

# Psychological First Aid

REMOTE TRAINING OF TRAINERS



# PFA Training

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# Training Acronyms & Abbreviations

<b>CF</b>	ChildFund
<b>CO</b>	Country Offices
<b>IFRC</b>	International Federation of the Red Cross and Red Crescent Societies
<b>IP</b>	Implementing Partners
<b>MHPSS</b>	Mental Health and Psychosocial Support
<b>PFA</b>	Psychological First Aid
<b>PPRV</b>	Professional and Personal Resiliencies and Vulnerabilities
<b>PSS</b>	Psychosocial Support
<b>TOT</b>	Training of Trainers
<b>WHO</b>	World Health Organization

# Introduction to Psychological First Aid

ChildFund has developed a remote Psychological First Aid (PFA) training package based on materials developed by the International Federation of Red Cross and Crescent and Save the Children to support the mental health and well-being of children, youth and caregivers affected by emergencies or adversity. Training on PFA is recommended to be done in person when possible; however, this training has been developed to be delivered remotely in settings that have restrictions due to emergencies. PFA can be delivered during virtual touch points with children and families, i.e., supporting families via phone, social media or radio, or by teachers to children when schools reopen to improve the well-being and social and emotional learning needs of children and youth.

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# What is the main objective?

The main objective of the Psychological First Aid Training of Trainers (TOT) guide is to build the knowledge and competencies of ChildFund (CF) staff on PFA to effectively train Implementing Partner (IP) staff on PFA.

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# What are the purposes of the training?

The purposes of this document are to:

1. Provide an overview of the content of ChildFund's PFA TOT training package and what PFA is;
2. Explain how the training can be delivered remotely;
3. Explain how PFA services can be integrated into ChildFund's child protection work, especially remotely; and
4. Outline participant selection criteria and expectations for their participation.



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# What is included in ChildFund's PFA Training Package?

1

## PFA TOT Training

PFA TOT Training is composed of six modules focused on facilitation skills, PFA techniques and self-care, and a facilitator training guide. The TOT training is for training CF or IP staff on becoming facilitators of PFA trainings for community members (i.e., community facilitators, health workers, youth leaders, teachers and religious leaders, etc.) who will directly deliver PFA to children, youth and caregivers during times of distress and crisis. The level of effort is approximately 44 hours total. Training materials are based on the [International Federation of Red Cross and Crescent \(IFRC\) Remote Psychological First Aid during a COVID-19 outbreak manual](#); and [Save the Children Psychological First Aid Training Manual for Child Practitioners](#). These materials have been repackaged to be delivered remotely by a trainer who has knowledge in child protection and has previously been trained.

### **OBJECTIVE**

PFA community trainers (CF staff) and PFA facilitators (IP staff) acquire the skills to administer PFA and be effective trainers of trainers on PFA.



# Key Considerations Before Implementation of PFA

## PFA Training Does Not Address or Treat Extreme Distress

This PFA training does not address or treat extreme distress (i.e., self-harm, suicidal ideation) and mental health issues that require more clinical expertise, diagnosis and complex treatment. In these cases, a referral to an appropriate social service is needed; PFA can be used to stabilize the case until it is referred.

## A Referral System Should Be in Place

It is important to ensure that a Mental Health Psychosocial (MHPSS) referral system is in place for community facilitators, child protection practitioners, teachers, etc. who may identify someone requiring additional support. The MHPSS could be part of the community health care system, with strong linkages to the ministry of health's primary health care system.

## Children's Basic Needs Should Be Addressed Before Implementation

Do not implement if children are being detained. The provision of basic services and legal aid in these contexts should be prioritized first.

# PFA TOT Methodology

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## Overall Goal

To build the capacity (knowledge and competencies) of CO and IP staff to become community trainers and facilitators on PFA and, when necessary, apply PFA techniques directly with children, youth and caregivers.

## Learning Objectives

Upon completion of this course, participants will be able to:

1. Acquire the appropriate trainer skills including preparing and facilitating a session; giving and receiving constructive feedback; and facilitating a group discussion.
2. Identify the different levels and interventions of psychosocial support.
3. Describe the use and purpose of Psychological First Aid (PFA).
4. Acquire the skills to apply basic Look, Listen and Link principles and techniques.
5. Develop an approach to adapt PFA to the country context.
6. Plan self-care practices.

## Target Groups

- CF Country Office (CO) staff
- Implementing Partner (IP) staff

# Blended Learning Approach



## PFA TOT Overview

**The PFA TOT training is comprised of six modules:**

- One module focused on strengthening skills to be a PFA community trainer,
- Three modules focused on PFA techniques with facilitation skills woven throughout the sessions, and
- Two on self-care.

Each module has two to three virtual sessions, self-directed activities and small-group work in pairs. The total duration of level of effort is approximately 44 hours in four weeks to complete 11 activities, which include synchronous (participants learning at the same time) and asynchronous (participants learning at their own pace) learning.

Each TOT group will have eight participants and will be assigned a facilitator who will provide self-directed activities first, followed by two to three virtual sessions guided by the facilitator, followed by small-group work done without the facilitator. The sequence of sessions is designed to build on previous skills, providing repetition of key concepts and spacing to transfer to long-term memory.

## A Blended Mix of Methodologies

Each session will include a blended mix of methodologies, outlined below:

### **SELF-DIRECTED ACTIVITIES**

#### **(Asynchronous Learning)**

Participants will receive learning materials, including brief videos accessible by YouTube, handouts, graphs/visuals and other materials to study at their own pace before the virtual lessons convene. Estimated time per activity: 1 hour.

### **VIRTUAL SESSIONS**

#### **(Synchronous Learning)**

Facilitators will work with participants in weekly group sessions held on Microsoft Teams. The sessions will focus on reflecting, practicing and discussing content reviewed individually and provide space for sharing recommendations for COVID-19 adaptation. Participants will receive feedback on their practice from the facilitator and peers and fill out assessments after the sessions. Estimated time per session: 1.5 hours – 2 hours.

### **REFLECTION SHEETS AND GROUP WORK**

#### **(Semi-Synchronous Learning)**

Small groups (pairs) assigned by the facilitator will come together virtually to practice skills learned in self-directed activities and virtual sessions. Estimated time per group work: 1 hour.



# PFA TOT Training

## Course Content

### Level of Effort

The level of effort estimated to complete the TOT course is 43.5-44 hours as broken down below:



Self-directed activities: 6 hours



Virtual sessions: 24.5 hours



Reflection sheets and group work: 10 hours

See the following outline for a breakdown of each module, objectives, time and LOE.



# PFA Training Cascade Approach

**STEP  
1**

## **IP Senior Technical Advisors Train CF Staff**

IO Senior Technical Advisors train CF staff selected from COs over the course of seven consecutive weeks in a PFA TOT. CF staff become PFA community trainers and plan a training for IP staff.



**STEP  
2**

## **PFA Community Trainers Train IP Staff**

With remote support from STAs, PFA community trainers plan and deliver a training for IP staff and select community leaders who will train community members to directly deliver PFA.



**STEP  
3**

## **PFA Community Trainers & PFA Facilitators Train Community Members**

CF community trainers and IP staff trained as PFA facilitators train community members (health workers, teachers, religious leaders, etc.) who will directly provide PFA to caregivers, children and youth. These community members are called PFA helpers



## IP Senior Technical Advisors Train CF Staff

### Prior to Training - Questionnaire

- Prior to the start of the training, CO-identified participants will be asked to fill out a questionnaire on their learning goals, learning styles, expectations of the training and experiences and knowledge related to psychosocial support.
- The Senior Technical Advisors Team will invite the group to an initial call for introductions, to clarify any questions prior to starting the training, discuss connectivity issues, provide an overview of content and share their learning styles and expectations.

### PFA TOT Training Workflow

- The group will receive learning materials, including the PFA TOT overview, handouts and links to low-resolution videos that can be accessed via computers, phones or tablets.
- To ensure that participants acquire PFA skills, as well as strengthen their facilitation skills, the PFA TOT includes content on training design, adult learning principles, constructive feedback and activities that will bolster participants' ability to train others.
- In addition, the TOT will cover how to use and troubleshoot technology and the best way to promote retention and engagement when training remotely using learning science.
- During the facilitated lessons and small-group work, participants will have the opportunity to practice their skills through mini-facilitated sessions, where they train on PFA and then receive feedback from peers and/or the STA to incorporate into their next practice.
- The training will end with an evaluation to measure learning and satisfaction.



STEP  
2

## PFA Community Trainers Train IP Staff

### Post Training – IP Staff Selected

- Post training, STAs will provide technical assistance to the PFA community trainers as they develop plans to roll out training of trainers for IP staff, and bring the group together for two follow-up calls to share plans and approaches to contextualization.
- If possible, the IP staff selected to participate should have experience as a trainer, demonstrate facilitation skills, have access to technology (if remote training) and be available to roll-out the training in their community.
- At this step, it is critical to plan the delivery of the training (remote vs. in-person) and translate and contextualize training materials to the country context in collaboration with IPs. If restrictions on gathering are in place and the training must be delivered remotely, a platform that is free and easily accessed should be used to facilitate lessons.
- PFA community trainers will use the PFA TOT Guide to deliver the training following the same training approach as they received.
- IP staff who demonstrate the acquisition of PFA and facilitation skills at the end of the training will become PFA facilitators.



STEP  
3

## PFA Community Trainers & PFA Facilitators Train Community Members

- Following this PFA TOT, the PFA community trainers and PFA facilitators will work together to plan and deliver the PFA training to key community leaders (community health workers, teachers, religious leaders, etc.) who will directly apply PFA techniques with caregivers, children and youth.
- It is recommended that community trainers co-facilitate at least once with PFA facilitators to ensure they have shown competencies in PFA before delivering PFA trainings unaccompanied and provide a refresher training six months after the start of activities.
- At this step, it may be necessary to review again the delivery of the training, particularly if the training must be remote, as community leaders may not have access to the same technology as IP staff.
- Once community leaders complete the training, they will be called PFA helpers. PFA helpers must adhere to CF's child safeguarding policies and procedures and code of conduct, as well as the prevention of sexual exploitation and abuse policies and procedures (PSEA).
- PFA community trainers will support IPs in rolling out the PFA interventions through: 1) developing a service map of all basic services and updating child protection referral pathways for the application of link principle; 2 ) assessing the best platform to offer PFA; and 3) establishing a monitoring mechanism for assessing the skills of PFA helpers.

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# Selection Criteria for PFA TOT Participants

TOT participants are selected based on the following criteria outlined below:

1. COs have plans to apply PFA skills in their programs.
2. COs commit time and resources for a dedicated Child Protection or Technical Specialist to be trained and roll out future trainings.
3. COs identify a qualified staff member who:
  - Has experience as a trainer and demonstrated facilitator skills;
  - Is comfortable moderating, training and facilitating group activities using virtual meeting tools; and
  - Commits time for the follow-up process including virtual workshop post-rollout.
4. COs can allocate time and resources for monitoring of the PFA pilot, including an M&E Specialist.

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## Participant Expectations

It is expected that participants will be available to engage in preparatory work, review all materials, session facilitation, engage in group activities and post-training followup activities.

In addition, participants must complete the entire PFA TOT and develop a training plan for the rollout of PFA training at the CO level. After participation in the training, those who demonstrate they acquired the PFA skills as instructed as well as strong facilitator skills will become PFA community trainers to cascade the training to IP staff and community stakeholders.

# Purpose of the M&E Plan

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PFA training should be provided to all Mental Health and Psychosocial Support (MPHSS) staff, as it provides basic skills for assisting children and initiating a MPHSS program. This training will enable CF staff to cascade the remote training methodology to local partners, community facilitators, youth leaders, teachers and other key community stakeholders as part of ongoing Life Stage and Community-Based Child Protection System Strengthening programming.

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# Objectives

The main objective of the TOT pilot phase is to refine the proposed training methodology and content to enable scale-up at Country Office (CO) level, as well as to train a selected number of child protection specialists to support in the rollout of the training at CO level and globally. Due to the remote delivery of the training, this also provides an opportunity to identify the best platform and tools to deliver the course assessments and evaluations and for real-time collation of results.

**The key objective of the M&E plan is thus to provide data and evidence that will be used to:**

- Refine the proposed training methodology and content prior to scale-up at CO level.
- Assess participants' overall learning experience and gauge whether the training adequately prepares them for subsequent rollout trainings at the country level.
- Assess the improvement in participants' knowledge and skills resultant of the PFA TOT.





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## Scope of the M&E Plan

The M&E plan focuses primarily on the TOT, with the understanding that the plan will be revised and adapted for subsequent rollout trainings and PFA implementation, based on the findings. Thus, the plan prioritizes assessment of participants' learning experience, engagement and overall satisfaction with course content and activities, perceptions of applicability to their local contexts, and knowledge and skills gained.

This data will also be used to further optimize the training content by identifying the optimal duration (both preparation for and delivery) of the training sessions, training modalities relevant for remote delivery (case studies, group work, role plays, etc.) and the course materials (presentations and handouts).

While the evaluations will also assess the participants' level of confidence and intention to apply PFA in their local context, the extent to which this is valid will need to be assessed during the rollout trainings and subsequent PFA implementation at the country and community level.

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## Structure of the M&E Plan

An M&E plan that describes the key indicators, data sources and frequency of data collection is provided in Table 1. This will be reviewed and finalized immediately prior to the implementation of the TOT.

The specific data-collection tools to be used in the assessments are available in the appendix. Note that these tools will be transferred to an online data-collection platform (e.g., SurveyMonkey) prior to the start of the training sessions.

## Data Collection

The primary responsibility for administering the data-collection tools will lie with the course facilitators; however, data analysis and final training report writing will be done jointly with the facilitators and the research and learning advisor. The primary datacollection tools are described below.

## Course Evaluations

The TOT will be delivered over the course of six sessions. After each session, course participants will be requested to complete a post-session evaluation administered through SurveyMonkey (or similar tools). This will allow the data to be aggregated automatically and for further analysis where needed. These course evaluations will be adapted and simplified for subsequent rollout trainings. The course evaluation tools are found in Appendix 1.

## KAP Questionnaire

To assess the acquisition of knowledge and skills because of the PFA training, participants will be required to complete a pre- and post- knowledge, attitudes and practices (KAP) questionnaire. This will assess the level of knowledge of PFA that participants have prior to the training, compared to that which they have at the end of the training, with the assumption that the training increases knowledge and skills on PFA. The pre- and post - KAP questionnaire is found in Appendix 2.

## Facilitators' Observation Guides

Facilitator observation guides will be used to assess participants' level of engagement, skills and learning while the training is in session, offline and in session group-work as well as the pre- and post-session handouts as needed.



