

International Additional Qualification Snoezelen ISNA

Attendees of the additional qualification will be introduced to the practice of Snoezelen, the planning of rooms based on specific needs of different target groups and the observation of effectiveness. That will take place in differently designed rooms.

The course will also emphasise on practical experiences. It is necessary to translate the featured contents on to a specific target group. That will be practiced during the seminars but participants are also required to provide demonstration lessons which will be discussed with the lecturer.

Participants are also required to work through the manuscript and listed literature at home which is feasible. During the seminars practical sessions are prepared and tested. At the end of the course participants will have to attend an exam. For the practical part two sessions on an approved subject will have to be prepared at home and carried out with participants or people e.g. with handicaps or dementia in an institution.

Methods and structure

The course is divided in four modules each lasting three days. In order to obtain the certificate participants are required to attend all four modules. The final exam will be take place in the 4th module in a Snoezelen-room/MSE.

The seminars offer practical work, demonstrations, lectures, group work and individual projects. Test sessions carried out in institutions e.g. for disabled people and work shadowing will supplement the field of experiences. Lecturers are working a variety of materials and media. Practical sessions will be delivered in various Snoezelen-rooms. In preparation of the practical transfer in each field of work the lectures will provide participants with advice and guidance.

In the following table you can find the structure of the education:

Theory	40 hour
Practice	72 hour
home study, including preparation of demonstration lessons	70 hour
exam, including an essay	18 hour
	—> 200 hour

The 40 hours theory and 72 hours practice are spread over four continuous blocks of modules of 28 hours each. Depending on how much time participants have the modules can be completed in the following order.

1. basic module
2. basic module

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1. practice module
 2. practice module

It's possible to complete the course within 1 year. Each module represents a completed unit, therefore those who are not intending to obtain the additional qualification Snoezelen may attend individual modules only.

Course requirements

Participants must hand in two scripted demonstration lessons (3 pages each). The practical exam is the realisation of the sessions.

EXAM:

Dates for examination

- an examination date will be arranged with the course supervisor and the lecturer
- after completing four modules

Place for examination

- The examination can take place at workplace of a participant or at a ISNA-mse training centre provided by the seminar.

Organisation:

- The examination will be organize from a ISNA lecturer
- The examination take off two lecturers by the seminar.



The Qualification

You will receive after successful completion a certificate of International Snoezelen Association (ISNA-mse) for internationally recognised:

"Internationally Recognised Additional Qualification Snoezelen of ISNA-mse"

Basic module Snoezelen – Basics**Content:**

During the first basic module participants will gain an insight into the versatile use of Snoezelen. Therefore it is important to get to know about the effects and functionality of individual items of equipment in Snoezelen-rooms and to gain personal experiences. Taking the historical development of Snoezelen in consideration, participants will devise options for addressed target groups. The companion/carer has to be able to adapt the offer to the needs of the target group.

That requires a classification into four different application fields:

- Snoezelen as free offer
- Snoezelen as pedagogical support measure
- Snoezelen as therapeutic oriented measure
- Snoezelen as therapy which will be reviewed.

Theory:

- Development of Snoezelen (national and international)
- Philosophy of Snoezelen
- Basic equipment of a Snoezelen-room
- Carer and companion behaviour

Practice:

- Outline of application fields in named practical areas
- Body awareness
- Experiencing the room
- Practical experimenting

Aims:

- To find out about the development, aims and purpose of Snoezelen
- To find out about its application based on individual needs
- To experience the basic room
- To experiment with materials
- To reflect on carer and companion behaviour
- To gain personal experiences of practical application
- To gain personal experiences about general body awareness and reflect upon
- To distinguish application fields of Snoezelen

Basic Module Snoezelen 2 – Methods**Content:**

The basic module 2 builds on the first basic module with a continuing expansion on knowledge and experiences gained so far and added theoretical content. The focus lies on the complexity of human perception and the needs of disabled people. Participants will look at the founded application of certain materials in connection with the planning of own Snoezelen session and rooms. There will be time to experiment and gain personal experiences with the aim of encouraging imagination and promoting an understanding for individual processing of stimulation and perception and impression formation.

