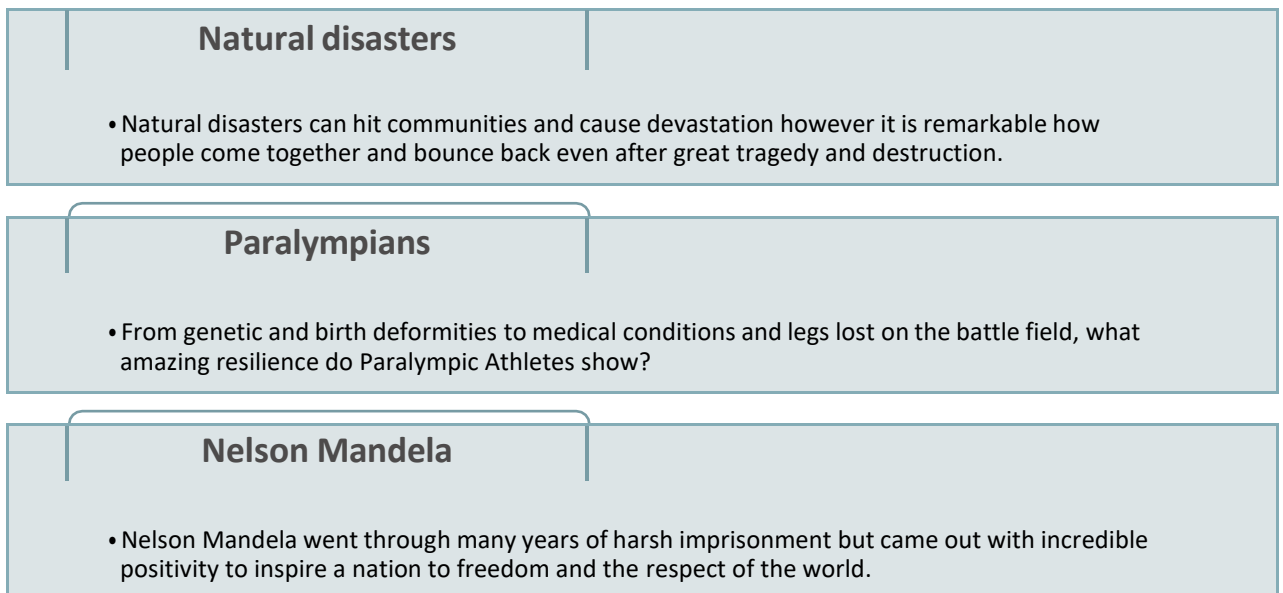
Developing resilience gives us the skills to improve our response to difficult or stressful situations. Resilience techniques help us to train our brains to see stress in a different way and allow us to use our brains to the best of our abilities during challenging times and while working in safety critical environments.

- *WHAT IS RESILIENCE?*

- ✓ Resilience is the ability to bounce back and effectively deal with problems and challenges in day-to-day life as well as high stress situations
- ✓ Learning resilience techniques give you a number of ways to cope, so if one doesn't work, you can use another way.
- ✓ Resilience is a skill that can be learned, and like any skill, the more you practice, the better you get.

Activity How do you respond to difficult and stressful situation?

- Have you ever thought about resilience before?
- Can you think of a time when you have had to be resilient or a situation where a high level of resilience would be helpful?



Module 2

CHANGE IS A PART OF LIVING

- *Aim of This Module*

1. In this module, we are going to look at how you respond to change and how this impacts others.
2. We are going to practice reacting in different ways to change and learning how you can choose to react to change more positively.

- *Changes in Our Lives*

- ✓ Change occurs all the time and it can make us uncomfortable, make things seem more difficult and can be very distracting. Change happens all the time and it is important to prepare ourselves for this.
- ✓ At times of change, we can become distracted, and it's even more important to be aware and remain vigilant of safety.

- *Life Changes and Mental Health*

- ✓ We may not have an influence over the change, but we can influence how we react to it. You are accountable for your choice about how you respond to change, and how it impacts others and the safety of the work.
- ✓ At times of change we can become distracted and it's even more important to be aware and remain vigilant about safety.
- ✓ A negative reaction to change and/or other peoples' suggestions can eventually cause people to become demoralized and safety issues can be missed.

Activity How do you respond to change?

- In this exercise we're going to see how we respond to change and how this can impact or affect us. Choose one of the following scenarios.

1. Choose one of the following scenarios below.
2. Each person should be assigned as Person 1, 2 or 3. Where there are more than 3 persons per group, the extra people acts as observer/audience.
3. Ask the participants to read the appropriate briefing note.
4. Allow the group to make the case to and from for 10-20 minutes.



Instead of having a cook on-board we will replace them with a microwave oven.

Let's change the PPE policy so that we don't have to wear hard hats.

Think of an example from your workplace in which you have had to deal with change.

Once you have decided which scenario you want to do you will be divided into groups of three. Each person should be assigned as Person 1, 2 or 3. Where there are more than three persons per group, the extra people act as the observers/audience.

Read your roles carefully.

N.1

You will make the case for change.

N.2

You will be supportive and curious without agreeing to the change.

N.3

You will make the case for leaving things as they are.

Briefing Note

Role 1: You will make the case for change

»Scenario 1 : PPE Policy Change

Your goal is to get approval for the following idea.

- You have had an excellent idea for a way to change how you and your colleagues work. The idea has made you feel excited and optimistic.
- If there's no likelihood of anything falling, you think that wearing a hard hat might be unnecessary.
- Your suggestion to the team is that the PPE policy should be changed to allow people not to wear hard hats when there is no danger of anything falling.

Some of your reasons could be:

- PPE is sometimes unnecessary.
 - When you're on deck with only the sky above you, you are not at risk.
 - Hard hats can be uncomfortable and can restrict visibility.
 - Since you don't always need to wear gloves, shouldn't hard hats be the same?
 - It's still possible to be fully committed to safety when you're not wearing a hard hat.
-

»Scenario 2 : Replacing the ship's cook with a microwave

Your goal is to get approval for the following idea.

- The galley is a dangerous place when people are cooking, cutting and deep-frying, which is bad for our safety standards.
- Replacing the cook with microwave ovens that can cook pre-packed meals would help the ship to contribute to the zero incident industry.

Role 2: Having read the notes below, you will reply to Person 1. Your goal is to offering support and interest without directly saying that you agree with the ideal.

Read the following note, and respond to person 1 who wish to make a change.

- Be positive, but do not actually commit yourself to the idea of Person 1.
- Ask open questions. Wherever possible, adopt the same posture as Person 1, such as crossing your legs, leaning back in your chair.
- Pretend you are a mirror reflecting what the other is doing. Make eye contact. Smile

This sounds interesting. Have you already discussed it with the team?

Thank you for suggesting this idea. I very much appreciate your initiative. It is very constructive when people in the team, like you, feel they can and should contribute to all disciplines.

Thank you for thinking outside the box. It is useful to consider all new ideas.

I am very pleased that people in the team come up with ideas. This is exactly the environment of trust we need to truly perform well.

Your proposal is very innovative and gives us the opportunity to discuss a topic that is not directly related to our job. And this gives others the opportunity to express their views and to contribute.

Even if we can't implement this change, I am still motivated to look into alternatives. Thanks!

Role 3: Your role is to resist the change that Person 1 puts forward. Your goal is to have them withdraw their proposal for change.

Please use your own words, the following may help.

- You'll need to be negative about the changes. Don't say anything positive about the proposal if you can help it and try to avoid saying anything about the content of the proposal itself. You should be deliberately opposed to the change.
- Adopt a hostile tone, avoid eye contact, use negative facial expressions, speak in a loud, unfriendly way and lean towards the other person with your shoulder.
- Speak slowly if they are speaking quickly and show your lack of enthusiasm. Though you should use your own words, the ideas below may be helpful.

Some reasons for your rejection could include:

"No wonder you don't do your work very well considering you waste all your time with this sort of thing."

"There are safety concerns with the proposed change."

"You should concentrate on your own work and not this."