## Key Considerations for Subsequent Rollout

Data from the training assessment will inform the subsequent rollout of PFA at the country level. Additional considerations prior to rollout will involve:

- Assessment of country capacity to implement PFA; existing resources to support rollout and implementation (programs and program support staff including coaching and supervision, and M&E staff, financial resources, etc.)
- Assessment of platforms and/or modalities for the delivery of remote PFA – e.g., network reach, call centers, availability of mobile phones, etc.
- Existing referral mechanisms for psychosocial support in the targeted communities
- Development of selection criteria for local partner implementers and PFA providers, including determining whether there will be a need to provide incentives

# 1 TABLE M&E Framework for the TOT Pilot Phase

## 1 OBJECTIVE

To refine the proposed methodology and content to be ready for scale-up at CO level in QII throughout FY21

Course Preparation						
Indicator	Definition	Data Source	Target		Frequency	Responsible
			Planned	Actual		
# of hours facilitators spend preparing for the course/ training	Estimates the average hours of commitment facilitators will need to prepare for roll-out trainings	Training report	5 hrs		End of course	Facilitators/ M&E staff
# of hours taken to deliver all sessions of the PFA course, including time appropriated for group work, case-studies etc.	Estimates the time it will take to deliver PFA roll-out trainings	Training report	34.5 hrs			

## Didactic Organization

Indicator	Definition	Data Source	Target		Frequency	Responsible
			Planned	Actual		
Assessment of learning management platform used to deliver the PFA training	Assesses the learning management platform used to deliver PFA training – ease of use, engagement with participants, etc.	Training Report/ Course Module evaluations	N/A		End of course	CF Advisors

**2 OBJECTIVE**

.Train a selected number of CP specialists to support in the roll-out of the training at CO level and globally

Didactic Organization						
Indicator	Definition	Data Source	Target		Frequency	Responsible
			Planned	Actual		
Number of course participants whose COs have plans to apply PFA in their programs in FY 21.	Ensures participants have CO support to begin PFA roll-out trainings after the TOT.	Applicant Selection Checklist			Once- prior to course start	Snr Advisors
Number of course participants with relevant training experience.	Ensures participants have relevant training experience.	Applicant Selection Checklist			Once- prior to course start	Snr Advisors

## Participants' Learning Experience

Indicator	Definition	Data Source	Target		Frequency	Responsible
			Planned	Actual		
Participants' confidence in application of PFA skills and knowledge.	Level of confidence participants have in application of skills/ knowledge.	Course Module evaluations	90%		End-of-course	Facilitator
Level of participants' intentionality to implement PFA in their settings.	Average participant rating on intention to apply skills and knowledge in their work.	Course Module evaluations/ post-test KAP survey	90%		End-of-course	Facilitator
The proportion of course participants that meet minimum requirements for certification.	Identifies the number of participants achieving a minimum standard for certification as assessed by Facilitators and KAP survey. (95% post-test result)	Facilitator Observation Checklist/ KAP survey results	95%		End-of-course	Facilitator

## Participants' Improvement in Knowledge and Skills

Indicator	Definition	Data Source	Target		Frequency	Responsible
			Planned	Actual		
Average improvement in participants' knowledge and skills as a result of the PFA TOT.	Gauges improvement in participants' knowledge and skills in PFA as a result of the PFA training.	Pre-post KAP questionnaire			Start and end of course	M&E
Number of participants with the appropriate trainer skills; Preparing and facilitating a session; Giving and receiving constructive feedback, Facilitating group discussion.	Assesses participants' readiness to roll out PFA training upon completion of the TOT.	Facilitator Observation Checklist/ Training skills assessment			End of course	Facilitators



# Appendix 1: Course Evaluations

## MODULE 1

### Introduction & Training Design

Please reflect on the training module you just attended as you fill out the form below.

Your feedback will help us to understand what went well and what could be improved for future sessions. All responses are anonymous. Please do not put your name or office on this form.

<b>Please rate the following statements on overall course content:</b>	<b>Very Poor</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
Overall, how would you rate the content of Module 1?					
The presenting skills of the facilitator(s) were					
The responsiveness of the facilitator(s), e.g. to actively engage, facilitate learning, answer questions					
The balance of teaching methods					
The technology utilized during the session					

**Please add any clarifications or comments regarding the above statements:**

<b>Please indicate how much you agree with the following statements:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The learning objectives were met				
The session provided sufficient opportunity for interaction & discussion				

<b>The following helped my understanding:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Review and discussion of session content				
Group work – Stress and crisis				
Case-study scenarios				
Handouts				
Videos				

**Please add any clarifications or comments regarding the above statements:**

---

<b>Knowledge and skills</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I know 6 principles of the Adult Learning Sciences				
I understand how to design a training and plan for sessions				

**Please add any clarifications or comments regarding the above statements:**

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**Please state at least one way in which the Module could be improved for next time?**

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## MODULE 2

# Introduction to Psychosocial Support (MHPSS) and Psychological First Aid (PFA) in Emergencies

Please reflect on the training module you just attended as you fill out the form below.

Your feedback will help us to understand what went well and what could be improved for future sessions.

All responses are anonymous. Please do not put your name or office on this form.

<b>Please rate the following statements on overall course content:</b>	<b>Very Poor</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
Overall, how would you rate the content of Module 2?					
The presenting skills of the facilitator(s) were					
The responsiveness of the facilitator(s), e.g. to actively engage, facilitate learning, answer questions					
The balance of teaching methods					
The technology utilized during the session					

**Please add any clarifications or comments regarding the above statements:**

<b>Please indicate how much you agree with the following statements:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The learning objectives were met				
The session provided sufficient opportunity for interaction & discussion				

**Please add any clarifications or comments regarding the above statements:**

<b>The following helped my understanding:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Review and discussion of session content				
Group work – Stress and crisis				
Case-study scenarios				
Handouts				
Videos				

**Please add any clarifications or comments regarding the above statements:**

<b>Knowledge and skills</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I know what psychological first aid is and what it is not				
I can identify the common reactions of children who have been through distressing events				
I can identify when children in distress require additional support/referral				

**Please add any clarifications or comments regarding the above statements:**

**Please state at least one way in which the Module could be improved for next time?**

## MODULE 3

# Key Principles of PFA: Look, Listen, and Link

Please reflect on the training module you just attended as you fill out the form below.

Your feedback will help us to understand what went well and what could be improved for future sessions.

All responses are anonymous. Please do not put your name or office on this form.

<b>Please rate the following statements on overall course content:</b>	<b>Very Poor</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
Overall, how would you rate the content of Module 3?					
The presenting skills of the facilitator(s) were					
The responsiveness of the facilitator(s) (e.g. to actively engage, facilitate learning, answer questions)					
The balance of teaching methods					
The technology utilized during the session					

**Please add any clarifications or comments regarding the above statements:**

<b>Please indicate how much you agree with the following statements:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The learning objectives were met.				
The session provided sufficient opportunity for interaction & discussion.				

Please add any clarifications or comments regarding the above statements:

<b>The following helped my understanding:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Review and discussion of session content				
Group Work – Look, Learn, Listen				
Offline group assignment				
Handouts				
Videos				

Please add any clarifications or comments regarding the above statements:



<b>Knowledge and skills</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I understand the three action principles of Look, Listen and Link				
I developed additional skills to offer support to those in my community who are experiencing stress				

Please add any clarifications or comments regarding the above statements:

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**Please state at least one way in which the Module could be improved for next time?**

---

## MODULE 4

# Active Listening

Please reflect on the training module you just attended as you fill out the below form.

Your feedback will help us to understand what went well and what could be improved for future sessions.

All responses are anonymous. Please do not put your name or office on this form.

<b>Please rate the following statements on overall course content:</b>	<b>Very Poor</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
Overall, how would you rate the content of Module 4?					
The presenting skills of the facilitator(s) were					
The responsiveness of the facilitator(s) (e.g. to actively engage, facilitate learning, answer questions)					
The balance of teaching methods					
The technology utilized during the session					

**Please add any clarifications or comments regarding the above statements:**

<b>Please indicate how much you agree with the following statements:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The learning objectives were met				
The session provided sufficient opportunity for interaction & discussion				

**Please add any clarifications or comments regarding the above statements:**

<b>The following helped my understanding:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Review and discussion of session content				
Offline group assignment presentations				
Active listening activity				
Handouts				
Videos				

**Please add any clarifications or comments regarding the above statements:**

<b>Knowledge and skills</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I feel adequately prepared to practice active listening with others				
I would like additional opportunities to practice active listening prior to trying it on others				

**Please add any clarifications or comments regarding the above statements:**

**Please state at least one way in which the Module could be improved for next time?**

**MODULE 5**

# Self Care: Burnout, Compassion Fatigue, and Vicarious Traumatization

Please reflect on the training module you just attended as you fill out the form below.

Your feedback will help us to understand what went well and what could be improved for future sessions.

All responses are anonymous. Please do not put your name or office on this form.

<b>Please rate the following statements on overall course content:</b>	<b>Very Poor</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
Overall, how would you rate the content of this Module?					
The presenting skills of the facilitator(s) were					
The responsiveness of the facilitator(s) (e.g. to actively engage, facilitate learning, answer questions)					
The balance of teaching methods					
The technology utilized during the session					

**Please add any clarifications or comments regarding the above statements:**

---

<b>Please indicate how much you agree with the following statements:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The learning objectives were met				
The session provided sufficient opportunity for interaction & discussion				

**Please add any clarifications or comments regarding the above statements:**

<b>The following helped my understanding:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Review and discussion of session content				
Group sessions				
Handouts				
Videos				

**Please add any clarifications or comments regarding the above statements:**

<b>Knowledge and skills</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I can identify the symptoms and impact of burnout, compassion fatigue, and vicarious traumatization.				
I can effectively address the symptoms and impact of burnout, compassion fatigue, and vicarious traumatization.				
I have created/know how to create a realistic and sustainable SMART Self-Care plan.				

**Please add any clarifications or comments regarding the above statements:**

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**Please state at least one way in which the Module could be improved for next time?**

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## 6 MODULE

# Facilitation & Action Planning

Please reflect on the training module you just attended as you fill out the form below.

Your feedback will help us to understand what went well and what could be improved for future sessions.

All responses are anonymous. Please do not put your name or office on this form.

<b>Please rate the following statements on overall course content:</b>	<b>Very Poor</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
Overall, how would you rate the content of Module 6?					
The presenting skills of the facilitator(s) were					
The responsiveness of the facilitator(s) (e.g. to actively engage, facilitate learning, answer questions)					
The balance of teaching methods					
The technology utilized during the session					

**Please add any clarifications or comments regarding the above statements:**



<b>Please indicate how much you agree with the following statements:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The learning objectives were met				
The session provided sufficient opportunity for interaction & discussion				

**Please add any clarifications or comments regarding the above statements:**

<b>The following helped my understanding:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Review and discussion of session content				
Group session - PPRV				
Group session – SMART care plan				
Handouts				
Videos				

**Please add any clarifications or comments regarding the above statements:**

<b>Knowledge and skills</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I can correctly identify the Six Principles of Adult Learning.				
I know how to safely refer adults and children for additional services.				
I know the consent process for adults and children prior to providing PFA.				

**Please add any clarifications or comments regarding the above statements:**

**Please state at least one way in which the Module could be improved for next time?**

## LEARNING OBJECTIVE 1

Acquire the appropriate trainer skills including: preparing and facilitating a session; giving and receiving constructive feedback; and facilitating a group discussion.

### 1. What is your level of experience as a trainer?

- I have facilitated between 1-3 trainings
- I have facilitated more than 3 trainings
- I have taken the Disaster Ready Training of Trainers (TOT) course
- I have neither facilitated any trainings nor taken the Disaster Ready TOT Course
- Other: \_\_\_\_\_

### 2. Which of the following best describes your experience with psychosocial first aid (PFA) or providing psychosocial support?

I have received previous training in PFA and/or psychosocial support

- Yes       No

I have previously trained others on PFA and/on psychosocial support

- Yes       No (skip to Question 3)

If your response is Yes:

- I have provided PFA/ psychosocial support to others
- I have not provided PFA/ psychosocial support to others
- Other: \_\_\_\_\_

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## 2 LEARNING OBJECTIVE

Describe the use and purpose of Psychological First Aid (PFA).

### 1. Which of the following best describes what PFA is?

(You may select more than one option)

- Giving practical care and support that does not intrude
- Helping people connect to information, services and social supports
- Asking someone to analyze what happened to them or put time and events in order
- Comforting people and helping them to feel calm
- All of the above

### 2. Which of the following best describes what PFA is not?

(You may select more than one option)

- Helping people access basic needs (e.g., food and water)
- Professional counseling
- Pressing people to tell their story
- A clinical or psychiatric intervention
- All of the above

Please indicate whether you agree or disagree with the following statements.

- 1.** PFA addresses or treats extreme distress (self-harm, suicidal ideation, and mental health issues that require more clinical expertise, diagnosis and complex treatment.

Agree       Disagree

Other: \_\_\_\_\_

- 2.** A key consideration when administering PFA in the field is ensuring that a Mental Health Psychosocial (MHPSS) referral system is in place for community facilitators, child protection practitioners, teachers and others who may identify a child in extreme distress and who requires additional support.

Agree       Disagree

Other: \_\_\_\_\_

- 3.** PFA can be administrated as a rapid response strategy in non-emergency contexts with vulnerable children and youth, for example with children and youth who have been physically, emotionally, or sexually abused or neglected, as well as children in conflict with the law or after accidents.

Agree       Disagree

Other: \_\_\_\_\_

- 4.** Common reactions of children who have been through distressing events include problems with sleeping, feelings of anxiety and depression, social withdrawal from others, concentration difficulties, crying, clinging behavior, anger, and regression.

Agree       Disagree

Other: \_\_\_\_\_

1. What are the key principles of PFA?

- Look
- Listen
- Learn
- Link
- All of the above

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## LEARNING OBJECTIVE 3

Identify the different levels and interventions of Psychosocial support.

In which of the following instances would you refer the person for specialized mental health services?

**1. If the person shows signs of, or raises suspicion of physical, sexual, or emotional abuse and/or maltreatment.**

- Refer
- No need for referral
- Not sure what to do

Comments: \_\_\_\_\_

**2. If the person is living with mental disorders and need clinical psychological or psychiatric treatment.**

- Refer
- No need for referral
- Not sure what to do

Comments: \_\_\_\_\_

**3. If the person has experienced a traumatic personal loss, such as the death of a parent or sibling**

- Refer
- No need for referral
- Not sure what to do

Comments: \_\_\_\_\_

**1. The timeline for Mental Health or Protection Service Referral should happen as soon as possible after the incident or observation was made (within 48 hours).**

- Agree
- Disagree
- Not sure

**2. PFA Provider should conduct a “check-in” a week later to check on referral completion.**

- Agree
- Disagree
- Not sure

**3. What are some institutions, organizations, and individuals that PFA practitioners can link children, parents, and caregivers to for further services and support in your community?**

Please provide 3 referral sites (Open ended question).

- a.
- b.
- c.

- Don't know any



## LEARNING OBJECTIVE 4

Acquire the skills to apply basic Look, Listen and Link principles and techniques.

### 1. Techniques of good active listening include;

- Looking at the person speaking (where culturally appropriate)
- Interrupt when asking for clarification if and when you need it. This will demonstrate an active interest in what the person is saying.
- Take deep breaths to encourage the person you are listening to breathe as well, particularly if the content is difficult to share and they are holding tension in their bodies.
- Use non-verbal gestures – nodding head, smiling, appropriate facial responses.
- All of the above

### 2. Please match the terms below with their definition.

Normalization	Encouragement	Attentive Focus	Generalization
---------------	---------------	-----------------	----------------

Term	Definition
	Help the child to realize that many other children share his or her reactions. It is not sufficient for the child to realize that his or her reactions are common and perfectly normal in an unusual situation. It is important to stress that many other boys and girls are sharing the same feelings and reactions
	Means repeating the key words spoken by the child or caregiver. Act like a mirror-not in a mechanical or parrot-like way, but as a way of using the same type of language as the child. This shows the child that you are listening to and concentrating on the information that the child is giving you
	Convey warmth and positive sentiments in verbal communication. Use key words such as "I hear you" or "I feel you". This helps create openness and a feeling of safety, which is crucial when you want to build trust. Paraphrasing can be used as one way to encourage the child to say more

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## LEARNING OBJECTIVE 5

Plan self-care practices.