Theory:

- Effects of Snoezelen
- Basics of perception and perception processing
- Requirements of people with mental disabilities



- Planning of Snoezelen-rooms
- Making materials
- Specific application of materials

Practice:

- Methods of presentation and implementation
- Attendance and guidance
- Behaviour observation
- Practical application

Aims:

- To find out about the development, aims and purpose of Snoezelen
- To understand perception processes
- To reflect on the needs of people with disabilities
- To find out about its application based on individual needs
- To get to know the basic room
- To initiate building own materials
- To experiment with materials
- To reflect on carer and companion behaviour
- To observe and record behaviour
- To gain personal experiences about body awareness and reflect upon
- To develop the imagination to develop own sequences

Practical module**Snoezelen for people with severe and multiple disabilities and people with autism****Content:**

The course focuses on adults in particular and adults with autism in day care. During this module previously gained knowledge will be expanded upon and adapted accordingly in order to develop target group specific activities. In order to grasp the basics emphasis is put on perception processing and subsequent characteristics when working with that particular target group or the pedagogical support of people affected. Snoezelen sessions will be planned and carried out in various different rooms. Under the aspect of "less is more and slow is faster" the use of materials, music, colours and scents is tested and reflected upon. Snoezelen sequences planned and carried out by the participants will be critically reflected upon by means of systematic process and behaviour observation.

Theory:

- Severe multiple disability and autism – what are the differences
- Causes of severe and multiple disabilities and autism
- Needs of adults with severe multiple disabilities
- Neurological aspects of autism
- Consequences for the pedagogical support of autistic people
- Aims of Snoezelen
- Observation of behaviour
- Use and effect of music, colours and scents
- Carer and companion behaviour
- Session planning

Practice:

- Methods of presentation and implementation
- Session planning
- Structured process control
- Use of materials
- Use of music, colours and scents
- Personal experience of practical application
- Reflection of units



Practical module Snoezelen for people with mental and multiple disabilities

Content:

This module will provide an insight into Snoezelen with mentally or multiple disabled people. Participants will experience what Snoezelen is and be given the opportunity to create their own Snoezelen experience.

As introduction, the philosophy and basics of Snoezelen as well as causes, types and effects of "disabilities" will be discussed. Throughout the course participants will look at individual exercises and entire thematic units as support and therapeutic concepts as well as plan and present their own units. Working in groups participants will critically review their work. By means of a show-jumping course everyday situations will be played out where participants acting as companion have to recognise client's mood and take this into account when responding to clients.

Theory:

- Philosophy of Snoezelen and its neurobiological basics
- What does "disability" mean? Causes and effects in behaviour
- Life situations and needs of people with mental or multiple disabilities
- Meaning of Snoezelen as part of everyday life
- Company and guidance
- Unit planning
- Room planning
- Materials

Practice:

- Relaxation and experiencing one's own senses
- Planning and presentation of individual exercises and entire units in small groups
- Setting up of a Snoezelen room
- Reflection of units
- Reflection upon own behaviour and that of others

Aims:

- To experience Snoezelen and to learn to love it
- Overview of the philosophy Snoezelen
- Overview of the term "disability", important basics and their different types
- Awareness of clients' life situations and needs
- Critical self-perception
- Introduction to how to start a unit
- Specific use of effects and materials

Practical Module Snoezelen with mentally disabled and psychological ill adults

Content:

Previously gained knowledge should lead to the practical modules and the development and verification of specific offers. That will result in a wide range of subjects for demonstration lessons, which form part of the additional qualification.

During the first practical module participants will be taught and knowledge deepened with respect to basic facts and knowledge regarding the psychological development of disabilities and illnesses most of all in children and adolescents. That will form a basis for planning targeted offers.

Potential ideas of how to design an environment offering sensory experiences outdoors will be introduced.

Participant will be experiencing different relaxation techniques. As part of that it will be looked at the use of music. The application of other stimuli promoting the sensory integration will be tested and reflected. Snoezelen sequences planned and carried out by the participants will be critically analysed through systematic process and behaviour observation.

Theory:

- About the philosophy of Snoezelen
- Basics of psychological development
- Pedagogical effectiveness and references
- Observation of behaviour
- Specified conditions of target groups and their clinical picture
- Design of "sensory gardens"
- Application and effects of music
- Session planning

Practice:

- Methods of presentation and implementation
- Planning of practical sequences
- Structured process control
- Application of rhythms and music
- Personal experience of practical applications
- Training and supervision
- Reflection of units

Aims:

- To get to know about the use of Snoezelen in different application fields and by international comparison
- To apply Snoezelen on people with mental and psychological disabilities
- To conduct process control
- To understand mental and psychological disabilities
- To get to know the clinical picture of mentally disabled people
- To get to know clinic pictures of selected psychological illnesses
- To discuss suitable outdoor settings for Snoezelen
- To experiment with music and materials
- To plan sessions, implement and critically reflect upon
- To get to know relaxation methods
- To experience practical application personally

Practical Module

Snoezelen in Early year's support, nursery and school

Content:

Previously gained knowledge should lead to the practical modules and the development and verification of specific offers. That will result in a wide range of subjects for demonstration lessons, which form part of the additional qualification.

Participants will be taught and knowledge deepened with respect to basic facts and knowledge regarding the psychological development of disabilities and illnesses most of all in children and adolescents. That will form a basis for planning targeted offers.

Potential ideas of how to design an environment offering sensory experiences outdoors will be introduced and discussed.