"It is not your job to do this."

"You must have too much time on your hands."

Make personal, discouraging remarks:

- What makes you think you are good at this?
- What makes you think you have the right to change policies?
- What about the other crew?
- That's just your opinion. How can you be so sure that this plan will help?

Feedback

Once you have completed the exercise, answer these questions:

A member of crew proposed an idea that created change. How did it look, feel, and sound when it was opposed? Did that have an impact on your state of mind and how you continued the discussion?

Would you be more likely to suggest a change if you thought it would be rejected or if you thought it would receive support?

The person opposing the idea was negative and focused mainly on personal comments, not the idea itself. How did that make you feel? Would you alter the way you interacted with them in the future because of their actions?

If there was a significant safety issue how would you feel about raising it with your supervisor or other team members?

Do you have any other comments or ideas to add?

A negative attitude can adversely affect the team, lower morale and lead to poor decisions.

You can choose your attitude which can have a positive influence on the outcome.

Module 3

LOOKING AT SITUATIONS A DIFFERENT WAY

- *Aim of This Module*

1. It is to recognize that the thoughts and assumptions we come up with to make sense of frustrating situations can have a negative impact on our views, our mood and our reactions.
2. This module uses the, 'Challenge Questions' technique to help us separate assumption from fact for a better reaction.

- *Assumptions vs Facts*

- ✓ Most of us have had a bad reaction to a situation or person at some point in our lives, only to find out later we were wrong.
- ✓ During frustrating situations, being able to identify when we are making assumptions rather than acting on facts is important to help us have the right reaction and the safest reaction. Don't ASSUME as it makes an ASS out of 'U' and ME!

- *Approach to a situation*

- ✓ We base our view of the world on the things people say and what we can see. Our own experience contributes to this view. We try to create a picture of the world around us based on our personality and our expectations.
- ✓ Do we always get it right, though? Do we know all that we need to know, or are we trying to understand without having enough knowledge?
- ✓ It's easy to become more frustrated about a situation the more we think about it. It's as if you are climbing a ladder where each time you think about what happened, you move up a rung and your level of frustration increases. Once at the top of the ladder your reaction may be based on assumptions, incorrect conclusions and frustration rather than fact.

- *Changing View*

Change the way you look at things and the things you look at change.

Can we change the way we see things?

- We certainly can.

- Doing the same things usually gives the same results.
- Listening to the conversations we have with ourselves is important if we want to make changes.
- By changing our view, we can understand problems better, which helps to eliminate feelings of anger, anxiety and frustration.
- Seeing things from a different perspective can give us extra facts and information that can help us to make safer, more informed judgment.

Think about the following examples.

Read the statement from N. 1 and to N. 6 as if you were in the situations, climbing up the ladder.

- | | |
|----------|--|
| 6 | Oh, now I remember, I stored them in a different cupboard because of the heavy seas. |
| 5 | I will never be able to replace them – they were a gift from my parents. |
| 4 | They have no respect for my things or me. |
| 3 | They are always losing their stuff and now my stuff too. |
| 2 | I bet one of the watch keepers has moved them. |
| 1 | Where are my binoculars? I always put them in the same place at the end of my watch. |



Exercise



First, Give the group the following example of someone making assumptions:

- 6 Oh, now I remember, I stored them in a different cupboard because of the heavy seas.
- 5 I will never be able to replace them – they were a gift from my parents.
- 4 They have no respect for my things or me.
- 3 They are always losing their stuff and now my stuff too.
- 2 I bet one of the watch keepers has moved them.
- 1 Where are my binoculars? I always put them in the same place at the end of my watch.

Second, Explain the ‘Ladder’ concept. How we get from fact to decision/action?

Use the ladder to discuss the example you’ve used.
Talk about what you might be thinking on each step.

Third, Introduce the ‘Challenging Questions’ technique and how they could be used in the example you shared.

Assumption		
I bet one of the watch keepers has moved them.	They have no respect for my things or me.	I will never be able to replace them – they were a gift from my parents.
Challenge		
Is there any other possible explanation?	Am I jumping to conclusions without looking at all the facts?	Is it as bad as I am making out?
Questions		
Look for Evidence <ul style="list-style-type: none"> -> Is there evidence in support of my thoughts? Is there evidence against them? -> Am I looking too much at the negatives and ignoring important facts? -> Have I considered all the relevant information, or have I just jumped to a conclusion? 	Search for Other Explanations <ul style="list-style-type: none"> -> What other explanations might there be? -> How else can I look at the problem? -> How might other people look at the problem? -> Could I be more flexible in my approach? 	Put Thoughts into Perspective <ul style="list-style-type: none"> -> Are things as bad as I think they are? How bad could they really get? -> Is it likely that things will get really bad? -> Is the worst-case scenario really so bad? -> How can I deal with the situation?

Fourth, Individual exercise

Get the participants to think about a time when they were experiencing something similar. They will need to keep thinking about the ladder.

Fifth, Pair exercise

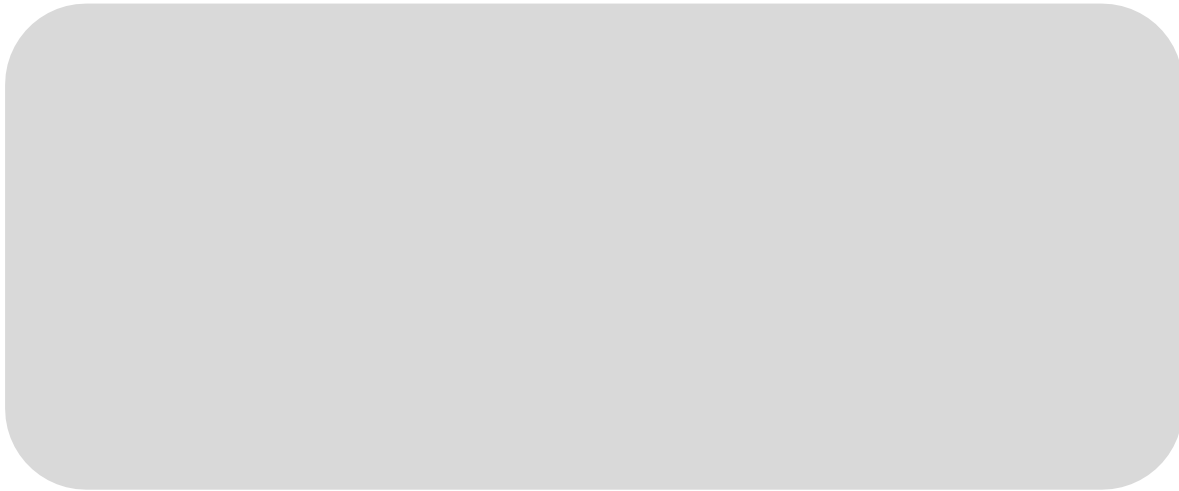
Divide the participants into pairs and ask them to share their examples with their partner. The pairs should each choose one example and fill out the ladder template of the guide.

- 6
- 5
- 4
- 3
- 2
- 1

Sixth, Group discussion

Get a volunteer to share an example and ask the group to think of some “Challenging Questions” that they might ask about the situation.

How might this improve safety on board? Ask them to discuss other ways in which they might prevent negative thoughts occurring. In what ways might this improve their safety and that of those around them?



Challenging Questions

- The following shows how we can tackle the inner conversations we have, allowing us to become better informed and more capable of making good decisions.



Assumption		
I bet one of the watch keepers has moved them.	They have no respect for my things or me.	I will never be able to replace them – they were a gift from my parents.
Challenge		
Is there any other possible explanation?	Am I jumping to conclusions without looking at all the facts?	Is it as bad as I am making out?
Questions		
<p>Look for Evidence</p> <ul style="list-style-type: none"> • Is there evidence in support of my thoughts? Is there evidence against them? • Am I looking too much at the negatives and ignoring important facts? • Have I considered all the relevant information, or have I just jumped to a conclusion? 	<p>Search for Other Explanations</p> <ul style="list-style-type: none"> • What other explanations might there be? • How else can I look at the problem? • How might other people look at the problem? • Could I be more flexible in my approach? 	<p>Put Thoughts into Perspective</p> <ul style="list-style-type: none"> • Are things as bad as I think they are? How bad could they really get? • Is it likely that things will get really bad? • Is the worst-case-scenario really so bad? • How can I deal with the situation?