### 1. Which of the following is not one of the five stages of burnout?

- Honeymoon:** All is great. Stress is there but creativity flows, you feel appreciated and see the impact of your work.
- Onset of Stress:** You find your optimism waning, as well as notice common stress symptoms affecting you physically, mentally, or emotionally.
- Vicarious Traumatization:** The transformation of a helper's inner experience as a result of deep empathic engagement with beneficiaries and their trauma material.
- Chronic Stress:** This is a marked change in your stress levels, going from motivation, to experiencing stress on an incredibly frequent basis.
- Habitual Burnout:** Symptoms of burnout are so embedded in your life that you are likely to experience a significant physical or emotional problem.

All of us bring our own personal and professional resiliencies and vulnerabilities (PPRV) to our work environments and knowing our resiliencies and vulnerabilities can allow us to effectively plan for identifying and addressing the symptoms and impact of burnout, compassion fatigue, and vicarious traumatization.

**Please indicate if the following statements are true or false.**

**2. Self-resiliencies** - Self-awareness – defined as “an awareness of one’s own personality or individuality”, how we move throughout the world, what bothers us, what do we feel and how we react to different circumstances and experiences.

- True
- False
- Don't know

**3.** Professional resiliencies - your training and education, the number of years working on the job or your area of expertise, working in a supportive and caring work culture, your skill set.

- True
- False
- Don't know

**4.** Personal resiliencies - health, a work-life balance, a calm demeanor, confidence, ability to multi-task, good listening skills, kindness, and trust in others.

- True
- False
- Don't know

**5.** Personal vulnerabilities - being new to a job or work context, working in a toxic work environment, not having the skills to do the job you need to do.

- True
- False
- Don't know

**6.** Professional vulnerabilities - easy to anger, inability to say no, poor health, no support system, unhealthy stress reduction methods.

- True
- False
- Don't know

7. What are three tips for teaching based on adult learning theory? (open-ended)

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## READINESS TO IMPLEMENT PFA

**How would you rate your (or your country office's) preparedness for implementing PFA?**

1. I am confident in my ability to facilitate a PFA rollout training.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

2. I can identify places to refer those receiving PFA for additional support.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

3. I am confident that the country office has adequate resources to implement PFA (e.g., M&E, supervision/program staff and financial resources).

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**Please provide any additional comments you may have with regard to implementing PFA at your country office.**

# Proposed Agenda for Virtual Training PFA TOT

## Week 1

Three Virtual Sessions

Virtual Session	Virtual Session Timing	Time for Self-Directed Activities	Offline Assignments Submission Plan
<b>Day 1</b>			
<b>Module 1: Session 1</b>	2 hours	1 hour	N/A
<b>Module 1: Session 2</b> Introduction to Adult Learning Science (Optional)	2 hours	1 hour	N/A
<b>Module 2: Session 1</b> Introduction to Mental Health and Psychosocial Support (MHPSS) and Psychological First Aid (PFA) in Emergencies	3 hours	1 hour	N/A

# Week 2

Three Virtual Sessions

Virtual Session	Virtual Session Timing	Time for Self-Directed Activities	Offline Assignments Submission Plan
<b>Day 1</b>			
<b>Module 3: Session 1</b> Key Principles of PFA Focusing on Look Principle	2 hours	1 hour	Adult Learning Science Presentation is due
<b>Module 3: Session 2</b> Key Principles of PFA Focusing on Listen Principle	2 hours	30 minutes	N/A
<b>Module 3: Session 3</b> Key Principles of PFA Focusing on Link Principle	2 hours	1 hour	Referral Pathways of One Community is due
<b>Day 2</b>			
<b>Module 4: Session 1</b> Practice PFA through Case Scenarios	2 hours	30 minutes	N/A
<b>Module 4: Session 1</b> Deliver Offline Assignment Number 3 Deliver 15-minute presentation of PFA.	2 hours	N/A	Group Presentation on PFA is due

## Week 3

Three Virtual Sessions

Virtual Session	Virtual Session Timing	Time for Self-Directed Activities	Offline Assignments Submission Plan
<b>Day 1</b>			
<b>Module 5: Session 1</b> SMART Self-Care Plan	3 hours	1 hour	N / A
<b>Module 6: Session 1</b> Key consideration for PFA Intervention Design and Implementation (Part 1)	2 hours	30 minutes	N / A
<b>Module 6 Session 2</b> Key consideration for PFA Intervention Design and Implementation (Part 2)	2 hours	N/A	N/A

## Week 4

One Virtual Session and Individual Micro-Teaching Session

Virtual Session	Virtual Session Timing	Time for Self-Directed Activities	Offline Assignments Submission Plan
<b>Day 1</b>			
<b>Graduation Ceremony and PFA Individual Micro-Teaching Session</b>	30 minutes for graduation ceremony  Individual Micro-Teaching Session scheduled 1 hour for each participant	N/A	Micro-teaching session is due

# Proposed Agenda for Face-to-Face PFA TOT Training

## Prior to the Training

Face-to-Face Session	Time	Offline Assignments Submission Plan
Prior to training and meeting face-to-face, send list of all self-directed activities two weeks prior to the face-to-face training	1 hour	N/A

## Day 1

Face-to-Face Session	Time	Offline Assignments Submission Plan
<b>Module 1: Session 1</b> Introduction to Training Course	2 hours	N/A
<b>Module 1: Session 2</b> Introduction to Adult Learning Science (Optional)	2 hours	N/A
<b>Module 2: Session 1</b> Introduction to Mental Health and Psychosocial Support (MHPSS); and Psychological First Aid (PFA) in Emergencies	3 hours	N/A



## 2 Day

Face-to-Face Session	Time	Offline Assignments Submission Plan
<b>Module 3: Session 1</b> Key Principles of PFA Focusing on Look Principle	2 hours	N/A
<b>Module 3: Session 2</b> Key Principles of PFA Focusing on Listen Principle	2 hours	N/A
<b>Module 3: Session 3</b> Key Principles of PFA Focusing on Link Principle	3 hours	N/A
<b>Prepare for PFA Group Presentation</b>	1 hour	Group to prepare for their PFA presentation offline assignment

## 3 Day

Face-to-Face Session	Time	Offline Assignments Submission Plan
<b>Module 4: Session 1</b> Practice PFA Through Case Scenarios	2 hours	N/A
<b>Module 4: Session 1</b> Deliver Offline Assignment Number 3 .Deliver 15 minutes presentation of PFA	2 hours	Group Presentation on PFA is due
<b>Prepare for Group Presentation of Adult Science</b>	2 hours	Group to prepare for their Adult Science presentation offline assignment

## Day 4

Face-to-Face Session	Time	Offline Assignments Submission Plan
<b>Module 5: Session 1</b> SMART Self Care Plan	3 hours	N/A
<b>Module 6: Session 1</b> Key consideration for PFA Intervention Design and Implementation - Part 1	2 hours	N/A
<b>Prepare for Micro-Teaching Session</b>	2 hours	Individual time to prepare to Micro-Teaching session

## Day 5

Face-to-Face Session	Time	Offline Assignments Submission Plan
<b>Module 6: Session 2</b> Key consideration for PFA Intervention Design and Implementation - Part 2	2 hours	N/A
<b>Graduation Ceremony and PFA Individual Micro-Teaching Session</b>	30 minutes for graduation ceremony  Individual Micro-Teaching Session scheduled 1 hour for each participant	Micro-teaching session is due



MODULE 1

# **Introduction to Psychological First Aid Training of Trainers, Adult Learning and Training Design**

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MODULE 1

# Introduction & Training Design



## OVERALL LEARNING OBJECTIVES

- ▶ Acquire the appropriate trainer skills including preparing and facilitating a session; giving and receiving constructive feedback; and facilitating a group discussion.

**Time Frame:** 1 week

**LOE:** 4 hours and 30 minutes

### LOE Per Type of Learning



**Self-directed activities:** 1 hour



**Virtual sessions:** 3 hours and 30 minutes



**Reflection sheets and group work:** not applicable

# Module 1 Overview

This module will provide the space for participants to share expectations and plans based on their pre- training questionnaires, introduce the training course and cascade the approach to roll out the training on Psychological First Aid (PFA) to Implementing Partners' (IP) field staff and community members. In addition, this module will introduce best practices in training adults, including an introduction to adult learning science and training cycles.

## Module 1 Topics

- ▶ Identify shared expectations as a team
- ▶ Learn ChildFund's cascade approach for the PFA training
- ▶ Best practices in training design
- ▶ Key principles of adult learning (andragogy)

## Module 1 Learning Outcomes

By the end of the sessions, the participants will be able to:

- ▶ Agree on common shared expectations
- ▶ Understand ChildFund's cascade approach for the PFA training
- ▶ Demonstrate knowledge of adult learning science
- ▶ Demonstrate effective training design skills

## Important Trainer Notes

- Module 1 is designed to be delivered in two sessions scheduled for 2 hours each session.
- If both sessions of Module 1 are delivered on the same day, make sure to have sent all the relevant handouts beforehand, as they will be used in Session 2.
- If both sessions of Module 1 are delivered on the same day, there is no need to repeat another icebreaker activity. This applies to the rest of the training's modules if any sessions take place on the same day. The icebreaker activity should only be done at the beginning of the training day, regardless of how many sessions will be covered during that day.
- Module 1 Session 2 should be used only if the training design includes a Training of Trainers (TOT) component. Facilitators may choose not to deliver Module 1 Session 2 if it does not match their training's overall learning objective.
- Facilitators may choose to offer Module 1 Session 2 materials as a self-directed, offline component. However, the offline assignment, which focuses on preparing a presentation on one of the Adult Learning Sciences topics, should be delivered by participants in the presence of the facilitators during the virtual sessions.



## Session 1: Orientation

Session 1 is comprised of a virtual session with a facilitator for an estimated one hour, as well as offline self-directed activities.



### MODULE 1: SESSION 1 TRAINING OBJECTIVES

- ▶ Identify shared expectations as a team
- ▶ Learn ChildFund's cascade approach to the PFA training



# Virtual Session Agenda

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## Introduction

- Review ground rules
  - Activity #1: Icebreaker
  - Self-reflection
- 

## Learning Topic 1: Training Overview

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## Learning Topic 2: Discuss Training Goals and Expectations

- Activity #2: Discussion of pre-training questionnaire
  - Activity #3: Have participants share their PFA experience
- 

## Offline Assignment

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## Closing & Session Evaluation



## What to Send Participants

### Handouts

- Module 1 Participant 's Guide — Psychological First Aid Summary (after you edit the relevant information to this cohort, such as the name of the facilitators)
  
- Module 1 handouts 1, 2, 3 and 4

# Introduction

## Review the Ground Rules

- Allow a few minutes to address any technical difficulties/connection issues, etc.
- Welcome all participants, remind everyone to mute their mics and turn on auto-live captioning of speakers, and that sessions will be recorded and saved on the Microsoft Teams channel designated for this training.
- Inform the participants that this session is scheduled for an hour. Participants can leave the session for water or to take a break as needed but should let the facilitator know in the chat.
- Review ground rules for interacting, including using the 'raise hand' option to speak or chat box/other assigned location to post questions.
- Review the virtual session agenda and learning objectives with participants; facilitator may present the agenda below using PowerPoint.

## Activity #1: Icebreaker

### Facilitator Instructions:

- First, introduce facilitators, including names and backgrounds.
- Ask each participant to share a picture of themselves or family and describe what is important to them in life, or a story about themselves, in 2-3 minutes.

# Learning Topic 1: Training Overview

## Facilitator Instructions: (refer to PPT slide)

Review the following items with participants to kick off the training:

- Module 1: Participant's Guide — Psychological First Aid Summary. Go through the guide with the participants, and especially read through criteria for completing PFA training successfully as per the PPT slide.
- Start explaining the Cascading Model as shown on the PPT slide.
- Introduce briefly the six modules of the PFA TOT.
- Share the training agenda with participants and adjust the dates in the relative PPT slide.
- Provide an overview of offline assignments that will be required over the course of the training.
- Provide an overview of where course materials are located, how to access them, the days and times the course will be meeting and explain the course modalities that include self-directed course work before the first session and between sessions.
- Refer back to the Module 1 Participant 's Guide — Psychological First Aid Summary, and go through the modes of evaluation as shown on the PPT slide.

## Learning Topic 2: Discuss Training Goals and Expectations

### Activity #2: Discussion of pre-training questionnaire

#### Facilitator Instructions: (refer to PPT slide)

##### Discussion Topics

- Ask participants to reflect on their pre-training questionnaire.
- Ask if anyone wants to share their answers on their expectations of the training? Are there any questions that they want to discuss?
- Present the results of the questionnaire and agree on common expectations for the training.

### Activity #3: Have participants share their PFA experience

#### Facilitator Instructions: (refer to PPT slide)

- Ask one of the facilitators or co-facilitators to share their experience in the meeting- this can be done virtually if you are delivering the training face-to-face.
- Ask PFA participants to share their experiences in the following: time management, offline assignments and importance of self-directed activities.
- Allow time for questions.

## Technology Test

### Trainer Notes

Test technology during the training.

- During the call with participants, ask them to adjust the settings of their smartphones and/or laptops/PCs following the instructions detailed in the following link before watching the video links. <https://support.google.com/youtube/answer/74663?hl=en>
- Ensure they can share their screens properly, raise their hand, show their video, submit/upload files, access the files, share files from MS Teams (by copying the link, and even hyperlinking it to avoid a long link), etc. as time allows.
- Test-run breakout rooms that you have already set up.
- Be aware that facilitators can only run four group calls at one time on MS Teams. Split the management of the groups and calls with your co-facilitator to better support your team.

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## Offline Assignment

### Trainer Notes

Review the following handouts and videos with the participants so they understand what they will need to review prior to the next session. Send a follow-up email with the list of materials.

*Note: If Sessions 1 and 2 will be given on the same day, remember to send those handouts prior to the start of the training.*

### Handouts

- Module 1 Handout 1: How Adults Learn
- Module 1 Handout 2: Training Cycle
- Module 1 Handout 3: Training Methods with Advantages, Challenges and KSA Focus
- Module 1 Handout 4: Session Plan Content Template

### Videos for Review

- [How Adults Learn](#)
  - [How Adults Learn: Train the Trainer Module 1-2016](#)
  - [Leading Effective Group Discussions: Train the Trainer Module 1 -2016](#)
  - [How to Build and Rebuild Trust](#)
- 

## Closing & Evaluation

- Thank all participants for their hard work and allow time for questions.
- Remind participants of the date and time of the next virtual session and the offline work that needs to be reviewed.



## Session 2

Session 2 is comprised of a virtual session of an estimated duration of 1 hour and 30 minutes with required preparation from the participants.



### MODULE 1: SESSION 2 TRAINING OBJECTIVES

- ▶ Demonstrate effective training design skills
- ▶ Demonstrate knowledge of adult learning science



# Virtual Session Agenda

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## Welcome & Introduction

- Review ground rules
  - Activity #1: Icebreaker
- 

## Learning Topic 1: Training Design Cycle

- Self-reflection
- 

## Learning Topic 2: Adult Learning Science

- Activity #2: Quick Pitch
- 

## Learning Topic #3: How to Design a Training Session Offline

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## Assignment



# Introduction

## Review the Ground Rules

### Facilitator Instructions: (refer to PPT slide)

- Allow a few minutes to address any technical difficulties/connection issues, etc.
- Welcome all participants, remind everyone to mute their mics and turn on auto-live captioning of speakers, and that sessions will be recorded and saved on the Microsoft Teams channel designated for this training.
- Inform the participants that this session is scheduled for an hour. Participants can leave the session for water or to take a break as needed but should let the facilitator know in the chat.
- Review ground rules for interacting, including using the 'raise hand' option to speak or chat box/other assigned location to post questions.
- Review the virtual session agenda and learning objectives with participants; facilitator may present the agenda below using PowerPoint.