Participant will be experiencing different relaxation techniques. As part of that it will be looked at the well-considered use of music. The application of other stimuli promoting the sensory integration will be tested and reflected. Snoezelen sequences planned and carried out by the participants will be critically analysed through systematic process control and observation of behaviour.

Theory:



- Didactic basics of Snoezelen
- Session planning
- Basics of psychological development in infants
- Observation of behaviour
- Specified conditions of target groups and their clinical picture
- Design of "sensory gardens"
- Application and effects of music

Practice:

- Methods of presentation and implementation
- Planning of practical sequences
- Structured process control
- Analysing garden projects
- Application of rhythms and music
- Personal experience of practical applications
- Reflection of units

Aims:

- To get to know about the use of Snoezelen in infancy and adolescence
- To carry out behaviour observation
- To conduct process control
- To understand and reflect on disabilities
- To get to know the clinical picture of specified condition in infancy and adolescence
- To implement Snoezelen within the family
- To reflect on sensory stimulation
- To discuss suitable outdoor settings for Snoezelen
- To experiment with music and materials
- To plan sessions, implement and critically reflect upon
- To get to know relaxation methods
- To experience practical application personally

Practical Module

Snoezelen with people affected by ADHD

Content:

In children and adolescents with ADHD (Attention deficit and hyperactivity disorder) their low attention span, poor impulse control, motor unrest and limited psychological and emotional resilience is leading to problems within the family, nursery, school and later in work . Their behaviour causes problems within the family, in everyday life and particular in their social behaviour. Often the attention deficit is coupled with hyperactivity and the lack of concentration and clumsiness leads to constant failures, criticism from close people and therefore to a low self-esteem which is often covered up by children behaving like a clown or being provocative.

ADHD affects all age groups and approximately 50% of adults continue to have significant symptoms. It will be looked at the clinical picture ADHD and all its aspects. Possibilities of influencing the condition through multimodal therapy with emphasis on Snoezelen will be explained and experienced in practice. Observation and test procedures will be conducted and their application reflected upon.

Theory:

- Clinical picture of ADHD
- Causes and effects of ADHD
- Cooperation with parents, doctors and institutions
- Basics of psychological development in infants
- Pedagogical effectiveness and references
- Effectiveness of Snoezelen
- Session planning
- Observation of behaviour
- Attention and concentration tests



- Efficiency control

Practice:

- Methods of presentation and implementation
- Planning of practical sequences
- Structured process control
- Application of materials
- Body awareness
- Personal experience of practical applications
- Application of observation and testing procedures
- Reflection of units

Aims:

- To identify the clinical picture ADHD
- To reflect on the effects on close people and the person affected
- To get to know the multimodal therapeutic approach ADHD
- To reflect on low attention span and poor concentration from a pedagogical point of view
- To get to know the application of Snoezelen
- To implement Snoezelen within the family
- To conduct behaviour observation
- To learn about concentration and attention testing procedures
- To conduct process control
- To effectively apply music and materials
- To plan sessions, implement and critically reflect upon
- To get to know relaxation methods
- To experience practical application personally

Practical Module**Snoezelen with senior citizens and people with dementia****Content:**

This module will emphasise on the target group of adults, specifically on – disabled – elderly people. Fundamental needs will be introduced and the planning of sessions and use of materials will be adjusted to that target group. Particular attention will be paid to elderly people with and without disabilities. Snoezelen sessions will be planned and implemented with – disabled – elderly people. Specific possibilities and boundaries as well as potential risks involved in Snoezelen with adults will be discussed. That includes specific requirements for the room planning. Since the needs of elderly people are very individual, the range of applications will have to be reflected. One session will take place in the water for personal experience. Special control and diagnostic procedures will be introduced and implemented.

Theory:

- Needs of - disabled – elderly people
- Elderly people in nursing homes
- People in hospices
- Specified conditions of target groups and their clinical picture
- Company and guidance
- Efficiency control
- Conflict resolution
- Session planning
- Risks and possible dangers of Snoezelen
- Room planning
- Choice and use of material

Practice:

- Methods of presentation and implementation
- Preparation of therapy sessions
- Structured process control
- Experiencing Snoezelen in water



- Personal experience of practical applications
- Relaxation methods
- Reflection of units
- Room planning and set up

Aims:

- To recognise and understand the needs of people with and without disabilities – in elderly people
- To get to know specific clinic pictures in elderly people
- To obtain basic knowledge about the work in institutions caring for disabled people and senior citizens
- To obtain basic knowledge about the work in hospices
- To introduce room planning in nursery homes and hospices
- The effective usage of materials in Snoezelen sessions
- To plan sessions, implement and critically reflect upon
- To apply Snoezelen in water
- To get to know relaxation methods
- To apply observation and diagnostic procedures

Practical **Module** **Snoezelen – Planning of interior and exterior environments**

Content:

Knowledge and experiences gained in basic module 1 will be expanded upon with added theoretical content. Emphasis lies with the planning of Snoezelen rooms and the set up of sensory environments outdoors. Implementation and planning of Snoezelen rooms are illustrated by the use of certified materials and innovative ways of making your own materials. Practical experience through hands on experiments will stimulate imagination and creativity as well as promote an understanding for individual perception processing. The philosophy of Snoezelen will be defined and reflected upon. Participants will gain first-hand experiences regarding possibilities of implementation with emphasis on “free Snoezelen”.