Exercise **Challenging questions**

Think back to a similar situation you have been in. If you can't think of one, you can use an example below. Keep thinking about climbing the ladder. Try thinking differently about the situation, based on the Challenging Questions.

When you change your perspective, how do your feelings of anger and frustration change?

Handing over the watch in the Engine Room

Present situation

1. You're ready to begin the watch when you arrive.
2. The preparations for leaving port were supposed to have been made by the previous person on watch.
3. These preparations have not been made, however, and this has happened a couple of times before.
4. It's now your responsibility to ensure they are completed so that the ship can depart on schedule.

Inner Conversation

1. The person who was supposed to do this knew that it was their responsibility.
 2. I've had to finish the job for them on more than one occasion.
 3. If we don't leave on schedule because we've missed the tide, I'll be blamed.
 4. The person who should have made the preparations is bad at their job and can't be bothered.
-

There is no coffee in the coffee jar

Present situation

1. I enjoy drinking coffee when I'm on watch, but this evening I found the coffee jar was empty when I started my shift.
2. I won't be able to drink any coffee during my shift now.

Inner Conversation

1. Why did the person who used the last of the coffee not refill the jar?
 2. The new recruit was the last person to be in here.
 3. He's obviously not very considerate.
 4. I'm sure it was him.
-

“The thoughts and assumptions we come up with to make sense of frustrating situations can have a negative impact on our views, our mood and our reactions. Using the, **‘Challenge Question’** technique can help us to look at the situation in a different way and we will be more likely to have the right reaction and the safest reaction.”

Module 4

TAKING CARE OF YOURSELF

- *Aim of This Module*

1. This module allows you to reflect on how well you are currently looking after yourself and look at the options available to improve your health and wellbeing. We will be using the “Wellbeing Wheel” to achieve this.
2. Taking care of yourself, physically and mentally, is important for your safety and the safety of your team because it impacts your ability to respond quickly and safely when things go wrong. By using “Wellbeing Wheel”, how to take care oneself can be guided.

- *Taking Care of Oneself*

- ✓ You only have one body to live in and so it’s important that you look after your physical, mental and spiritual needs.
- ✓ This is not just vital for you but for your family, friends and colleagues, and the safety of your team. It impacts one’s ability to respond quickly and safely when things go wrong.

- *Taking Care of Yourself*

01. What does taking care of yourself mean to you?

02. Why is taking care of yourself important for your health?

03. What does taking care of yourself mean to your family and work?

04. In what ways does being healthy help to keep you and others safe on-board?

Taking care of yourself puts your mind and body in a better position to cope and deal with things that go wrong on board.

It is about taking care of your body and allowing it to recharge and recover, spending time with loved ones, allowing yourself to engage in pleasurable activities and recognizing and paying heed to your mental, emotional and spiritual needs and feelings.



- What condition are you in now?
- On the scale of 1-5 (where 1 is poor and 5 is the best they can be) ask them to judge where they think they currently are in all the 8 areas.
- Get them to talk with the rest of the group about their scores, as long as they are comfortable with this.
 - Were there any surprises? What surprised them?
 - Have you considered your health before in this way?

- *Wellbeing Wheel*

Using the following tool, you'll be able to work out where you're at right now regarding your health and wellbeing and make plans to improve them. There are eight sections to cover, each of which deals with a specific aspect of your health:

- *Scoring*

Take a look at the wheel below and give yourself a score of 1-5 for each category.



There are 8 sections to cover, each of which deals with a specific aspect of your health.

Where would you like to be?



- Each participant should choose the areas they need to improve on
- Ask them to complete the table to decide how they will do this and what support they require
- Ask them to discuss with the group
- What difference would it make to me if I achieved this?
- What difference would it make to my family /colleagues/ friends if I achieved this?
- As a group, decide on a date when you can meet again to discuss how well you've done in trying to reach your goals

Physical fitness	<ul style="list-style-type: none"> • Are you particularly fit right now? • Is there more that you could do to improve your fitness?
Diet	<ul style="list-style-type: none"> • Do you eat well? • Is your diet healthy, and is your weight at a good level?
Sleep and rest	<ul style="list-style-type: none"> • Are you sleeping well? • Do you feel refreshed when you wake up? • Do you feel tired when you're working?
Performing at my best	<ul style="list-style-type: none"> • How do you feel on the whole? • Do you have lots of energy or are you feeling exhausted and unenthusiastic? • What might be causing you to feel tired?
How well do I know my crew?	<ul style="list-style-type: none"> • Do you spend much time socializing with the other crew members, or does everyone go to their cabin after work? If we get to know each other well, it can help us to trust each other, which can be very beneficial for our safety.
Connectivity with home	<ul style="list-style-type: none"> • When you are away keeping in touch with loved ones is very important. Keeping relationships positive can be challenging. It's essential that we stay in contact with the people we care about at home. It can be difficult, though, to maintain positive relationships.
Mental wellbeing	<ul style="list-style-type: none"> • Your mental health is extremely important. Are you feeling down or sad or do you feel you are coping well and enjoying life? Good mental wellbeing is essential. If you feel depressed or you don't think you're doing very well, you can stop enjoying life.
Smoking	<ul style="list-style-type: none"> • Smoking is bad for your health, so it may be worth thinking about quitting if you currently smoke.

Activity **Helping each other to achieve our goals**

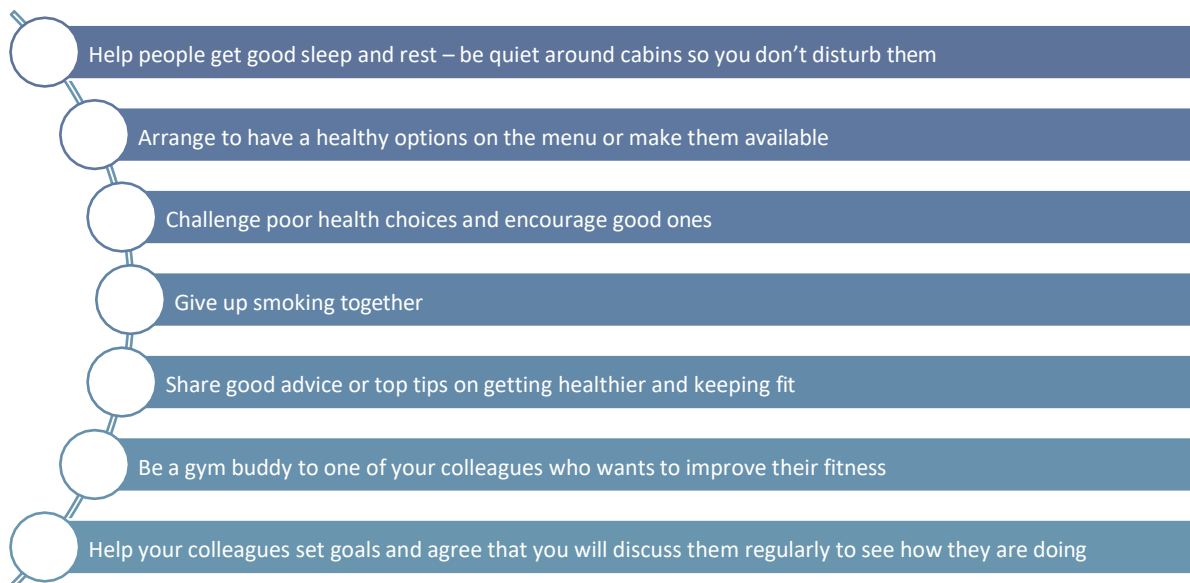
How can we work together?