## Activity #1: Icebreaker Activity

### Facilitator Instructions:

- Ask the participants to write in the chat box one question they would like to ask their colleagues.
- Ask each participant to pick one question they would like to answer, and then ask each of them to type it in the chat or answer out loud.

# Learning Topic 1: Training Design Cycle

## Self-Reflection

### Facilitator Instructions

#### Trainer Notes

Ask participants to reflect on pre-session materials, and ask if they have any comments or questions.

## Review the Training Cycle Design

### Facilitator Instructions

#### Trainer Notes

Present the training design cycle as shown on the PPT and refer to the Module 1 Handout 2 with the participants, going through the different steps that can take place within each phase of training.

## Review the six characteristics of "Adult Learners"

### Facilitator Instructions

#### Trainer Notes

- ▶ Ask participants to answer the question on the slide and ask them to try to mention the six characteristics of "Adult Learners."
- ▶ Present the following slide as shown on the PPT and refer to the relevant video with the participants, going through the six characteristics of "Adult Learners."

## Learning Topic 2: Adult Learning Science

### Activity #2: Quick Pitch

Facilitator Instructions: (refer to PPT slide)

#### Group Activity

- Divide participants in two groups — four participants per group.
- Ask participants to develop a 5-minute “Quick Pitch” on any topic of their choice (sports, movies, music, etc.) to motivate their audience.
- Groups must consider six characteristics of adult learners when developing their pitch.
- Use images, games, discussion topics as needed.
- During their presentations, ask participants to highlight their target audience.
- Groups have 15 minutes to prepare their activity.

#### Activity Debrief

Ask each group to share their discussion.

- Facilitate a discussion. Refer to Module 1 Handout 1: How Adults Learn.

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## Learning Topic 3: How to Design a Training Session

### Facilitator Instructions

#### Trainer Notes

- ▶ **Share Module 1 Handout 4: Session Plan.**
- ▶ **Present the key components of the session plan by reading through the five main components in the handout together with the participants.**

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## Offline Assignment

### Facilitator Instructions

#### Group Presentations on Adult Learning

**Due:** Module 4 Session 2

The facilitator should explain the offline group assignment and related logistics. The offline group assignment will be completed AFTER the virtual session.

#### Trainer Notes

- ▶ **The training objective is for participants to design effective trainings.**
- ▶ **Each group prepares a 15-minute presentation and develops a session plan using Module 1 Handout 4: Session Plan Template.**
- ▶ **Each group will be presenting on one of the following topics:**
  - **Six adult learning characteristics**
  - **How adult learners retain information and different methods of presentation**
  - **How to facilitate a group discussion**

- ▶ **Presentations are due in Module 4 Session 2.**
- ▶ **Facilitators should allow at least 2-3 days for participants to prepare.**
- ▶ **Groups may use the self-directed materials used in Module 1.**
- ▶ **Ask each group to schedule a meeting during the coming week before virtual sessions to work on their group assignments, using their preferred form of communication (WhatsApp, Microsoft Teams, etc.) to practice without facilitator involvement.**
- ▶ **Distribute Module 1 Handout 4: Session Plan Template.**
- ▶ **Allow 5 minutes for questions.**

## Handouts and Videos for Next Session

Participants will need to review the below handouts prior to the virtual session.

- Module 2 Handout 1: Pre-Session Worksheet — Sources of Stress
- Module 2 Handout 2: Children and Youth's Development and Reactions to Crisis
- Module 2 Participant Guide: Summary of Learning Points

Participants will need to review the videos below prior to the virtual session.

- [Psychosocial Support in Emergencies produced by Save the Children](#)
- [CPMS Video Series: Standard 10, Psychosocial distress and mental disorders](#)
- [Introduction to PFA produced by War Trauma Foundation \(WTF\)](#)
- [Emergency Preparedness - Psychological First Aid produced by Child Care Resource Center](#)
- [YouTube video: Why I train grandmothers to treat depression](#)

## Closing & Evaluation

### Facilitator Instructions:

- Thank all participants for their hard work and allow for questions for a few minutes.
- Recap key learning points.
- Send participants the link for the Module 1 Sessions 1 and 2 course evaluation in the chat box, and ask participants to complete the course evaluation before ending the session.
- Remind participants that they will meet tomorrow (or after, depending on training agenda) and the offline work that needs to be reviewed.
- Send an email with the materials to review.

# Module 1: Participant's Guide

## Psychological First Aid Summary

The training is divided into three parts:

### Asynchronous

- Self-paced learning

### Synchronous

- Virtual sessions and group exercise via Microsoft Teams

### Semi-synchronous learning

- Small-group (pairs) offline assignment

In preparation for the workshop, we will share with you the link to the Microsoft Teams classroom early next week. In the meantime, we ask that you send us a confirmation of your availability and commitment based on the course completion criteria.

Kindly find below the breakdown of the training and how we will deliver it over the course of six weeks.

### Facilitators

- This round the main facilitators are \_\_\_\_\_.

### Participants

- The participants consist of some 8 shortlisted candidates covering all our functional profile areas.

## Training

- The Psychological First Aid (PFA) Training of Trainers (TOT) program is comprised of six modules, one module specifically focused on strengthening skills to be a PFA community trainer, three modules focused on PFA techniques with facilitation skills woven throughout the sessions, and two on self-care.
- Each module has two to three virtual sessions, self-directed activities and small group work in pairs.
- The total duration of time is approximately 44 hours in six to seven weeks to complete all activities, which include asynchronous (participants learning at the same time) and synchronous (participants learning at their own pace) learning.

## Microsoft Teams

- The preference is for learners to go through Microsoft Teams to access the handout and video content developed for each module.
- Microsoft Teams is the learning platform selected to deliver the training.
- Microsoft Teams allows facilitators and participants to engage with one another in an online classroom. It has a wide range of standard and innovative features, including plugins from other sources, mobility, tracking learner's completion, and more.
- Participants can watch videos developed for each module on YouTube; if they're in low bandwidth countries, they can view at their own pace.

## Virtual Sessions

- Each week, participants will apply knowledge by interacting in activities such as group assignments or online simulations. You will notice that some sessions are for all participants.
- Participants will practice their understanding in PFA subject areas by engaging in hands-on work through various activities, exercises, case studies, role plays, etc.



## Evaluation

- Evaluation design for this training is focused on providing constructive feedback to participants in relation to PFA application and training techniques.
- Participants will be asked to finalize the following:
  - **Course evaluations:** After each module, course participants will be requested to complete a post-session evaluation administered through SurveyMonkey (or similar tools).
  - **KAP questionnaire:** To assess the acquisition of knowledge and skills because of the PFA training, participants will be required to complete a pre- and post-knowledge, attitudes and practices (KAP) questionnaire.
- Facilitators will track results and produce analytics on learners' overall activity in the training through two tools:
  - Facilitator observation tool will be used to assess level of engagement, skills and learning while the training is in session, offline and in-session group work as well as the pre- and post-session handouts as needed. Constructive feedback will be shared with participants after each module.
  - Micro-Teaching Session Coaching Tool will be used to provide PFA participants with constructive feedback and tips to improve their training skills. The tool will be administered during the individual micro-teaching session presented by each participant during Module 6.
- An overall recommendation if the participants can cascade this training after the finalization of the PFA will be given at the end of the course based on Facilitator Observation Form and Micro-Teaching Session Coaching Tool.

## Trainer Skills Assessment

- Each participant will deliver to the facilitator a micro-teaching session, which will allow the facilitator to evaluate and coach the participant's readiness to cascade PFA training to community members. Thus, participants will need to block one day of the six weeks for this important element of the workshop.

## Completion

- Completion is based on all the required criteria to move forward with training others on PFA, including:
  - Attendance of at least 80% of all virtual sessions
  - Completion of 100% of offline group assignments
  - Active to moderate participation in all training sessions
  - Completion of pre- & post- test with a post-test score above 80%
  - Proven capacity to apply PFA skills based on observation of skills during in-session activities
  - Proven understanding of how to apply adult learning principles and training skills based on observation of skills during in-session activities
  - Overall willingness to train others in their community on PFA

# Module 1: Handout 1

## How Adults Learn

When we talk about teaching, we often are referring to teaching children, known as pedagogy. Teaching adult learners, known as andragogy, requires us to think differently. Based on the theory of andragogy, developed by Malcolm S. Knowles, an influential figure in the adult education field, there are five assumptions to consider before teaching adults:<sup>1</sup>

1. **Self-concept:** Adults move from being dependent on others to self-direction.
2. **Experience:** Adults' life experiences are a valuable tool in learning.
3. **Readiness to learn:** Adults have different priorities and are ready to learn about their role in society.
4. **Orientation to learning:** Adults change their perspectives on learning as they grow, moving from procrastination to immediate application and from subject interest to problem-solving.
5. **Motivation to learn:** Adults move from extrinsic towards intrinsic motivation as they grow and mature.

As educators, we are responsible for putting these assumptions into practice when teaching or training adults. Knowles had five suggestions on how to do so:

1. **Diagnose learning needs:** Research the interests and the needs of each adult learner. If we know the interests and match them to what we are teaching, they are more likely to be engaged.
2. **Formulate learning needs:** Create learning goals based on the interests and needs outlined above. Adult learners retain information best when it is relevant and useful.
3. **Identify human material resources for learning:** Use the skills and knowledge from the learners in the classroom and build on each subsequent activity to achieve the learning objectives. This means that every skill level is respected, and the educator also acknowledges the life achievements of everyone.
4. **Choose and implement appropriate learning strategies:** Co-create strategies, resources and methods for instruction with the adult learners. Promote a positive classroom climate centered around cooperative learning where the teacher can learn from the adult students at the same time the adult students learn from the teacher. Educators listen to each student as they would their peers, which shows appreciation for their life experience and allows mutual learning to happen.
5. **Evaluate learning outcomes:** Review each activity and make modifications where necessary, while continually evaluating the next steps for learning. Do not move forward if adults have not mastered the content from previous lessons.

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<sup>1</sup> ChildFund PFA TOT Handout How Adults Learn

**It is especially important when teaching adults to create a safe environment that supports individual needs while honoring the uniqueness of each person.**

## Self-Directed Learning

In self-directed learning, adults are active participants in their own learning journey and cognitive development. Knowles defines “self-directed learning” as taking the initiative to assess one’s own needs, create goals and seek out appropriate strategies on their own.

To better support adults in self-directed learning, consider the following:

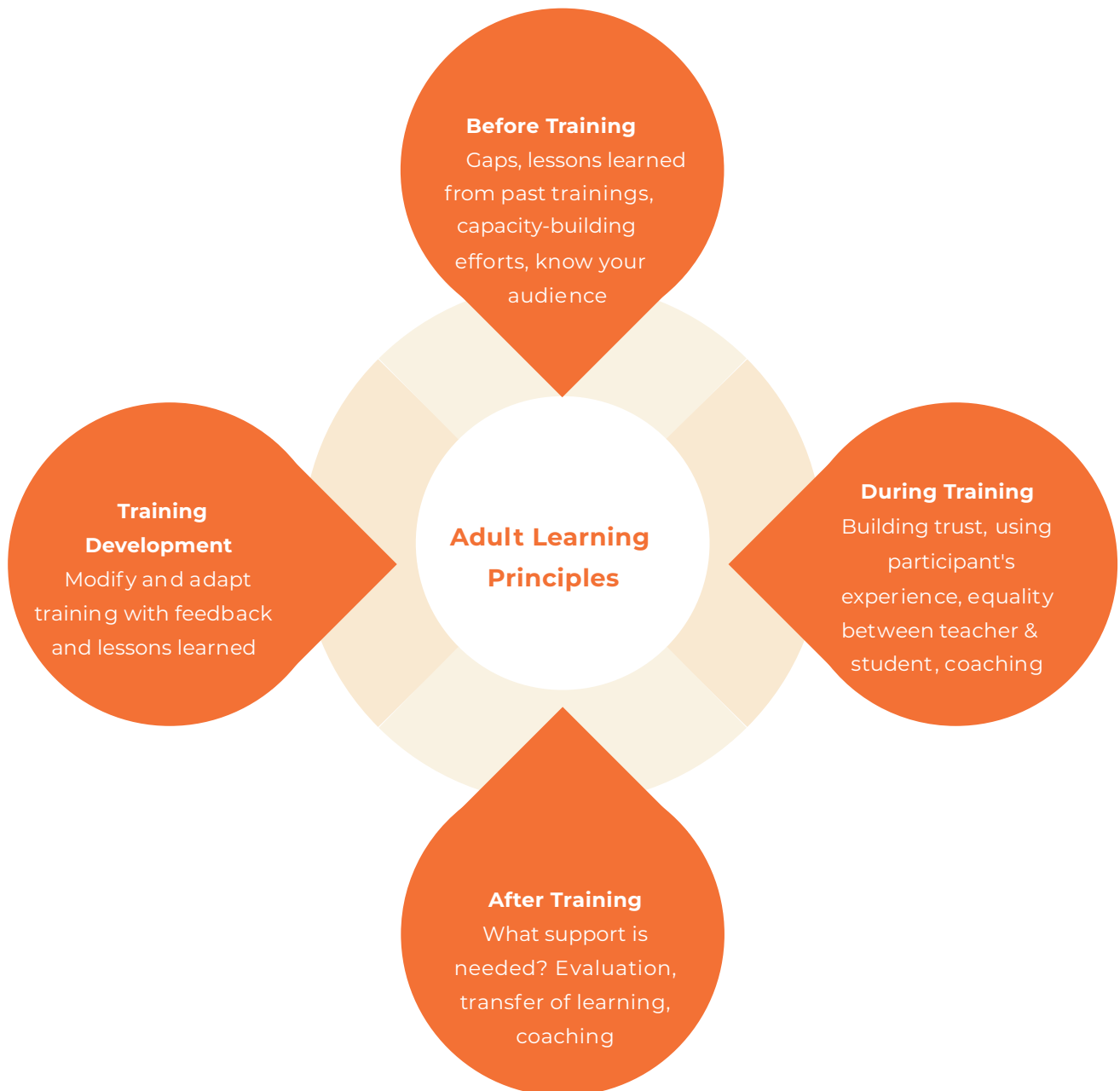
- Guide them with specific content for self-directed learning to complement synchronous activities that challenges adults at their intellectual ability level.
  - ▶ Too challenging = they might give up.
  - ▶ Too easy = may mean they could become disinterested.
- Finding the optimum pace at which each individual learns is crucial to success in providing materials and time frame. Suggest additional resources to further knowledge on a specific topic for those who complete the content before the allotted time frame.
- Support adult learners to set goals, plan, reflect on learning and ask questions.

# Module 1: Handout 2

## Training Cycle

The contents of this handout have been adapted from a document titled “Training Cycle,” developed by Tom Lent, Training Resources Group. <https://www.trg-inc.com/resources/>

### Training Cycle



At each stage of the cycle, know what **QUESTIONS TO ASK/ISSUES TO KEEP IN MIND** in designing change, improvement processes, capacity building, training and adult learning.