Theory:

- Philosophy of Snoezelen
- Snoezelen with people with mental disabilities
- Building criteria conforming to standards
- Creating rooms to meet needs
- Use of materials
- Criteria for the design of interior environments
- Example designs of exterior environments
- Use and effect of plants
- Risks and possible dangers
- Cooperation with parents and institutions
- Implementing sessions

Practice:

- Planning of Snoezelen rooms
- To reflect on interior and exterior environments
- Analysis of room designs
- Plants and sensory experience
- Effects of aromas and smells
- Practical application
- Relaxation methods
- Reflection on practical sessions

Aims:

- To gain understanding and knowledge of historical development, aims and intention of Snoezelen

- To understand perception processes
- Knowing when, how and where to use the appropriate application depending on the needs/requirements
- To get to know the basic room and possible variations
- To get to know exterior sensory environments
- To experience the effects of plants and fruits
- To initiate innovation by making use of materials
- To experiment with materials
- To experience practical application personally
- To gain information and reflect on practical application with regards to body-awareness and relaxation

Practical Module

Planning and implementation of support concepts Snoezelen: Diagnostic and efficiency analysis

Content:

Research has shown that Snoezelen can be applied to support people with disabilities and people without disabilities particularly effective. That necessitates the establishment of specific support programmes. Through a detailed initial diagnosis, the current condition of the client has to be established in order to prepare the support concept. It is not only very interesting but also necessary to record afterwards any changes Snoezelen has imparted on the client. Participants will be given the opportunity to gain first-hand experiences of the effects of Snoezelen – including music – with relaxation and wellbeing, concentration and attention and body-awareness in mind.

Theory:

- Snoezelen-application fields in practice
- Implementing Snoezelen and meeting needs and requirements
- Questionnaire about setting up a Snoezelen room
- Observing mimic and gestures
- Recording wellbeing
- Effects of music
- Recording body-schema and body-awareness
- Analysing 'Draw-a-man-test'
- Procedures to measure concentration and attention
- Efficiency control

Practice:

- Practical implementation of above mentioned procedures in a Snoezelen environment with participants and clients

Aims:

- To gain knowledge about the content and aims of Snoezelen
- To recognise and understand the needs and requirements of individuals
- To observe and record behaviour
- To personally experience wellbeing through Snoezelen
- To record and reflect on the effects of music
- To personally experience body-awareness
- To promote concentration and attention
- To diagnose existing/remaining body-awareness
- To get to know and try out procedures testing concentration
- To survey residents as well as staff members about their needs for a pleasantly designed room and reflect on their requirements

Practical Module

Snoezelen in Palliative Care & in hospices



Content:

People facing pain and end of life need special care. Snoezelen can be part of Palliative care and be used in hospices. Giving back some quality of life and helping to feel less pain. This module takes you into palliative care and accepting death, trying to help the patient and his family. Snoezelen can give calmness and relaxation. It helps to live with pain, fear, exhaustion.

This course shows you different types of relaxation therapies and lets you experience some of them.

Theory:

- Definitions: Palliative Care and hospices
- Implementing Snoezelen in palliative Care
- Religious, physiological and psychological needs of people in Palliative care,
- Religious, physiological and psychological needs of people in hospices.
- Pain therapy and symptoms
- Emotions like fears, mourning, helplessness or shame
- Snoezelen as intervention without medicaments
- Giving back some quality of life
- Observing mimic and gestures
- Observing mimic and gestures
- Recording wellbeing in a nonverbal communication
- Effects of music
- Recording body-schema and body-awareness

Practice:

- Practical implementation of above mentioned procedures in a Snoezelen environment with participants and clients
- Planning of practical sequences
- Application of materials
- Body awareness
- Observing mimic and gestures
- Personal experience of practical applications
- Application of observation and testing procedures
- Reflection of units
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Aims:

- To gain knowledge about the content and aims of Snoezelen in palliative care and hospices
- To recognise and understand the needs and requirements of individuals
- To observe and record behaviour
- To personally experience wellbeing through Snoezelen
- To record and reflect on the effects of music
- To personally experience body-awareness
- To diagnose existing/remaining body-awareness