When we work together, we can build trust and relationships that help us to communicate better with each other. We may also enjoy the process more. These things are important for improving both our health and the safety of ourselves and our colleagues.



- Ask them to look at the ideas for group activities below.
- As a group, talk about these ideas. Are they interested in any of them?
- Have we got any ideas of our own?
- Can we come up with some ideas of our own?
- Choose an activity and make this a team objective.

It's easier for us to achieve our goals when we all support each other.



Activity **Team activities**



This exercise has helped us to reflect on the state of our health right now. It's also allowed us to set goals for ourselves that will help us to improve. By working together and supporting each other, we will be more successful in doing the things we need to do.

When we do things together as a team, it can help us to understand each other better. There are lots of ways we can do things as a team.

Some of these are listed below, but you might want to think of others too.

- **Pick a cause or charity that you could raise money for or help in other ways.**

- **Make one or more evening mealtimes a communal session each week. Use this time to get to know each other better.**
- **Set up some competitions and games that involve teamwork:**
 - Table tennis tournaments
 - Wii tennis / boxing / bowling competitions
 - Quiz nights
- **Think of some challenges that people might attempt in teams:**
 - Use the on-board exercise bike, if you have one, to hold a cycling competition. You can set the start and end points at a long distance apart (New York to London, for example) and compete in teams. Fleet vessels might want to compete with each other.
 - Set up a weight loss competition, encouraging people to exercise more and eat better.
 - Climbing stairs is good exercise - you could set up a stair-climbing contest to see who could reach the top of Mount Everest or the Empire State Building first.

Module 5

TAKING DECISIVE ACTION

- *Aim of This Module*

1. Some situations we face are complicated and it can be hard to decide what to do and what action to take. This module provides a technique 'Identifying Blockers' to identify what is stopping you from making the decision so you can plan and take action when situations occur. These techniques enable you to take decisive actions in a prompt and complete manner even in a rather complicated situation.

- *Decisive Action*

- ✓ Being decisive refers to an action done quickly and with confidence. In this sense, taking decisive action means, making a right and rational decision in a timely manner.
- ✓ The human beings of today are the result of millions of years of evolution. We think in many different ways, all of which are important to our decision-making processes.

- *Understanding How we Make Decisions*

Hear/Gut Response

What we refer to when we talk about our heart or gut feelings can be termed the "emotional brain". Our body processes information in different places, which is why we feel sensations in different parts of our body when we are challenged by things. Gut feelings occur very quickly and can tell us a lot about a situation.

Head Logic Response

The thoughts in our head and brain are often more rational and objective. They are influenced by facts, experience and our logical assessment of a situation. This takes longer to process, so we often experience these thoughts after our emotional brain has sent us signals.

Exercise **Decisive Action**

When situations happen, it is important to take decisive action. This can protect yourself, your team and your vessel and prevent or limit damage.

- Should you take action or not?

① One of the pumps that you use regularly has started vibrating more than normal in the past couple of weeks. It's not yet critical, though.

② Fill out the following table, making a note of your gut feelings and your logical assessment of the situation:

01. Heart/Gut Response	02. Heart Logic Response

③ When have you used both your head logic and your gut feelings to make a decision?

④ 'Why are we able to make better decisions when we know how the brain functions?'

Explain

Now we will look at a work related example situation where we would use both our head and heart/gut feeling to make a decision

Group discussion

Did all the groups have decisions that were made using emotional and rational reasons?

If there were things that made deciding action versus no action difficult, what were they?

Here we are going to look at some common things that can get in the way and actually stop or block us from making decisions. Then we will discuss ways to recognize when this is happening and what we can do about it. The technique is called, 'Identifying Blockers'.

Pair exercise

Ask participants to choose an example of a time when they had to take decisive action but found it difficult. They can use their own example or an example. Participants should then fill out the Blockers and Unblockers



- *Blocker*

Sometimes it's hard to make a decision and we create blockers that stop us from doing so. It's important to identify what blockers are in place and ways to overcome them. We often put off making decisions, but this makes things worse and can leave us feeling stressed. The following section deals with blockers and how we can get around them. The following are examples of blockers and the techniques we can use to get over them:

Worry about what will do happen if the decision is incorrect

- List the things that could go wrong, and what you will have in place if they do
- Monitor for indications it is going off track so you can mitigate early

There's not enough information to make a good decision

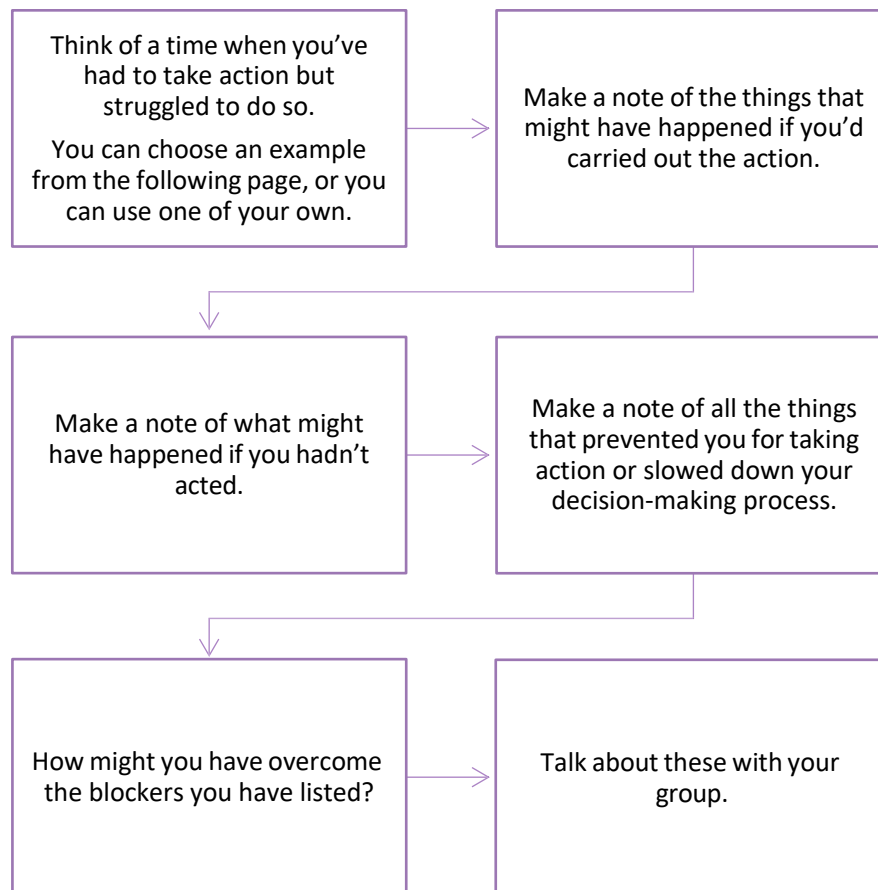
- Determine what information you do need and time frame to get it so you can make the decision
- Determine if you can make the decision despite the uncertainty and what would be the risk of that
- Determine the risk of not making the decision now but waiting for the information

Worried about looking like an idiot if the decision is wrong

- Consider discussing the options with others, especially those who may need to help you implement the results of the decision, as that way you can test your ideas and also get buy in from those who matter
- Should asking others been seen as a sign of strength rather than weakness? Will it actually build respect and trust?

Exercise Practice Decisive Action

Read the following instruction and then discuss with your team.



- Think of a time when you needed to make a difficult decision, and write some notes about it here.
- What might have happened if you'd taken action?
- What might have happened if you hadn't taken action?
- List any blockers you can think of that might have prevented you from taking action.
- How might you have overcome these blockers?

Exercise

You may be able to think of some examples of your own, or else you can use the ones below. Fill out the table with information on what blockers are and how you can get around them.

»A colleague needs help with a task

Situation

At the work plan meeting, the colleague is chosen to disconnect the #2 fuel oil transfer pump and take it to the workshop where it can be overhauled by a machinist. The colleague has already done this successfully with pump #1. He noticed that some aspects of the job were quite dangerous for one person to do, though. A second pair of hands would have made things much safer. Should he mention this?