**Seek to:**

**Vision**

- Know the context of the organization within its field of work/the world, and the context of training within that organization.
- Know the visions and aspirations of the multiple stakeholders, and what their interests, needs and priorities are – especially the participants .
- Know what the world/their context is asking/needing them to do, and what opportunities, spaces and restraints exist to pursue their visions, goals and objectives.

**Needs/Gaps/Capacity assessment of where we are and how we got here**

- Know where individual participants in training and the organization are... what was their starting point, what experiences have they had/do they bring, what efforts have already been made and how far have they come over time?
- Know strengths and weakness, gaps, what works, what does not work - what is needed and what is wanted? Their best moments and what is happening when things are working?
- Know why is training needed/wanted, is it the best solution? What other solutions might address better the vision, issues, problems, needs and/or help complement the strategy?

**Planning (for the event and post-event follow-up)**

- Know the steps and preparations that will most likely contribute to the results that are wanted.
- Know and plan for what support, policies, coordination are needed after training for people to apply what they learn during training - and reach the vision.

**Training/Capacity-Building**

- Know the most appropriate methods, approaches and environments for individual and group learning and growth/development to take place.
- Know different ways to evaluate/assess learning during the training.

### Follow-up and monitoring after training

- Know what else is needed for learning to be applied & for change to happen (new systems, new policies, new support mechanisms, new mental models, new partnerships?). Training and capacity-building are not always the best or only solution, nor enough by themselves. What else is needed to reach the vision?
- Know ways to monitor the use/application of what was learned in training over time.

### Evaluation

- Know how well did we do at each stage of the cycle. What did we learn? Process, content, outcomes of cycle?
- Know how what we learn in the evaluation and in the overall process feed into our next, new vision, new capacity building exercise... creating not a vicious circle but a virtuous, upward spiral. What needs to happen “before-during-after” the training to achieve meaningful results?

# Module 1: Handout 3

## Training Methods with Advantages, Challenges, and KSA Focus

<p><b>Appreciative Inquiry</b></p> <p>is a methodology used outside the formal classroom for positive information gathering. It uses strength-based participatory development/appraisal tools of discovery, dream, design, and delivery. The methodology uses positive questions and storytelling as tools for appraisals, in contrast to a problem-seeking approach.</p>	<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Provides a great potential for integration of training components</li> <li>• Engages community and other host country beneficiaries</li> </ul>		<p>•</p>		<p>•</p>
<p><b>Potential Challenges</b></p> <ul style="list-style-type: none"> <li>• Needs a lot of preparatory work and prerequisite KSAs</li> <li>• Requires functional language proficiency</li> </ul>				
<p><b>Brainstorming</b></p> <p>is a familiar technique in which a facilitator asks a specific question or describes a particular scenario, and participants offer many different ideas. These ideas are then usually written on a flipchart or chalkboard and considered for further discussion.</p>	<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Allows many contributions in a short period of time</li> <li>• May help facilitator assess current opinions or knowledge</li> <li>• Low risk for facilitator; requires few materials</li> </ul>		<p>•</p>		<p>•</p>
<p><b>Potential Challenges</b></p> <ul style="list-style-type: none"> <li>• Works best with a literate audience</li> <li>• Quiet participants may not contribute</li> <li>• Is not very active</li> </ul>				



<p><b>Card Sorting</b></p> <p>An alternative type of brainstorming is card sorting. Give each participant one to three cards (depending on the size of the group and the amount of data you wish to generate) and a pen or marker. Ask a clear, specific question and direct each participant to write responses or ideas on the cards— one idea per card. Invite participants to post their cards on a wall. Sort the cards into groups, if you wish, and discuss the cards. If the group is large, have participants share their cards in small groups and choose two cards to represent the thinking of each of the small groups. Card sorting ensures that all participants, no matter the learning style, have a chance to lend their ideas to the discussion.</p>		<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
			<p>•</p>		<p>•</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>Engages every participant</li> <li>Allows many contributions</li> <li>Allows for sorting and prioritizing</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>Requires materials and more planning</li> <li>Works best with a literate audience</li> </ul>				
<p><b>Case Studies</b></p> <p>A case study is a written scenario that usually involves an important community situation. Since it is written beforehand, it can be specifically created to address relevant local issues.</p>		<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
			<p>•</p>		<p>•</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>Can match the necessary content well, as it is created for the learning activity</li> <li>Allows participants to reflect first and then discuss and react, thus encompassing more than one learning style</li> <li>Interactive and engaging</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>Requires a great deal of preparation to create an appropriate case study</li> <li>Participants might feel limited to only those topics raised in the case study</li> </ul>				
<p><b>Community Contact Assignment</b></p> <p>Trainers give trainees assignments that can be completed in a community. This is often done the week following a technical session and the processing/reflection is done at the next week's session. Example: Identify 10 reasons why a youth may not attend school. The method for collecting the information is up to the trainee.</p>		<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
			<p>•</p>		<p>•</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>Engages community members in the learning process</li> <li>Allows learners to apply KSAs acquired in earlier sessions</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>Good learner preparation and directions are important</li> <li>Language barriers</li> </ul>				

		<b>Objective Focus</b>	Knowledge	Skills	Attitudes
<p><b>Demonstration</b></p> <p>A demonstration is a structured performance of an activity to show, rather than simply tell, a group how the activity is done. This method brings to life some information that you may have already presented in a lecture.</p>			●		●
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Excellent for modeling new skills or practices</li> <li>• If combined with practicing, can be a highly interactive, engaging method</li> <li>• Honors the needs of “hands-on” learners</li> </ul>				
<b>Potential Challenges</b>	<ul style="list-style-type: none"> <li>• Requires preparation, effective modeling, and careful practice sessions</li> </ul>				

		<b>Objective Focus</b>	Knowledge	Skills	Attitudes
<p><b>Discovery</b></p> <p>Trainees are encouraged to use their own discovery techniques in a community in order to meet the learning objectives associated with core and sector competencies. The trainee and the trainer, together, discuss how the trainee may reach the training objectives(s) within a community setting. After the trainee has the experience, the trainer assists in the processing and reflecting upon learning.</p>			●		●
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Promotes individual responsibility and self-directed learning</li> <li>• Encourages creativity in learners</li> </ul>				
<b>Potential Challenges</b>	<ul style="list-style-type: none"> <li>• Requires individual ownership for learning and focus on learning objectives</li> </ul>				

		<b>Objective Focus</b>	Knowledge	Skills	Attitudes
<p><b>Drama/Skit</b></p> <p>A skit is an impromptu performance by participants to demonstrate something they know. Skits can be developed by participants to show concerns they have about such things as peer pressure, health issues in their community, or lack of resources. Skits may be used to demonstrate something learned, such as two styles of being a leader.</p>			●		●
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Allows presentation of important issues in a dynamic, entertaining way</li> <li>• Once rehearsed, can be used over and over again with different audiences</li> </ul>				
<b>Potential Challenges</b>	<ul style="list-style-type: none"> <li>• Drama is already created, and may not completely reflect the experiences of the audience</li> <li>• Except for the ensuing discussion, audience is passive</li> </ul>				

<p><b>Field Trip</b></p> <p>Good field trips provide participants with firsthand experience related to the topic or concept being discussed in the sessions. They provide unique opportunities for learning that are not available within the four walls of a classroom. Reflecting upon, experience processing, and applying the information learned is an important part of this activity.</p>		<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
			<p>●</p>		<p>●</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>• Helps learners in applying concepts, facts, and theories to practice</li> <li>• Authentic learning environment</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>• If a good debriefing part is missing, it may be difficult to capture and reinforce learning experiences.</li> </ul>				
<p><b>Fish Bowl</b></p> <p>In a fishbowl discussion, most of the participants sit in a large circle, while a smaller group of participants sits inside the circle.</p>		<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
			<p>●</p>		<p>●</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>• Allows participants to choose between active participation and observation</li> <li>• Allows participants to share perspectives in less threatening environment</li> <li>• Encourages critical thinking</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>• Some participants may remain detached and uninvolved.</li> <li>• Depending on culture and hierarchy, some participants may not feel free to participate.</li> <li>• Facilitator must sometimes return the group to topic</li> </ul>				
<p><b>Games</b></p> <p>Games are appropriate tools when they are used not just for fun, but to encourage people to take charge of their own learning, and to test and reinforce new knowledge or skills.</p>		<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
			<p>●</p>		<p>●</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>• Powerful method for practicing new knowledge or skills</li> <li>• Fun</li> <li>• Engaging</li> <li>• Energizing</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>• Requires adequate preparation to adapt the game</li> <li>• Some participants may not see it as learning</li> </ul>				

<p><b>Internship/Practicum</b></p> <p>A definition of an intern is someone who apprentices under supervision. This process gives trainees a chance to work in a setting that is like their actual job assignment. It allows them to practice skills required by their job. Trainers try to match the practicum as closely as they can to a trainee’s job. It is usually longer than a shadowing experience; up to 3 or 4 weeks at times.</p>		<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
			<p>•</p>		<p>•</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>• Authentic environment for learning</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>• Learner readiness</li> </ul>				
<p><b>Interviews and observations</b></p> <p>A more structured discovery activity allows trainees to use language, cultural training, resources, technical experts, etc., as they seek information from community individuals.</p>		<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
			<p>•</p>		<p>•</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>• Informative</li> <li>• Engaging</li> <li>• Gives a lot of information during a short time</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>• Language barrier</li> <li>• Cultural context of interviewing</li> <li>• Potential subjectivity of information</li> </ul>				
<p><b>Jigsaw Learning</b></p> <p>In a jigsaw activity, evenly divided groups are given a topic to learn (a piece of the puzzle to master). Once these small groups have mastered the content, the groups are reorganized so that each new group contains one member from each original group (now each group contains all essential pieces of the puzzle to put together). Each Objective new group now contains an “expert” on the content that they have mastered in the original groups, and one at a time, each expert teaches the new content to the newly formed groups. The facilitator then processes the activity and emphasizes key learning.</p>		<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
			<p>•</p>		<p>•</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>• Allows for transmission of facts and theory in a more interactive fashion</li> <li>• Engaging</li> <li>• Allows participants to teach and thereby become “expert”</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>• Can be difficult to facilitate at first</li> <li>• Some participants are better teachers than others, so there is a risk that some groups may not adequately learn the content.</li> </ul>				

<p><b>Journal Writing</b></p> <p>A method for trainees to reflect upon and process their own learning experiences. Journal writing is often structured by the trainer such as with question prompts, specific assignments (“describe today’s experience as you would imagine a youth in your village might”), and reflection activities.</p>		<p><b>Objective Focus</b></p>	<p>Knowledge</p>	<p>Skills</p>	<p>Attitudes</p>
			<p>●</p>		<p>●</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>• Provides learners with personal reflection time</li> <li>• Opportunity to internalize learning</li> <li>• Retrospective review of progress</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>• Resistance from some learners—not everyone likes writing</li> <li>• More difficult to evaluate progress and learning</li> </ul>				
<p><b>Learning Contracts</b></p> <p>Trainees contract for reaching learning objectives through the process of self-directed learning</p>		<p><b>Objective Focus</b></p>	<p>Knowledge</p>	<p>Skills</p>	<p>Attitudes</p>
			<p>●</p>		<p>●</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>• Promotes individual responsibility and self-directed learning</li> <li>• A great tool for ongoing learning</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>• Some learners may need more guidance than others.</li> </ul>				
<p><b>Lecturette</b></p> <p>A lecturette is a short, oral presentation of facts or theory— no more than 15–20 minutes in length. The goal of a lecturette is to impart information in a direct, highly organized fashion.</p>		<p><b>Objective Focus</b></p>	<p>Knowledge</p>	<p>Skills</p>	<p>Attitudes</p>
			<p>●</p>		<p>●</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>• Transmits facts or theory in an organized, succinct fashion</li> <li>• Low risk for facilitators, as they are prepared in advance</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>• Participants are passive learners</li> <li>• Participants may already know the information being communicated.</li> </ul>				
<p><b>Mentoring</b></p> <p>An identified person serves as an ongoing cultural and technical guide as he or she assists a specific trainee in the processing and reflection of his or her experiences.</p>		<p><b>Objective Focus</b></p>	<p>Knowledge</p>	<p>Skills</p>	<p>Attitudes</p>
			<p>●</p>		<p>●</p>
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>• Practical approach to learning</li> <li>• Building rapport with host country nationals</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>• Tapping into local resources</li> <li>• May lose focus and structure for learning</li> </ul>				

<p><b>Open Space</b></p> <p>Trainees form self-directed interest group discussions around topics they have a need or desire to learn more about. The methodology is flexible and fluid with opportunities for participants to float from one interest group to another, if there is more than one.</p>		<p><b>Objective Focus</b></p>	Knowledge	Skills	Attitudes
			●		●
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>Accommodates many topics and interests</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>Learning outcomes may be difficult to track</li> </ul>				
<p><b>Panel Discussions</b></p> <p>This method usually involves the presentation of an issue by several resource persons at a table in front of a group. Usually, each presenter speaks briefly on the topic and then a moderator solicits questions from the audience.</p>		<p><b>Objective Focus</b></p>	Knowledge	Skills	Attitudes
			●		●
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>Allows a number of perspectives in a short period of time</li> <li>More interesting than a lecture, yet allows resource persons to share their expertise</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>Must be effectively moderated to ensure that panelists stay on topic and do not go on for longer than expected</li> <li>Unless panelists are dynamic and interesting, may become boring</li> </ul>				
<p><b>Participatory Appraisal Tools</b></p> <p>Tools that are used with community members for community analysis for project planning and implementation.</p>		<p><b>Objective Focus</b></p>	Knowledge	Skills	Attitudes
			●		●
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>Creative and engaging</li> <li>Helps establish relationships with community members</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>Need advance preparation</li> </ul>				
<p><b>Project Design and Management</b></p> <p>Methodology of participatory project design with counterparts, which works through all steps in the project design, implementation and evaluation process.</p>		<p><b>Objective Focus</b></p>	Knowledge	Skills	Attitudes
			●		●
<p><b>Advantages</b></p>	<ul style="list-style-type: none"> <li>Creative and engaging</li> <li>Helps establish relationships with community members</li> </ul>				
<p><b>Potential Challenges</b></p>	<ul style="list-style-type: none"> <li>Needs buy-in from numerous stakeholders</li> </ul>				

<p><b>Project Learning</b></p> <p>With assistance from training facilitators, one person, or a group, will develop a small project with community participants during training. Trainees will use a variety of integrated skills and will practice project development skills while developing the project itself. The process provides the learner with numerous learning opportunities including, but not limited to, stages of project development, methods of community analysis, practical use of language, methods of community development, understanding cultural implications, practicing technical skills, and so on. The trainer is essential in the guidance of the development of the project and in the processing of the experience with the trainees. It is also essential for the community participants to understand that this is a learning exercise for the trainee and not for the development of an expanded community activity facilitated by the trainee.</p>	<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
		●		●

<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Provides learners with numerous learning opportunities</li> </ul>
<b>Potential Challenges</b>	<ul style="list-style-type: none"> <li>• Requires thorough preparation of learner, trainer, and community teams</li> </ul>

<p><b>Role-Play</b></p> <p>Role-plays are short interactions of participants playing specific, predetermined roles to explore issues or practice skills. Roles are usually written out, and the facilitator may help participants playing the roles understand “who” they are to be.</p>	<p><b>Objective Focus</b></p>	<p><i>Knowledge</i></p>	<p><i>Skills</i></p>	<p><i>Attitudes</i></p>
		●		●

