

**Resilience and Stress Management in Professional Life – Experiential Methods and Place-Based Learning between Sea and Desert**

**Schedule**

<b>Time</b>	<b>Unit</b>	<b>Monday – Understanding</b>	<b>Tuesday – Environment &amp; Context</b>	<b>Wednesday – Body</b>	<b>Thursday – Breathing &amp; Integration</b>	<b>Friday – Transfer &amp; Application</b>
09:00 – 09:45	Unit 1	Welcome, introduction and objectives	Foundations: Effects of maritime environments on stress and the nervous system	Foundations of physiological stress responses	Foundations of breath-based stress regulation	Introduction: Self-awareness and temporal structuring of stress
09:45 – 10:30	Unit 2	Foundations of stress development and processing	Consolidation: Environment, perception, and stress regulation	Analysis and perception of bodily tension patterns	Analysis of breathing patterns in the context of stress	Guided practice: Body-based stress regulation (TRE according to Dr. Berceli)
10:30 – 11:15	Unit 3	Individual stress patterns in the professional context	Analysis of using environmental factors for stress regulation	Movement and perception in the context of stress regulation	Guided practice: Breath-based regulation (Marcus Blacker method)	Deepening and reflection of practice (TRE according to Dr. Berceli)
11:15 – 11:30	Break					
11:30 – 12:15	Unit 4	Introduction to perception and resource-based work (participatory photography)	Guided practice: Body regulation in water (floating)	Introduction to body-based regulation methods (TRE according to Dr. Berceli)	Introduction to self-reflection and evaluation methods	Development of individual action strategies (SMART goals)
12:15 – 13:00	Unit 5	Guided practice: Participatory photography	Deepening of practice (floating) and reflection	Guided practice: Body-based stress regulation (TRE according to Dr. Berceli)	Integration: Linking breath, body, and environment	Specification and feedback on individual transfer strategies
13:00 – 14:00	Lunch					
14:00 – 14:45	Unit 6	Reflection and transfer to professional life	Reflection on experiences with nature-based methods and transfer to professional life	Reflection on body-based stress responses and transfer to professional life	Reflection and integration: Development of individual stress-regulation strategies for professional life	Self-evaluation and sustainable transfer: Consolidation of learning outcomes

### **Seminar description**

**Title: Resilience and Stress Management in Professional Life – Experiential Methods and Place-Based Learning between Sea and Desert**

#### **1. Classification and objectives of the seminar**

The increasing demands of the modern world of work lead many employees to experience persistent stress, high mental strain, and limited capacity for recovery. Measures for coping with stress and strengthening individual resilience therefore constitute a central component of professional continuing education.

This is also confirmed by the case law of the Federal Labour Court, according to which stress-management offers may be recognized as educational measures provided there is a clear connection to the professional context and a structured learning process.

The aim of the seminar is to provide participants with a sound understanding of stress mechanisms and to enable them to recognize and analyze work-related strain situations in a differentiated manner and to apply suitable strategies for regulating stress independently.

#### **2. Didactic and methodological structure**

The seminar follows a clearly structured, competence-oriented design. The individual seminar days are thematically divided into the areas of understanding, environment and context, body, breathing and integration, as well as transfer and application.

Within each day, theoretical foundations are introduced, deepened, and analyzed before being tested in guided application units and reflected upon with regard to everyday professional life. The learning process follows a systematic sequence of introduction, analysis, instruction, application, and transfer.

At the beginning, key models of stress development and their physiological and psychological effects are developed. Building on this, participants analyze their individual stress patterns and relate them to concrete work-related strain situations. As the seminar progresses, they learn various body-, breath-, and perception-oriented methods for stress regulation and apply them in guided exercises.

In addition, experience- and reflection-oriented methods such as participatory photography and creative approaches are used. These support participants in making individual perception processes visible, identifying their own resources, and developing new perspectives on dealing with strain. The combination of cognitive, physical, and experience-based approaches enables a sustainable learning process.

### 3. Place-based learning

A particular focus lies on place-based learning. The seminar location is an integral part of the didactic concept.

Through the combination of maritime surroundings, desert landscape, and reduced sensory input, an especially intensive engagement with perception, stress, and regulatory processes is made possible. This specific learning environment creates spaces of experience that are only limitedly accessible in this form in everyday professional contexts.

Environmental and contextual factors are systematically incorporated into the learning process and analyzed with regard to their significance for stress perception, self-regulation, and work-related strain situations.

### 4. Educational goals and competence development

Upon completion of the seminar, participants will be able to:

#### Professional competencies

- Explain basic models of stress development and their effects on body and mind.
- Understand the relationships between stress, the nervous system, and bodily reactions.
- Analyze the influence of environmental and contextual factors on stress perception and recovery.

#### Methodological competencies

- Apply body-, breath-, and perception-based methods for stress regulation.
- Perceive and classify their own stress reactions in a differentiated way.
- Use creative methods for reflection and resource analysis.

#### Transfer competencies

- Identify individual stress patterns in everyday professional life.
- Select suitable strategies for self-regulation in concrete work situations.

- Transfer learned methods into their own professional routine.

### **Self-competence**

- Consciously perceive their own resources for coping with stress.
- Reflect on personal learning processes.
- Formulate realistic goals for integrating the content.

### **Reflection and evaluation competence**

- Assess individual learning progress in a structured way.
- Critically reflect on their own handling of stress.
- Evaluate the effectiveness of the methods learned.

## **5. Target group and group size**

The seminar is aimed at working professionals from various fields who, in their everyday work, are confronted with increased demands, time pressure, or complex strain situations and who wish to expand their competencies in dealing with stress in a targeted way. It is also open in principle to international participants.

The group size is limited to a minimum of 6 and a maximum of 15 participants. This enables intensive support as well as the use of interactive and participant-centered learning formats, especially in the form of small-group work, guided reflection, and individual feedback.

## **6. Teaching and learning materials**

To support the learning process, participants receive structured accompanying materials. These include key theoretical content, further academic references, and methodological overviews.

In addition, practice-oriented method sheets are provided, enabling independent application of the content learned in everyday professional life. The materials serve to deepen, review, and sustainably secure the learning outcomes.

### **7. Language of the seminar**

Against the background of the international orientation of the seminar and the involvement of local stakeholders, the seminar is conducted in English. This provides a shared basis for communication for a diverse group of participants while also supporting place-based learning in an international context.

Good English skills are therefore required. Reflection and transfer phases may also be conducted in German if needed. Seminar materials will be provided in German or bilingual form.

### **8. Evaluation and quality assurance**

The seminar is accompanied by structured feedback and evaluation procedures. These include continuous reflection phases during the seminar as well as a final self-evaluation by the participants.

The aim is to make individual learning progress visible and to support the sustainable application of the content in everyday professional life.

### **9. Overall character of the seminar**

The seminar combines theoretical knowledge, structured analysis, guided application, and reflected transfer into a holistic learning process with clear professional relevance.