Blockers

- Everyone has been selected for other jobs now, so there isn't anyone who can help
 - The job was given to me by the Chief Engineer. They obviously think I'm capable of doing it, and if I ask for help, they may lose faith in me
 - They may say that I should have asked for help last time if I thought the job was unsafe. I may get punished for carrying on when I thought the task was dangerous
-

Solutions

Abnormal pump vibration

Situation

One of the pumps that you use regularly has started vibrating more than normal in the past couple of weeks. It's not yet critical, though.

Blockers

- Are you sure this is actually a problem?
 - You are reluctant to call attention to it if it's not serious
 - Operations can be affected when a pump is taken offline
 - There will be an increased workload for the crew if the pump is taken offline.
-

Blockers

The table below provides some suggestions for ways to overcome blockers. This isn't a full list, but it does offer some points to consider. You can add to the list as and when you think of other ideas.

[Blocker 1]

You worry about what might happen if you make the wrong decision.

- ✓ Think of anything that might go wrong and write it down.
- ✓ Think about how you could watch out for these problems, and what you might do if you see signs of things going wrong.
- ✓ If you've identified a lot of potentially serious problems, this may suggest that you've made the wrong decision. It might be a good idea to rethink your initial decision.

Making notes can be really helpful when it comes to working out what can be done about potential problems. It can help you work out what to do and can reduce your anxiety.

[Blocker 2]

You are lacking the necessary information for making informed decision.

- ✓ Make a note of the information you need and how soon you need it.
- ✓ If you can't access the information, or it would take too long to get, think about whether the decision can be made without it and what risks this might involve.
- ✓ Are you able to manage those risks? Make a note of them, and think about what you can do.
- ✓ What might happen if you DON'T make the decision quickly? Are the consequences of postponing the decision likely to be more serious than if you go ahead without all of the necessary information?
- ✓ Ask someone else for a second opinion, if possible.

Doing this can help you to decide whether you can go ahead and make the decision or whether you should wait. It also helps you to identify the knowledge you need to be able to proceed.

[Blocker 3]

You are concerned that, if you make the wrong decision, you will lose the respect of your colleagues.

- ✓ Talk through the options with someone else. Ideally, this will be someone who is also involved with the

task you are thinking about. Doing this will provide you with valuable feedback from other people who are likely to be affected by your decision.

- ✓ Talk to your mentor, if you have one.

It can be difficult to make decisions when you are unsure, because you are ultimately responsible for the outcome. Always remember that you can ask others for advice, though.

[Blocker 4]

You're unsure whether you need to make a decision.

- ✓ Make a note of things that could happen if you go ahead and make the decision and things that might happen if you don't. Which outcome would be worse?
- ✓ Is the problem that you don't have enough information to make an informed decision? Or are you unclear as to what the decision would involve? Knowing what is holding you back is helpful when you come to do something about it.
- ✓ Decide now whether to take action or not. This, in itself, will be a decisive step!

Sometimes not making a decision is the best thing to do. This should be a deliberate course of action, though.

[Blocker 5]

You get the feeling that you are making the wrong decision, but you're not sure why.

- ✓ Try to work out what is causing the feeling. Speak to someone else if you are unsure.
- ✓ Make a list of any reasons you can think of as to why the decision might be making you uncomfortable. Lists are a good way of helping us to think clearly.
- ✓ Speak to others who have experience of similar situations. What feelings do they get? Are they also uncomfortable?
- ✓ Think about how you could make yourself feel more confident about your decision.

Listen to this feeling – it may well be right! Your emotional brain often warns you of things that your logical brain fails to spot.

UNIT SUMMARY

In what ways can on-board safety be improved by taking decisive action?

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

<p>» The techniques you've practiced in this module will help you to make decisions and act on them. This will help you to deal with situations quickly and efficiently.</p>	<p>» Remember to listen to both your emotional gut feelings and your rational head feelings, as these are both important.</p>	<p>» Work out what might be preventing you from making a decision and try to find a way to overcome the problem. Positive, well-judged decisions can help to improve safety and efficiency in the workplace.</p>
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Module 6

DEALING WITH A CRISIS

- *Aim of This Module*

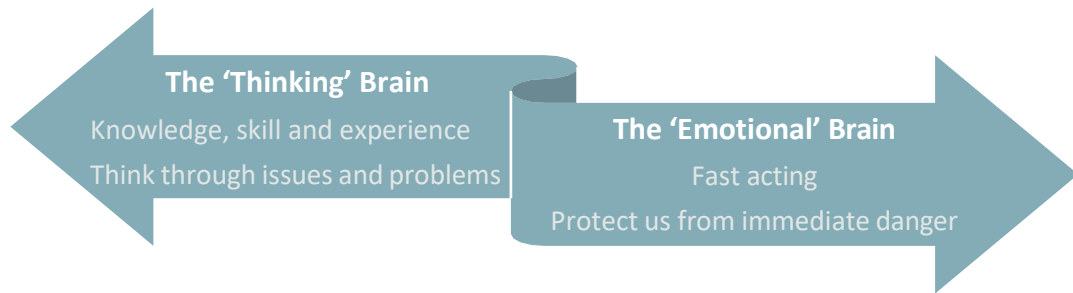
1. At some point, everyone experiences crises and difficult circumstances. When this happens, we can feel overwhelmed and everyone feels this way; it is a normal reaction. We can draw on experience, knowledge and support from others and we can learn and grow through this. We don't have a choice on the crises we experience, but we do have choices on how we react to them and the choices we make. Using each other's knowledge, skills and support will help you to make safe choices and get you through the crisis.

- *Reacting to Crisis* **Dealing with a crisis**

- ✓ Be prepared and accept that all of us will experience crises or difficult circumstances of varying degrees throughout our lives.
- ✓ You can't change the crises but you can have an influence on how you react to them and the choices you make.
- ✓ Recognizing your own reactions and asking for support from others will help you make better choices and safer decisions.

When we are making decisions, we react using two of the thought processes seen below.

- ✓ In times of crises our emotional brain is the first to act, sensing danger, causing our heart rate to increase and release hormones to prepare our muscles and get us ready to run away or to fight.
- ✓ In circumstances this can be very helpful (e.g. a fire on board) but it can also block the thinking brain from working efficiently and getting perspective on a situation.
- ✓ It is important for us to recognize how our body makes us feel at these times and how it can affect our thinking.



- *During crisis*

During crisis, you have a choice

- ✓ You can see a problem as impossible to solve and get stuck in feelings and thoughts about negative consequences.
- ✓ Break the problem down, see the opportunities it presents and start working on improving the situations.

Exercise

- Ask participants to get into groups of 3. Here is an example of a potential crisis on Board:

» You are sleeping at night and you hear the fire alarm going off. There is a big fire in the Galley.

Q. What is your initial reaction to the crisis- how does it make you feel?

Q. How large does the problem feel/look/sound at the time?

Q. What choices do you need to make?

Q. Who can you draw on to help you?

Q. What could be an effective approach?

Q. How large or impossible does it look now?

Sharing Your Experiences



The aim of this exercise is to make people overcome crises before and in retrospect, one could overcome a seemingly impossible problem.

- Ask the group if anyone would like to give an example of a difficult situation they have experienced and to explain how they dealt with it.

How large did the problem feel/look/sound at the time?

How impossible did the problem feel/look/sound at the time?

What made that challenge seem that way?

How large or impossible does it look now?

What was an effective approach?

SUMMARY

We all go through crises in our lives and they can feel overwhelming. We may not have a choice on the crisis occurring but we do have choice on how we react and the choices we make. It is important to recognize that we need to be aware of how we react and how we can draw on the support of others to make good and safe choices.

Module 7

MAINTAINING A HOPEFUL OUTLOOK

- *Aim of This Module*

1. Be aware that maintaining a hopeful outlook improves your quality of life. When situations happen, having a positive outlook help us to look for the best solution and can protect us, our team and our vessel from damage.
2. Be aware that maintaining a hopeful outlook is something that you can control yourself with some practice. There are different ways to turn around negative thinking, be aware you can give and receive help.