<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Allows participants to bring their own perspectives, experiences, and beliefs into the discussion</li> <li>• Highly interactive and engaging; fun</li> <li>• Can safely discuss difficult issues more easily</li> </ul>
<b>Potential Challenges</b>	<ul style="list-style-type: none"> <li>• Requires careful preparation, facilitation, and processing</li> <li>• Some participants may be uncomfortable with public speaking or “acting”</li> <li>• If not well-facilitated, can be fun, but not enough of a learning experience</li> </ul>

<p><b>Shadowing</b></p> <p>The trainee accompanies a community or staff member through his or her day to understand the range of activities. This can be done to understand different roles within the community or for specific other purposes. For example the trainee might shadow a community member in a job that will be like the trainee's assignment. The community member becomes a guide in the area of work. This gives the trainee firsthand knowledge of the dynamics of the typical working environment. This is usually for a short period of time. This activity has also been used successfully for trainees to see how Volunteers work in a community.</p>	<p><b>Objective Focus</b></p>	Knowledge	Skills	Attitudes
		●		●

<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Gives learners firsthand knowledge of the dynamics of the typical working environment</li> <li>• May be time consuming and difficult to organize during PST</li> </ul>
<b>Potential Challenges</b>	<ul style="list-style-type: none"> <li>• Requires work and preparation of the mentor</li> </ul>

<p><b>Small Group Discussion</b></p> <p>A small group discussion is a structured session in which three to six participants exchange ideas and opinions about a particular topic or accomplish a task together. After the groups have had an opportunity to work together, they report the highlights of their work to the large group, and the facilitator helps the group process the activity.</p>	<p><b>Objective Focus</b></p>	Knowledge	Skills	Attitudes
		●		●

<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Versatile</li> <li>• Can be used in many ways for all types of content</li> <li>• Allows participants to share experiences and take charge of their own learning</li> </ul>
<b>Potential Challenges</b>	<ul style="list-style-type: none"> <li>• Allows for participation of everyone, even in a large group</li> <li>• Can lead to confusion and frustration if the task is not clear and relevant</li> <li>• If there are many groups, may take a long time to present and process</li> </ul>

<p><b>Stories</b></p> <p>Using stories in a learning activity can be an effective approach, especially in cultures that have a rich oral tradition.</p>	<p><b>Objective Focus</b></p>	Knowledge	Skills	Attitudes
		●		●

<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Taps into participants' hopes, dreams, and imagery</li> <li>• Highly creative and engaging</li> </ul>
<b>Potential Challenges</b>	<ul style="list-style-type: none"> <li>• Some participants may not wish to share personal stories.</li> <li>• May be seen as "touchy-feely" by some participants</li> </ul>



		Knowledge	Skills	Attitudes
		<b>Objective Focus</b>		●
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Taps into participants' hopes, dreams, ideal images</li> <li>• Raises the discussion to a higher ground</li> </ul>			
<b>Potential Challenges</b>	<ul style="list-style-type: none"> <li>• May feel risky for facilitator and/or some participants</li> <li>• Must be appropriately processed and followed up</li> </ul>			



MODULE 2

# Introduction to Mental Health and Psychosocial Support (MHPSS) and Psychological First Aid (PFA) in Emergencies

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## MODULE 2

# Introduction to Mental Health and Psychosocial Support (MHPSS) and Psychological First Aid (PFA) in Emergencies



### OVERALL LEARNING OBJECTIVES

- ▶ Identify the different levels and interventions of Psychosocial support.
- ▶ Describe the use and purpose of Psychological First Aid (PFA).

**Time Frame:** 1 week

**LOE:** 7 hours

### LOE Per Type of Learning



**Self-directed activities: 2 hours**



**Virtual sessions: 3 hours**



**Reflection sheets and group work: 2 hours**

# Module 2 Overview

Participants will demonstrate their understanding of the different components of Mental Health and Psychosocial Support (MHPSS).

During distress and emergencies, communities and children react to events surrounding them differently and will require customized support depending on their individual reactions and available resources. This module will introduce participants to the possible reactions of children in emergency settings.

Through this module, participants will be able to apply the basic elements of Psychological First Aid (PFA) to reduce the stress of any individual who seeks their services, especially children and youth.

Module 2 has one session in total. This session is comprised of offline self-directed activities and a virtual session for 2 hours with a facilitator. It is recommended to administer this session at the beginning of the week.

## Module 2 Topics

- ▶ Different levels of MHPSS interventions in emergencies.
- ▶ Introduction to PFA.
- ▶ Explore the different reactions of children and community members in emergencies.
- ▶ Support children and community members remotely through applying basic principles of PFA.

## Module 2 Learning Outcomes

By the end of the session, the participants will be able to:

- ▶ Demonstrate the ability to recognize children's and youth's reactions during emergencies and adverse settings.
- ▶ Propose and develop safe remote PFA interventions when limited in-person interactions are required.



## Session 1

Session 1 is comprised of a virtual session with a facilitator for an estimated one hour, as well as offline self-directed activities.



# Virtual Session Agenda

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## Introduction

- Review ground rules for virtual session
  - Activity #1: Icebreaker activity
- 

## Learning Topic 1: Introduction to Psychosocial Support (Creating a Safe Space)

- Activity #2: Sources of Stress
  - Psychosocial Support Overview
  - Activity #3: Child Resilience - Self-Reflection
- 

## Learning Topic 2: Community & Child Resilience

- Psychosocial Support (PSS) Interventions
  - Activity #4: Group Activity - Exploring Possible Reactions to Stress & Crisis
- 

## Learning Topic 3: Exploring Children's Reactions to Stressful Situations

- Activity #5: Cultural Differences in Responding to Stress
  - Offline Group Assignment: Adult Learning
- 

## Closing & Evaluation

## What to Send Participants

One week prior to the first virtual training session, send one email to the participants that includes the following handouts and links for videos:

### Handouts

- Module 2 Participant Guide — Summary of Learning Points 2
- Module 2 Handout 1: Pre-Session Worksheet — Sources of Stress
- Module 2 Handout 2: Children and Youth’s Development and Reactions to Crisis

### Videos

Participants will need to review the videos below prior to the virtual session.

- [Psychosocial Support in Emergencies produced by Save the Children](#)
- [CPMS Video Series: Standard 10, Psychosocial distress and mental disorders](#)
- [Introduction to PFA produced by War Trauma Foundation \(WTF\)](#)
- [Emergency Preparedness - Psychological First Aid produced by Child Care Resource Center](#)

# Introduction

## Review Ground Rules

### Facilitator Instructions: (refer to PPT)

- Allow for a few minutes to address any technical difficulties/connection issues, etc.
- Welcome all participants, remind everyone to mute their mics.
- Ask all participants turn on auto-live captioning of speakers.
- Inform the participants that this session is scheduled for 2 hours.
- Let participants know that the virtual sessions will be recorded and saved on the Microsoft Teams channel designated for this training.
- Review the virtual sessions agenda and learning objectives with the participants; the facilitator may present the agenda below using PowerPoint.
- Review ground rules for interacting, including using the "raise hand" option if they wish to speak, or chat box/other assigned location to post questions.
- Run an icebreaker to familiarize the participants with each other.

## Activity #1: Icebreaker-Two Truths and One Lie

### Facilitator Instructions:

- Ask each person to quickly think about three things/facts they want to share with the group—two that are true and one that isn't true.
- Then ask the participants to take turns to share those three facts, and ask the rest of the group to try to guess which one is not true on the chat or through their mics.



# Learning Topic 1: Introduction to Psychosocial Support

## Creating a Safe Space & Upholding Confidentiality

### Facilitator Instructions:

During this segment of the training, you will need to present this topic using PowerPoint or another means of displaying the points on the screen:

- Acknowledge that the course will focus on information that may feel personal, and a few case studies may bring up emotions.
- Participants are encouraged to send a private message to the facilitator if they need to step away or take a break.
- Participants are encouraged to share and ask questions; however, they should not share any specific or identifying information for children or families that they are working with in order to protect their confidentiality.

## Activity #2: Sources of Stress

### Facilitator Instructions:

#### Participant Activity Instructions: Sources of Stress Handout 1

- Ask participants to complete Handout 1: Sources of Stress. You also get to complete the handout.
- The goal of the activity is to think about stress specific to age, environment and crisis.
- Start by reading out a stressor that you wrote down. Ask participants to use the chat box and write "yes" if this stressor is on their own list. Take turns with each participant reading a stressor from their own list and ask the other fellow participants to use the chat box again and write "yes" if that same stressor is on their list, too.

## Debrief

- Facilitate a discussion about the different sources of stress using Module 2 Handout 1: Pre-Session Worksheet — Sources of Stress.
- Acknowledge that this is an activity they can do as an icebreaker in face-to-face training modality within their community to get people thinking about stress.
- Great to do using a flip chart and Post-It notes in face-to-face training modality.

## Psychosocial Support Overview (PowerPoint Presentation)

### Facilitator Instructions:

This segment follows the sources of stress activity and is reviewed in the PPT. Each of the following headings and definitions are in the PowerPoint presentation for you to review with the participants.

### Definition of Psychosocial Support

Psychosocial Support (PSS) refers to a range of care and support interventions. It includes care and support offered by caregivers, family members, friends, neighbors, teachers, health workers, community health workers, social workers and community members that occur daily. It includes care and support that may be offered by more specialized psychological and social services.

### Defining Community-Based Psychosocial Support

Ask the participants to look closely at the title of the slide. Note that it refers to community-based, i.e., it involves the community.

Then look closely at the quote – pick out the key words: internal and external resources — and explain to the participants that it assumes that communities and individuals have resources to help their recovery.

This quote is taken from page 7 of *ChildFund International (2015) Psychosocial support and child-centered spaces: Community-based response for child protection in emergencies*.

## Activity #3: Child Resilience - Self-Reflection

### Self-Reflection Handouts

- Module 2 Participant Guide —Summary of Learning Points for Module 2
- Module 2 Handout 1: Pre-Session Worksheet — Sources of Stress

### Facilitator Instructions:

## Activity #3: Self Reflection

### Drawing on internal individual resources: Children are not just victims

“Even in situations of acute adversity and suffering, people have assets or resources to support their own mental health and psychosocial well-being and that of their communities. It is essential to consider these capacities as strengths when introducing MHPSS programs. Focusing only on deficits – the weaknesses, suffering and pathology – of the affected people may conceal their strengths and erode their ability to support each other.”

(From: UNHCR (n.d.). *Community-based protection and mental health and psychosocial support*).



“When I am sad or worried, I play soccer, I talk to my grandmother. I study and do my homework and go to church to pray. All these things help me to feel better.”

### Drawing on Internal Individual Resources: Children Are Not Just Victims

This slide links to the previous one by giving an example of the internal resources that children can draw on for their own recovery.

Read the quote and discuss it. The quote is taken from page 4 of UNHCR, (n.d.). *Community-based protection and mental health and psychosocial support*. This is also a very useful publication to read to understand more about community-based PSS.

### Participant Activity Instructions

1. On the child resilience slide, look at the drawing and the quote from the boy who drew it. The drawing was done by a boy who had survived community violence and seen his mother and father killed.
2. Then read this quote from a 12-year-old girl who has had to run away from war, losing her mother on the way. She is now in a refugee camp and looks after her two brothers ages 5 and 3 years old.

“I can see when one of my brothers is sad. I sit down with him and the other one, the three of us. When I am the one who is feeling sad, I sit with the two of them as well, then we all talk about what the problem is.”

## Reflection Questions

Discuss the drawing and two quotes and have participants answer these questions:

- What do you notice about how the children respond?
- Do you think they still need emotional support even though they show signs of coping?
- Do you think they are “damaged” by what has happened to them?
- Why is it important for you as a facilitator of structured activities to be aware of the internal resources that children and youth have within them?

# Learning Topic 2: Community & Child Resilience

(PowerPoint Presentation)

## Facilitator Instructions:

### Key Messages

As shown in the PPT, explain to the participants that there is a tendency to talk in terms of traumatization of children in emergencies. This is a medical term that refers to a very serious medical condition. In mental health terms, it can be stigmatizing. We avoid using that term because it is not accurate for the most part and should only be used by a medical professional. This is why we used the term psychosocial distress.

The reactions children are having are the normal human reactions to very bad experiences. We expect the changes that come from stress; in fact, it would be worrisome if children showed no signs.

For most children, with support, the changes will not be permanent, and they will be all right in a short time. A very few may have serious problems, especially if they already experience mental illness.

### Community Resources

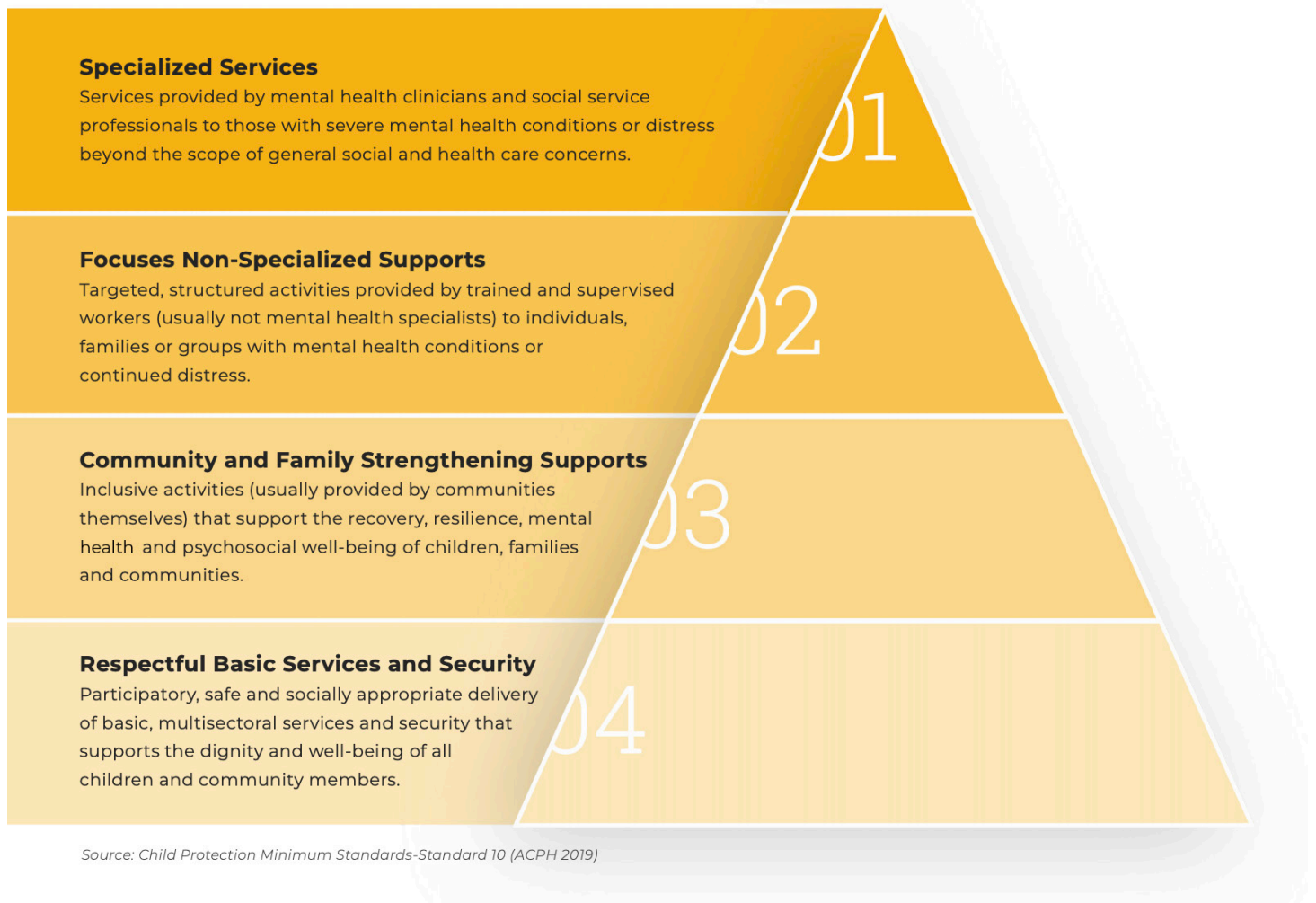
#### Instructions

1. Read through the quote and make sure everyone understands the highlighted words.
2. There are also **external resources** to draw upon.