- *A Hopeful Outlook*

- ✓ As humans, we tend to make negative assumptions, however things may not be as bad as they look. Here is a situation where someone made assumptions.
- ✓ How maintaining a hopeful outlook improves your quality of life.
- ✓ Maintaining a hopeful outlook is something that you can control yourself with some practice.

Is the glass half empty or half full?

While at sea the pump-room high bilge alarm sounds. After entry checks we enter the pump-room and we see oil in the bilges. The first thought that comes to mind is that there has been a major leak in the cargo pipeline. Our brain starts thinking of all the added issues i.e. - finding the leak, gas accumulation, pumping the oil, cleaning of bilges, etc.

However, we take a step back and start investigating the content of the oil in the bilges. When we move the surface, we realize that it is only a thin sheen of oil and rest is all water. The FW line has given way. The oil is from an old residue in the bilges. This helps us to calm down and investigate only the water lines. We realize that a fresh water line section has broken which flood the pump-room. We repaired the line and only focused on cleaning the surface of the water and pump the rest of the water to the appropriate tank..”

- *An Approach to Situation from Different Perspectives*

- ✓ The more we think about a problem, the more frustrating it can become.
- ✓ When we see a glass that is half full, half empty, we can feel one of two ways:
 - **If we're negative**, we focus on the glass being half empty
 - **If we're positive**, we focus on the glass being half full
- ✓ Whichever view we take, the glass remains the same. Having a POSITIVE ATTITUDE makes life more satisfying, It also boosts your resilience and helps you to solve difficult problems.

Exercise 1 Roleplay



The first role play is to let the participant explore how negativity feelings can affect one's ability to complete tasks

Read your script, try to play your role as Peter or Mark

In pairs where one person will be Peter, who has had a negative experience and one person will be Mark, his colleague whom Peter knows well and with whom Peter has a very good and friendly relationship. They have done several difficult projects together and have built up a high level of trust in each other. Play your role as Peter or Mark, and further let yourself be influenced by what the other person in the role play says or does.

PETER

The head of department has asked you to complete a challenging job and you are pleased you were selected for the job. You write down a list of the steps you must do as it has various difficult tasks, finishing them one by one.

Unfortunately, you miss a key step and now must start all over again which has delayed the completion of the job. You feel you have failed the department and become demoralised.

You go back to your cabin and on your way, you see Mark. Mark is a good friend and colleague, whom you trust and with whom you have done some difficult jobs in the past. You have known each other for 5 years. You want to discuss your disappointment with him. You are upset, almost in tears.

MARK

Peter comes into your cabin. You know Peter very well. You appreciate him a lot as a friend and as a colleague. You have done some difficult jobs together and you know each other for 5 years. Peter is upset, almost in tears. You know Peter as being an energetic and resourceful colleague. He is an expert and always wants to do his best.

You want to help Peter by analysing what went wrong. Where did it go wrong? What did Peter not do right? Why did he miss that step? Was he sufficiently well prepared?

This is not the end of the world; anybody can make mistakes.

No need for Peter to be so upset.

Exercise 2

All Mark's please read the below script If you are playing Mark, please read the following.



In this section aims to get Peter out of he's sad mood and into a more positive and happier outlook of completing the task at hand.

MARK

Peter comes into your cabin you know Peter very well. You appreciate him a lot as a friend and as a colleague. You have done some difficult jobs together and you know each other for 5 years.

Peter is upset, almost in tears after listening to Peter's story you want to help him by turning his negative perception of himself and his presently low self-esteem into a more positive attitude. You are convinced that this is the best way to help Peter.

Your genuine feedback to Peter is that you understand his disappointment very well. However, after this recognition you should adopt a more positive tone. Your goal is to get Peter to maintain a more positive attitude by focusing on things that are going well instead of emphasizing failures. You know Peter as being an energetic.

- Group Discussion

Talk, as a group, about the issues that were raised.

How did the discussion in second role play helped to get or maintain a hopeful outlook?

Are the two role-plays different? If so, how?

"Maintaining a positive attitude is about looking for solutions from different angles instead of focusing on the things that don't go well."

Module 8

MAKING CONNECTIONS

- *Aim of This Module*

1. Identifying and appreciate the connections we already have and the talents, resources and support these connections can give us.
2. Identify people, ways and resources to increase, strengthen and improve your connections.
3. Learn to accept help from those around you as you would want to help those who you care about.

- *Making Connections*

- ✓ In this industry, we spend time away from home which puts strain on ourselves and our families.
- ✓ Building strong supportive networks helps us and our families manage when we are away and when we may need support and assistance to help us deal with difficulties.
- ✓ Accepting support from those who care about you, and will listen to you, strengthens your ability to get through life's challenges.

- *Connections and Mental Health*

- ✓ If we have problems with ourselves or our families while on-board, it can cause stress
- ✓ The stress can distract us and lead to an incident.
- ✓ Being aware of the support systems around us and our family helps us to deal with the problems more quickly.

Activity

All participants to get into groups of 2 or 3. In the first exercise, we are going to start to think of all the connections we have in place already. This can be done by drawing a tree with the branches being the different connections you have.

Such connections can include:

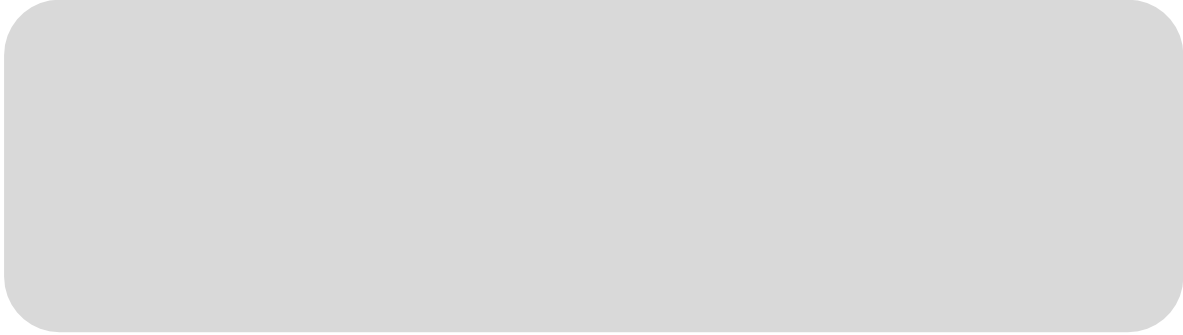
Family members	Friends	Work Colleagues
Neighbors	Clubs and hobby groups	Sports teams
Faith based organisations	Schools and parent groups	



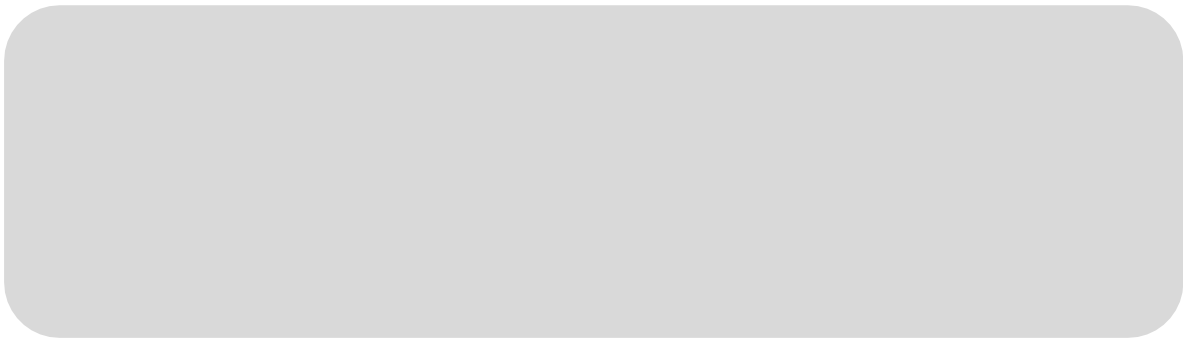
Activity

Read the following and respond.

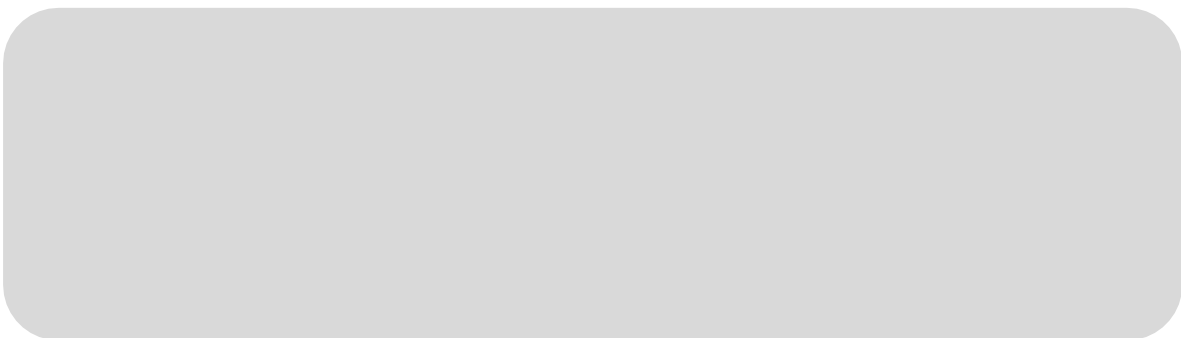
1. Were people surprised by the size and complexity of their “tree”?



2. Did any forgotten connections resurface?



3. What talents, experiences, skills or support system do the above connections have?



Activity

- We are now going to think about how your connections can help and support you Look at the following scenarios:

Colleagues who need support for work.

Situation 1

You are asked to paint the 'Main deck' by the end of the day and you are unable to finish in time.

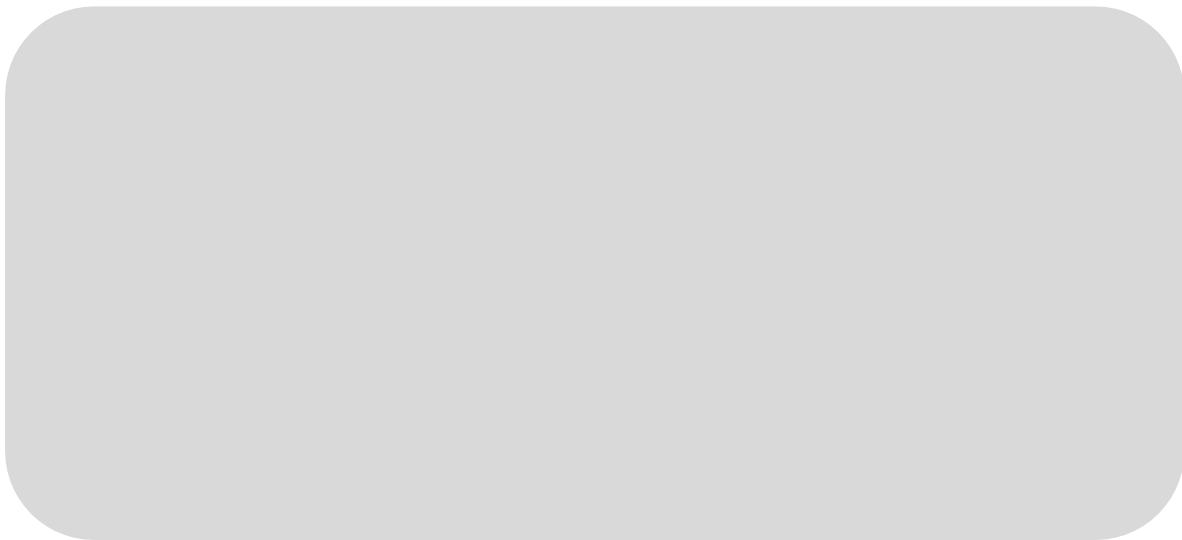
Situation 2

You are overhauling a motor in the engine room that needs to be boxed back in 3 hrs time. You are unable to finish it in time.

Situation 3

One of your family members is seriously ill and requires treatment that is an hour drive away from your home, what do you do?

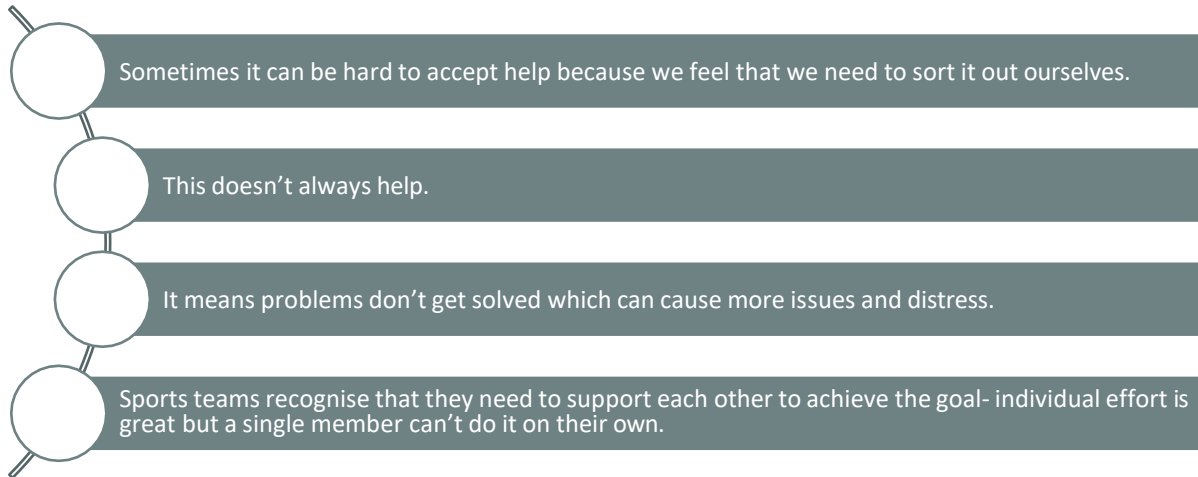
Think about each of these scenarios. How might your connections be used to help?



Activity

- How good are you at accepting help?

“Accepting help is its own kind of strength.”



» **Asking for help is strength, not a weakness and accepting help from your connections helps you to solve the problems and strengthens your connections.**

- *Group Discussion*

How comfortable are you asking for help?

What are the barriers to stop you asking your connections for help?

What could you do to break down those barriers?

SUMMARY

Being aware of all the connections we have helps us build an effective support network but these networks need looking after and we can always strengthen and improve them. This helps us to deal with issues more quickly to reduce stress or distress which would otherwise be distracting and affect our own or others safety.

Accepting support from those who care about you, and will listen to you, strengthens your ability to get through life's challenges.

Notes

Module 9

CONNECTION TO HOME

- *Aim of This Module*

1. Understand each other a bit better and learn who our important people back home are.
2. Understand what support team members can give each other.
3. Consider ways you can get together more frequently as a crew to improve your connections to each other on-board.

- *Making Connection*

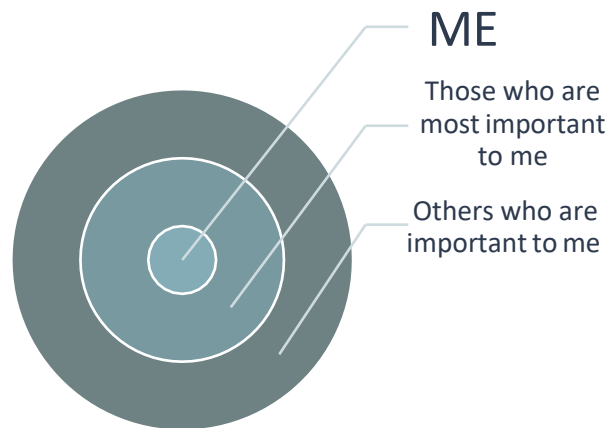
- ✓ Technology allows us to be more connected to the rest of the world than ever before whether it be our families or the intranet which of course has great advantages.
- ✓ However, there is a downside in that time spent online reduces our social time with the rest of the crew which leaves us feeling disconnected and quite isolated.
- ✓ Making a conscious effort to connect with your colleagues can help you to improve your wellbeing, sense of connection and understanding with those immediately around you. Others can help provide support and understanding if you have issues which may be difficult to deal with when you're far away from home.