“To be successful in supporting a child through an emergency and in recovery, interventions must recognize both the **individual needs of the child** and the many **external influences**, and involve different stakeholders in the planning and implementation of services.”

This quote is taken from page 10 of ChildFund International (2015). Psychosocial support and child -centered spaces: Community-based response for child protection in emergencies.

# MHPSS Pyramid of Services



Explain the Inter-Agency Standing Committee (IASC) MHPSS pyramid as shown on the PPT slide. Start with explaining that the top layer of the pyramid (figure 1) represents the additional support required for the small percentage of the population whose suffering, despite the supports already mentioned, is intolerable and who may have significant difficulties in basic daily functioning. This assistance should include psychological or psychiatric supports for people with severe mental disorders whenever their needs exceed the capacities of existing primary/general health services. Such problems require either (a) referral to specialized services if they exist, or (b) initiation of longer-term training and supervision of primary/general healthcare providers. Although specialized services are needed only for a small percentage of the population, in most large emergencies this group amounts to thousands of individuals” (IASC 2007).

The third layer of the pyramid (figure 1) represents the supports necessary for the still smaller number of people who additionally require more focused individual, family or group interventions by trained and supervised workers (who may not have had years of training in specialized care). For example, survivors of gender-based violence might need a mixture of emotional and livelihood support from community workers. This layer also includes psychological first aid (PFA) and basic mental health care by primary health care workers” (IASC 2007).

## Psychosocial Support (PSS) Interventions Include:

### Facilitator Instructions:

**Explain what psychosocial support interventions may include as shown on the PPT slide.**

1. Providing and advocating for basic services that are culturally appropriate, gender-informed and promote human dignity.
2. Activating existing or new social networks and engaging individual families when possible.
3. Providing psychosocial support services with non-specialized content for specific target groups and vulnerable populations.
4. Providing access to specialized mental health and psychosocial support.

### Psychological First Aid (PFA)

### Facilitator Instructions:

Introduce and explain Psychological First Aid (PFA) to the participants by explaining that PFA can be administrated as a rapid response strategy in non-emergency contexts with vulnerable children and youth, for example, with children and youth who have been physically, emotionally or sexually abused or neglected, as well as children in conflict with the law or after accidents. The needs of significantly abused or exploited children and youth will require a much longer-term response and system of support (Save the Children, 2012). However, PFA can be very effective for reducing stress in the moment during points of contact with response team staff.

#### PFA Includes<sup>1</sup>:

- Giving practical care and support that is not intrusive.
- Assessing needs and concerns.
- Helping people to access basic needs (e.g., food and water, information).
- Comforting people and helping them to feel calm.
- Helping people connect to information, services and social supports.
- Protecting people from further harm.

#### PFA is Not<sup>2</sup>:

- Something only professionals can give.
- Professional counseling.

## Module 2

- A clinical or psychiatric intervention, although it can be part of good clinical care.
- Psychological assessment or debriefing.
- Asking someone to analyze what happened to them or to put time and events in order.
- Pressing people to tell you their story.
- Asking people details about how they feel or what happened. (IFRC 2020)

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# Learning Topic 3: Exploring Children's Reactions to Stressful Situations

(PowerPoint Presentation)

## Activity #4: Exploring Possible Reactions to Stress & Crisis

### Facilitator Instructions:

The learning objective of this activity is to demonstrate the ability to recognize children's and youth's reactions during emergencies and adverse settings.

### Trainer Activity Instructions

- Divide participants into 4 groups representing the following age groups: 4-6; 7-12; 16-19, and adults.
- Ask participants to read Module 2 Handout 2: Children's Development and Reaction to Crisis—guide the conversation and highlight common signs of distress for children in each age group.
- During the discussion, review the key learnings detailed in the PowerPoint slides.

### Participant Activity Instructions:

Ask the participants to imagine answers to the following questions.

1. Select a profile of a child/youth/adult in the age group that they are assigned. What is their name? What country do they live? What is their home like?
2. Imagine that the child or person is experiencing a situation of extreme stress.
3. Draw a picture of this child/youth/adult and how the stress manifests in their life — consider the biological, social, emotional and gender-specific reactions and experiences they may have as well as the environmental factors around them. What do they look like, what does their world look like?
  - a. Allow training participants 5 minutes to create their drawing – if desired, the facilitator can play light background music while participants draw to encourage their creativity.



- b. Remind participants to write the age range on the top of their paper.
- c. Ask participants to present their drawing and the story it tells.
- d. As an optional follow-up, if participants are comfortable, they can take a photo of or scan their drawing, and send it to the facilitator for future reflection and learning.

### Activity Debrief

- Share some of the following tips after participants have presented their work in the previous activity.
- Acknowledge some of the drawings presented by participants when making a reference to the points below.

## Children's Reactions to Stressful Situations

### Facilitator Instructions:

Explain to the participants that children react differently to stressful situations, just as they have seen in the previous activity. Explain the different cultural factors that could affect this as per the following:

- Common reactions of children who have been through distressing events include problems with sleeping, feelings of anxiety and depression, social withdrawal from others, concentration difficulties, crying, clinging behavior, anger and regression.
- Most children survive distressing events without developing long-term mental health problems and many recover by themselves using their inherent resiliencies.
- However, recovery can be helped when children receive the appropriate support at an early stage. This can dramatically reduce the risk of developing long-term emotional and mental health challenges (Save the Children, 2012).
- Expressing emotions is acceptable in many countries. However, in some cultures it is considered shameful or unacceptable to express strong emotions.
- It is critical to try to gain an understanding and awareness of what is helpful when dealing with expressions of emotions, tears, fears, anger, etc., in specific contexts (Save the Children, 2012).

**Before ending the activities allow participants a few minutes to share some of the emotions that may not be acceptable to express even in extreme stress.**

## Activity #5: Cultural Differences in Responding to Stress

### Facilitator Instructions:

#### Activity Instructions

- **Ask:** “Can you provide examples of such differences in other cultures?” For example, in some cultures, boys and men are not allowed to cry as it is seen as a sign of weakness.
- **Also, ask:** “What about boys and girls, men and women? Are there any differences in what emotions are considered acceptable in your own culture?”
- Allow for reflection and discussion.

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## Offline Group Assignment: Reminder

### Facilitator Instructions:

Remind the participants of the group presentation that was assigned to them last session.

#### Group Presentation on Adult Learning

**Due:** Module 4 Session 2

#### Participant Activity Instructions

- Develop a 15-minute presentation based on a developed session plan using Module 1 Handout 4: Session Plan Template.
- Each group will be presenting on one of the following topics:
  - Six adult learning sciences.
  - How adult learners retain information, and different methods of presentation.
  - How to facilitate a group discussion.

## Module 2

- Presentations and sessions plan need to be uploaded on the MS Teams channel assigned to the group the day before the presentations.
  - Groups may use the materials used in Module 1.
  - Presentations are due in Module 4 Session 2. Please indicate the date as per set agenda.
- 

# Closing the Session & Evaluation

## Facilitator Instructions:

- Send participants the link for the Module 2 session course evaluation in the chat box.
- Ask them to complete the course evaluation before ending the session.
- Thank all participants for their hard work and allow for questions for a few minutes.
- Close the virtual session.

# Module 2: Participant's Guide

## Summary of Learning Points

Watch the following videos before reviewing the learning points detailed below:

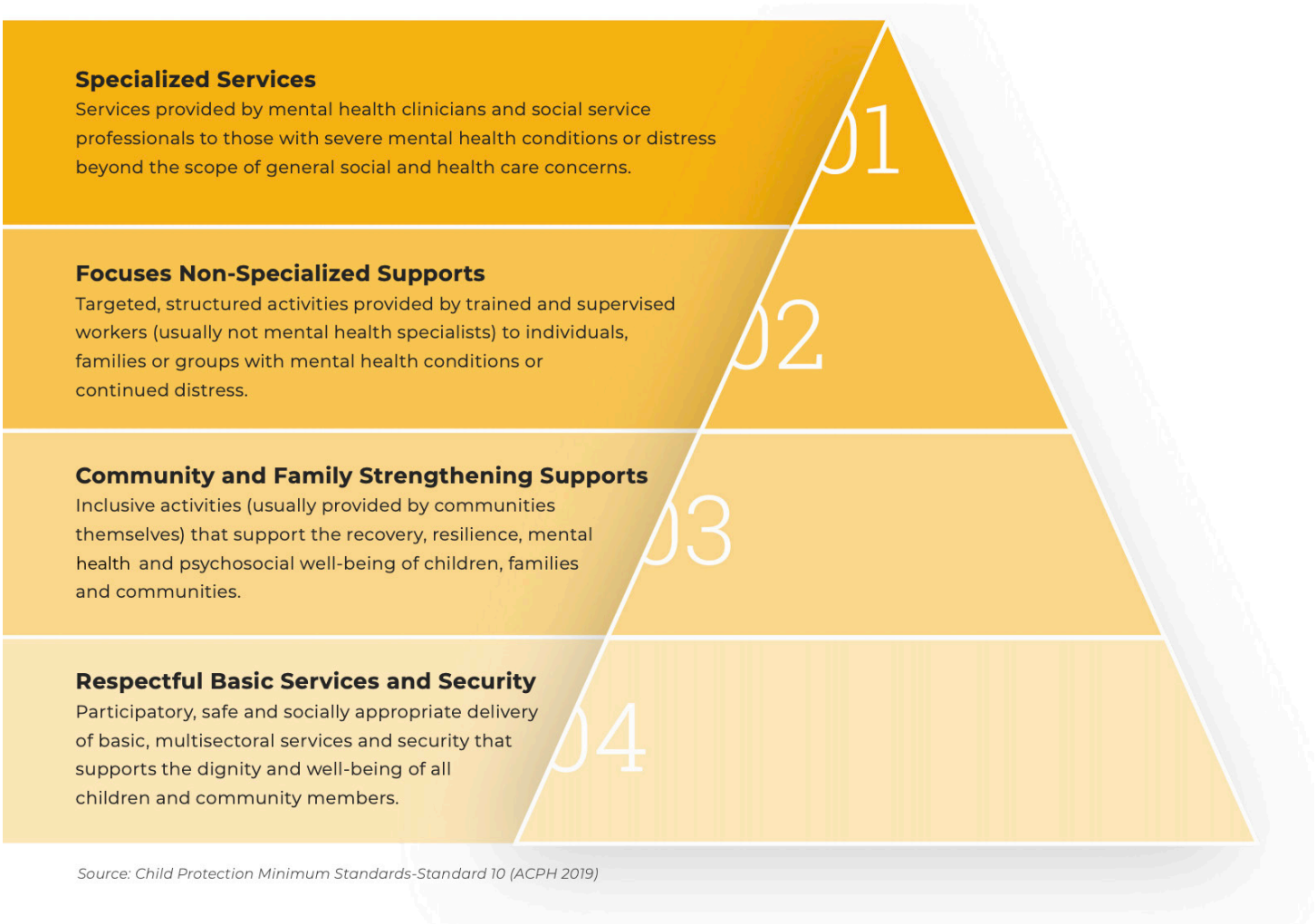
- [CPMS Video Series: Standard 10, Psychosocial Distress and Mental Disorders](#)
- [Introduction to PFA Produced by War Trauma Foundation \(WTF\) Emergency](#)
- [Preparedness - Psychological First Aid Produced by Child Care Resource Center](#)

### **A multi-layered Psychosocial Support Structure (PSS) means:**

1. Providing and advocating basic services that are culturally appropriate, gender-informed and promote human dignity
2. Activating existing or new social networks and engaging individual families when possible
3. Providing psychosocial support services with non-specialized content for specific target groups and vulnerable populations
4. Providing access to specialized mental health and psychosocial support

## Figure 1: Mental Health and Psychosocial Support: Pyramid of Services

Case management responds to mental health and psychosocial support needs across all four layers of the pyramid of services.



### Specialized PSS

“The top layer of the pyramid ( figure 1) represents the additional support required for the small percentage of the population whose suffering, despite the supports already mentioned, is intolerable and who may have significant difficulties in basic daily functioning. This assistance should include psychological or psychiatric supports for people with severe mental disorders whenever their needs exceed the capacities of existing primary/general health services. Such problems require either (a) referral to specialized services if they exist, or (b) initiation of longer-term training and supervision of primary/ general healthcare providers. Although specialized services are needed only for a small percentage of the population, in most large emergencies this group amounts to thousands of individuals” (IASC 2007).

## Non-specialized PSS

“The third layer of the pyramid (figure 1) represents the supports necessary for the still smaller number of people who additionally require more focused individual, family or group interventions by trained and supervised workers (but who may not have had years of training in specialized care). For example, survivors of gender-based violence might need a mixture of emotional and livelihood support from community workers. This layer also includes psychological first aid (PFA) and basic mental health care by primary health care workers” (IASC 2007).

## Psychological First Aid

PFA is a humane, supportive response to a fellow human being who is suffering or in distress and who may need support during a personal or community-based crisis or emergency. PFA for children and youth can be given during an emergency or immediately after a crisis event (Save the Children 2012). Training of staff in PFA for children and youth can be done as part of an immediate response or as part of capacity-building activities in disaster preparedness in emergency prone areas, as well as preparation for staff on the global emergency response list.

PFA can be administered as a rapid response strategy in non-emergency contexts with vulnerable children and youth, for example with children and youth who have been physically, emotionally, or sexually abused or neglected, as well as children in conflict with the law or after accidents. The needs of significantly abused or exploited children and youth will require a much longer-term response and system of support (Save the Children 2012). However, PFA can be very effective for reducing stress in the moment during points of contact with CFIs' and IPs' staff.

Psychological First Aid includes:

- Giving practical care and support that does not intrude or go beyond the mandate of CFI and LP teams
- Assessing needs and concerns
- Helping people to access basic needs (e.g., food and water, information)
- Comforting people and helping them to feel calm
- Helping people connect to information, services and social supports
- Protecting people from further harm (IFRC 2020)

Psychological First Aid is **not**:

- Something only professionals can give
- Professional counseling
- A clinical or psychiatric intervention, although it can be part of good clinical care
- Psychological debriefing
- Asking someone to analyze what happened to them or to put time and events in order
- Pressing people to tell you their story
- Asking people details about how they feel or what happened (IFRC 2020)

Like adults, some children and youth cope very well with difficult experiences. Attention should also be paid, however, to children and youth who may not exhibit immediate signs of distress but may be holding their thoughts and feelings in until they feel ready or safe to share (Save the Children 2012).