- *Connection and Mental Health*

- ✓ When we spend time with our colleagues, we get to know them better, leading to better communication, which is essential to maintain a safer environment.
- ✓ Knowing we have colleagues around us who can advise and support us helps us to deal with problems more quickly.
- ✓ This stops us being distracted, which can in turn reduce safety risks.

Exercise **Read the following and respond.**

- ✓ Everyone should add people to the diagram below. These will include the people you feel closest to and others who also play an important role in your life.



- ✓ **Share and discuss with your team.**

Were there any surprises?

Did you learn anything new about someone?

Exercise **Read the following and respond.**

- Read the scenario and choose one. Share with the group and discuss

- Who would you go to in your chosen scenario?
- Are there team members who people would go to for specific types of advice?

“My wife has been in contact with me about my 14-year-old son, saying that he has been getting poor grades at school and never comes out of his room.”

“My mother has contacted me saying my father is not well. I am struggling with finding money and with someone to take him to the hospital regularly.”

In this exercise, the students will share information about themselves and the important people in their lives. These may well include people at home. The students should work in pairs.



This exercise is designed to find out what advice, experience and knowledge students can offer regarding a domestic problem.

Exercise

This exercise, we'll be talking about how we can plan our time so that we have more opportunities to do the things we want to.

- Here are some things that people like to do when they get together in social groups:
 - Film night
 - Wii bowling competition
 - Table tennis league
 - Quiz nights
 - Card games
 - Parties



- Activities should be things that people enjoy. They should feel welcome to take part, and any necessary equipment and rooms should be available.
- Writing the plan down makes it easier to stick to.

ACTIVITY PLAN

	Activity	When? How often?	Who will arrange it?	Resources required
1	Quiz Night	Every second Tuesday	Engine room team	Quiz book, paper, pencils
2				
3				
4				

SUMMARY

Connection to home and our families are great, but it also has downsides that need to be recognized. It's important that we keep our connections with our fellow crew members: these connections help us to understand each other better, work more safely together, make our time on board more rewarding and improve our wellbeing.

Module 10

GRATITUDE

- *Aim of This Module*

1. Realize that expressing gratitude leads to more “unselfish behaviors”, a key foundation towards accomplishing group goals and tasks.
2. Reflect on how acknowledging gratitude and expressing it openly contributes towards one’s wellbeing and resilience, and towards that of others well beyond the workplace environment.



This emphasizes the need to express thanks.

- *Gratitude*

- ✓ One of the easiest ways to achieve our goals in life is through looking at the people who helped us and recognizing them, thanking them.
- ✓ The chances are you will also uplift your own spirit and sense of worth which raises your own resilience and view of yourself.
- ✓ Expressing this emotion creates more fulfilment and meaning in our lives.
- ✓ Expressing gratitude (saying thank you) can results in positive relationships and thoughts. This further reduces distraction, increases collaboration and improves communication which makes a vessel safer and encourages safety interventions.

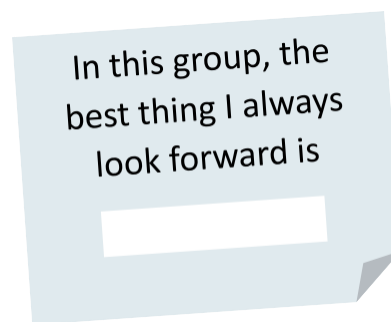
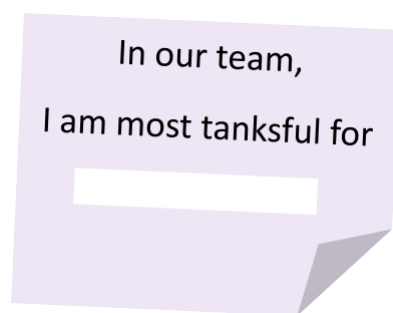
**When people don’t thank you for things you do,
It can make you feel pretty bad. Read out the example below:**

During the hose connection operations before starting cargo, the crane operator saw that one of the crew members was standing nearly below the hose. He wasn’t in a dangerous position; however, the crane operator felt that it could be unsafe for the crew member. The crane operator called out the crew member and asked him to move away. Rather than thanking the crane operator, the crew member gave a very angry look at the crane operator and said, “Don’t be a pain.” The question to ask here is, would the crane operator intervene next time? If instead the crew member had said, “Thanks for pointing it out, and good thinking,” it would have not only increased collaboration and improved communication, but also encouraged the crane operator to make further safety interventions.

Exercise

■ Read the following and respond.

1. Divide the learners into groups of three or four participants.
2. Each group will receive two or three post-it notes. They should also have a pencil or pen available.
3. Using the post-it notes, they should complete the following sentences:
4. Afterwards, ask someone to collect all the notes.
5. The Nominate two people to read out all the notes.



■ Answer the following questions as a group

1. How do you feel after a co-worker thanks you?



The group are expressing their thanks and gratitude to the rest of the team.

2. What do you think would happen if people stopped saying thank you?

Expressing gratitude can increase our positivity and resilience. Holding gratitude back, can limit our ability to find fulfilment and meaning in our lives.

Module 11

POSITIVE COMMUNICATION

- *Aim of This Module*

1. To understand that communication is important to ensure that our messages are clear, positive and improve the outcome of a situation.
2. Good, clear communication is vital to ensure that everyone understands a situation or task and knows what is required from them, especially when it relates to safety. Unclear messages can lead to confusion and that in turn can lead to safety lapses.

- *Positive Communication*

- ✓ Being aware of how we communicate is important as it affects how others react.
- ✓ It is important to be clear in our communications to avoid doubt or uncertainty.
- ✓ It is important to recognize when you are using words that may be misunderstood, confusing or negative, as this communication may not always have the intended effect.
- ✓ Giving positive messages is more effective than giving negative messages.

- *THREE LITTLE WORDS*

It is important to recognize when you are using words which may be misunderstood, confusing or negative, as this communication may not always have the intended effect.



But

BUT sounds like you're "butting out" and making excuses. People only focus on the words after the **BUT**, which are often not positive.

Changing the **BUT** to **AND** can make the message much more positive.



Try

TRY sounds like there is a chance of failure or that you do not really want or intend the person to succeed.



Don't

Saying **DON'T** can have the opposite of the intended effect. It is better to give a positive instruction, which gets a more positive reaction.

Activity Read the following and respond.

- You will be asked to think about something by your instructor. Speak to other students about what you are thinking about right now.

“Don’t fall down the stairs, as you might get injured”



“Hold the hand rail, as we want you to be safe”

- Which of these messages is more effective?
As a group, come up with other safety examples.

“Hold the hand rail, as we want you to be safe”

Giving positive messages is more powerful than negative ones.

Activity **Read the following and respond.**

- Find a partner, read the following scenario and discuss the question.

**“We will be stepping ashore in Singapore tomorrow,
But the jetty is very far from the city center.”**

What did you hear in the sentence that had BUT?

**“We’ll be stepping ashore in Singapore tomorrow
And the jetty is very far from the city center.”**

What did you hear in the sentence that had AND?

Activity **Read the following and respond.**

- Again with your partner, read the following two scenarios and discuss the questions.

Situation

»“Please make sure you complete the painting of the main deck before the end of the shift.”

»“Please try to complete the painting of the main deck before the end of the shift.”

- What is the difference between the two statements?
- Which one is clearer?
- In which quote do you think the task is more likely to be completed?

Words are powerful and it’s important for us all to be aware of the words we use and how we use those affects ourselves and others.

Using the right words, being clear and positive improves our communications with others and our safety.