Even though everyone affected by COVID-19 may require PFA at some point in time, a remote PFA can be provided to:

- Self-quarantined persons in homes, hotels or appointed facilities
- The general population who may call to seek information and support
- Health workers and social welfare responders providing care and treatment to patients
- People who have recovered from COVID-19
- Families and friends of deceased
- Caregivers with children at home due to closure of schools (IFRC 2020)
- Children and youth without appropriate care and/or living on the streets

# Module 2: Handout 1

## Pre-Session Worksheet

### Sources of Stress

#### Instructions

Think about what is currently happening in the communities where you work. Take a few minutes to brainstorm the sources of stress that may be impacting the groups below. Use the table below to list out common stressors associated with the development stage, as well as new stresses that have emerged due to COVID-19. Don't overthink it! This activity is designed just to get your brain warmed up for our first PFA training session.

Children & Adolescents	Youth & Young Adults	Adults, Parents & Caregivers



# Module 2: Handout 2

## Children and Youth's Development and Reactions to Crisis

Source: [Psychosocial First Aid for Children produced by Save the Children](#).

### COMMON SIGNS OF PSYCHOSOCIAL DISTRESS AMONG CHILDREN & YOUTH

#### For all age groups:

- Fear that the distressing event will happen again
- Worrying that loved ones will be hurt, and fear of separation
- Reacting to destruction
- Experiencing sleep problems
- Mood swings

#### For children ages 0-3 years:

- May cling to caregivers
- Regressing to younger behavior
- Changes in sleep and eating patterns
- Crying and irritability
- Afraid of things that did not frighten them before
- Hyperactivity
- Changes in play activity/play patterns
- More opposing and demanding behavior than before, or overly cooperative
- Very sensitive to other people's reactions

#### For children ages 4-6 years:

- Starting to cling to parents or other adults
- Regressing to younger behavior such as thumb sucking
- Stopping talking
- Becoming inactive or hyperactive
- Stopping playing, or starting to play repetitive games
- Feeling anxious and worrying that bad things are going to happen
- Experiencing sleep disturbances, including nightmares
- Changes in eating patterns
- Becoming easily confused
- Inability to concentrate well
- At times, taking on adult roles
- Irritability

**For children ages 7-12 years:**

- Level of physical activity changes
- Confused feelings and behavior
- Withdrawal from social contact
- Talk about the event in a repetitive manner
- Show reluctance to go to school
- Feel and express fear
- Experience a negative impact on memory, concentration and attention
- Have sleep and appetite disturbances
- Show aggression, irritability or restlessness
- Have physical symptoms related to emotional stress
- Concerned about other affected people
- Experience self-blame and guilt feelings

**For children ages 13-18 years:**

- Feel intense grief
- Feel self-conscious, or guilt and shame that they were unable to help those that were hurt
- Show excessive concerns about other affected persons
- May become self-absorbed and feel self-pity
- Changes in interpersonal relations
- Increase in risk-taking, self-destructive and/or avoidant behavior or show aggression
- Experience major shifts in their view of the world
- Feel a sense of hopelessness about the present and the future
- Become defiant of authorities and caregivers
- Start to rely more on peers for socializing



MODULE 3

# Key Principles of PFA: LOOK, LISTEN & LINK

## MODULE 3

# Key Principles of PFA: Look, Listen, and Link



### OVERALL LEARNING OBJECTIVES

- ▶ Acquire the skills to apply basic Look, Listen and Link principles and techniques.
- ▶ Acquire the appropriate trainer skills including preparing and facilitating a session; giving and receiving constructive feedback; and facilitating a group discussion.

**Time Frame:** 1 week

**LOE:** 10 hours

#### LOE Per Type of Learning



**Self-directed activities:** 2 hours



**Virtual sessions:** 6 hours



**Reflection sheets and group work:** 2 hours

# Module 3: Overview

Participants will learn to apply principles of Psychological First Aid (PFA) in remote settings. This module will support participants in acquiring and applying PFA principles during emergencies with limited face-to-face interaction.

## Module 3 Topics

- ▶ **Main skills and principles of PFA.**
- ▶ **Apply PFA with limited face-to-face interaction.**
- ▶ **Provide and receive constructive feedback.**

## Module 3 Learning Outcomes

**Module 3 is divided into three sessions that are recommended to be administered once per week. This module will contribute to the following overall training objectives:**

- ▶ **Acquire the skills to apply basic Look, Listen and Link principles and techniques.**



# Session 1

Session 1 is comprised of offline self-directed activities and a virtual session for an estimated 2- 3 hours with a facilitator and co-facilitator. It is recommended to administer this session at the beginning of the week.



## MODULE 3: SESSION 1 LEARNING OBJECTIVES

By the end of the session, the participants will be able to:

- ▶ Apply PFA's principles without face-to-face interaction
- ▶ Define a clear and compelling message



# Virtual Session Agenda

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## Introduction

- Review Ground Rules for Virtual Session
  - Activity #1: Icebreaker
- 

## Learning Topic 1: Introduction to Psychological First Aid: PLAN, LOOK, LISTEN, LINK

- The basic principles of PFA are LOOK, LISTEN and LINK
- 

## Learning Topic 2: PFA Remote Administration

- Self-Reflection: Planning for Remote PFA
  - Steps for Planning Remote PFA Administration
- 

## Learning Topic 3: Look Principle

- Activity #2: Discuss Look principle in depth
  - Steps for Administering a PFA call
  - Self-Reflection: PFA Look principle
  - Activity #3: Scenario to practice Look principle during COVID -19
- 

## Offline Groupwork Assignment

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## Closing & Session Evaluation

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## What to Send Participants

One week prior to the virtual training session, send an email to the participants with the information included below:

- Provide links to self-directed handouts and the three videos to complete prior to the first session .
- Ask participants in the email to use the Module 3 Participant’s Guide: Summary of Learning Points as they go through the videos and handouts.
- Let participants know that they will be asked to turn on their cameras during the virtual sessions.
- Remind participants that they have to prepare for Module 3 Session 1 by completing Module 3 Handout 1: Referral Pathways — Pre-session Assignment.
- Module 3 Handout 1 should map services and CBCPM available in their community during and post COVID-19.

## Handouts, Participant’s Guide, and Facilitator’s Aid for Module 3: Session 1

### Participant’s Guide for Main Information

- Module 3 Participant’s Guide 3: Summary of Learning Point Module 3

### Handouts

Participants will need to review the below handouts prior to the virtual session.

- Module 3 Handout 1: Referral Pathways
- Module 3 Handout 2: Administering Remote PFA
- Module 3 Handout 3: Tip Sheet for Remote PFA



## Videos

Participants will need to review the below handouts prior to the virtual session.

- [YouTube video on principles of PFA: Look, Listen, and Link produced by Swedish Red Cross](#)
- [YouTube video on PFA Model Practice Sessions: Hospital Waiting Room produced by Albany University, School of Public Health](#)

## Facilitator's aid to be used during the session

- Module 3 Facilitator's Aid 1: A tip sheet to assess immediate needs during the application of PFA's Look Principle during COVID 19 emergency
- Module 3 Facilitator's Aid 2: PFA Case Study Worksheet - Practice Look Principle

# Introduction

## Review the Ground Rules

### Facilitator Instructions: (refer to PPT)

- Allow for a few minutes to address any technical difficulties/connection issues, etc.
- Welcome all participants, and remind everyone to mute their mics.
- Ask all participants turn on auto-live captioning of speakers.
- Inform the participants that this session is scheduled for an estimate of 2 to 3 hours.
- Let participants know that the virtual sessions will be recorded and saved on the Microsoft Teams channel designated for this training.
- Ask a volunteer to summarize learnings from Module 2.
- Review the virtual sessions agenda and learning objective with participants; the facilitator may present the agenda above using PowerPoint.
- Review ground rules for interacting, including using the 'raise hand' option if they wish to speak or chat box/other assigned location to post questions.

## Activity #1: Icebreaker-Craft a Message to a Child and/or Community Member

### Facilitator Instructions:

#### Trainer's Notes

- ▶ Share with participants that in our everyday lives we are already using skills to calm and support people. Ask the participants to think about a time that they have calmed down, soothed or supported someone who was struggling.
- ▶ Next, refer to the PPT slide with the instructions and ask them to craft three short messages of encouragement for youth, children and caregivers to feel comfortable in seeking support during times of stress.
- ▶ Ask them to use words and concepts that will resonate with children, youth and families.
- ▶ Have participants share their short messages in the chat box and/or group text, and ask them to present to the group their thought process behind how they crafted the messages.
- ▶ Allow for few minutes for participants to read all the messages.
- ▶ Ask participants to reflect on which messages are their preferred message and why.

## Activity Debrief (PowerPoint Presentation)

### Facilitator Instructions:

Debrief the activity with the participants. Highlight the messages that resonate with children, youth and families and help to calm their distress. For example:

- “Focus on here and now.”
- “Stay socially close even when maintaining physical distance.”
- “Establish a daily routine.”
- “Plan time alone and time together if living with others.”
- “Believe in something meaningful, whether family, faith, country or values.”
- “Being in a stressful situation can cause a lot of different emotional reactions like anger, frustration, anxiety, regrets, second guessing yourself, self-blame, etc. These feelings are normal reactions to an abnormal situation” (IFRC, 2020).

# Learning Topic 1: Introduction to Psychological First Aid: PLAN, LOOK, LISTEN, and LINK

## Trainer's Notes

- ▶ Ask participants to reflect on pre-session materials and ask if they have any comments or questions.
- ▶ Refer to Module 3 Participant's Guide: Summary of Learning Points.
- ▶ Present the following using PowerPoint or other means of displaying the points on the screen.

## The Process of PFA is PLAN, LOOK, LISTEN, LINK

### Facilitator Instructions:

As per the PPT slide, explain to the participants that although planning is not one of the basic principles of the PFA, it is the foundation of the PFA process.

- **PLAN** is the first step of the PFA process, where they need to plan and well prepare before proceeding with any interventions. Participants need to learn everything they can about the current situation, crisis or disaster. They need to identify the available services and support for the affected population. Finally, they need to assess all safety and security concerns of the area where the affected population are located. If there are restrictions in that area, they should then plan to conduct PFA remotely.
- **LOOK** refers to how you observe and assess the current situation, identify who is seeking and/or needing support, identify the risks and the immediate needs of the affected population and consider and are prepared for possible stress-driven reactions to the situation.
- **LISTEN** refers to how you begin the conversation, introduce yourself as a helper, focus attention on the person, listen actively to their story and needs, normalize feelings and reactions, use calming techniques if the person is in distress, ask about their fears and concerns and help find solutions.
- **LINK** refers to how you assist with accessing information needed to make decisions, connect with loved ones and social support, tackle practical problems such as meeting basic needs, and access more specialized services and other help (IFRC, 2020).

Afterwards, review each of the basic principles in details as per the PPT with participants.

# Learning Topic 2:

## PFA Remote Administration

(PowerPoint Presentation)

### Facilitator Instructions:

#### Trainer's Notes

Review the following remote PFA administration guidelines with your participants:

- ▶ For remote PFA (without any physical contact), review the following the points above describing Look, Listen, and Link. They are the same, but the techniques for applying them may differ. When adapting PFA to remote or virtual settings, it is important to be innovative and think through ways to humanize the experience and break down barriers caused by the limitations of the technology.
- ▶ You will need to pay attention to what the person says, how they say it, be able to identify if there is distress or detachment in their voice and determine if they are receptive to your questions. This will help you assess the level and type of distress they are experiencing, what their most immediate needs are and be better able to link them to the most appropriate services.

## Self-Reflection: Planning for Remote PFA

(PowerPoint Presentation)

### Facilitator Instructions:

#### Trainer's Notes

- ▶ Before showing the next slides, explain to the participants that planning is an important component before launching the Remote PFA service and/or interventions. Then pause and allow participants to reflect on the following questions. Participants may answer using the chat box or in plenary.

- What are some of the services or considerations that your organization needs to plan for before launching the intervention?
- Think of what the appropriate communication channels are that you can use.
- What are some complementing services to the PFA intervention, and is there information that you will be providing the participants?

## Steps for Planning Remote PFA Administration

(PowerPoint Presentation)

### Facilitator Instructions:

Explain to the participants that while conducting the PFA remotely, the following steps need to be considered during your planning process before initiating PFA services:

- Determine all possible options for communication.
- Choose a communication method that secures the person in need's confidentiality, but that is also commonly and easily accessible.
- Make sure clients consent to the communication method and understand any privacy limitations.
- Educate yourself about the current emergency or situation that is causing stress for your clients.
- Gather contacts, referral pathways, sources of information in your own context.
- Set up links to specialized mental health services by either building partnerships with existing MHPSS networks, local universities, or through telemedicine services.

#### Trainer's Notes

- ▶ **The facilitator should point out that not all cases will need specialized services, but may need more structured psychosocial services. [ChildFund International Structured PSS Training](#) is a good resource that you may want to share with participants.**

# Learning Topic 3: Look Principle

## Facilitator Instructions:

Explain to the participants that when working virtually, it is important to immediately assess and observe and to take in as much information as possible. If you are able to see the person you are working with via video, take time to assess their surroundings, make note of where they are calling you from and assess their environment. If the interaction only has audio, take a moment to listen for any contextual noise in the background in order to be able visualize the space and situation of the caller.

## Activity #2: Discuss in-depth “Look Principle”

### Facilitator Instructions:

#### Trainer’s Notes

- ▶ Show the video [Psychosocial First Aid for Children produced by Save the Children](#).

Ask participants to take notice of the following:

- Which principle does this movie reflect?
- What are some of the verbal and non-verbal strategies that the PFA helper used to calm down the children?
- In your opinion, why did the PFA helper ask the children to go into the tent?

### Activity Debrief

Debrief with the participants on this movie, and discuss with them how it reflects the Look principle of PFA. Notice how the PFA helper initiated contact with the children, including coming to their level, speaking calmly and slowly and taking them to a safe location where they can calm down.

# Steps for Administering a PFA Call

(PowerPoint Presentation)

## Facilitator Instructions:

### Trainer presents the following:

Explain to the participants that in remote settings, the following are suggested steps when administering a PFA call:

1. Open the conversation and listen for needs.
2. Listen to emotional and practical needs.
3. Continue the conversation using the action principle Link.
4. Refer to services, if needed.
5. End the conversation.

### Trainer's Notes

- ▶ **In the following discussion we will focus on Step #1: Open the conversation and listen for needs.**

**Contact:** Think about how you will initiate contact, or respond to contact, in a way that helps build trust and rapport. Using an open-ended question such as “How are you doing?” is often a simple and sufficient prompt.

**Information Gathering:** Look—When working virtually it is important to immediately assess and observe and to take in as much information as possible to assess the immediate needs of the person. You need to determine what questions you might ask that are non-intrusive, compassionate and helpful to identify needs and concerns, gather additional information and tailor PFA interventions.

If you are able to see the person you are working with via **video**, take time to:

- assess their surroundings
- make note of where they are calling you from and assess the environment that they are in

If the interaction only has **audio**, take a moment to:

- listen for any contextual noise in the background in order to be able visualize the space and situation of the caller
- consider asking the caller directly to describe their current environment



## Self-Reflection: PFA Look Principle

### Facilitator Instructions:

#### Trainer's Notes

- ▶ Ask participants to review and reflect on the handout **Module 3 Handout 3: A Tip Sheet for Remote PFA**.
- ▶ Explain that this handout should help them plan for the questions that need to be checked in the **Look** phase when applying PFA.
- ▶ Explain that the PFA helpers need to have a full understanding of the services available to ensure that they are not raising the person in need's expectations.

## Activity #3: Scenario to Practice Look Principle in Remote Settings

**Learning Objective:** To be able to apply PFA's Look principle remotely.

### Facilitator Instructions:

#### Trainer's Notes

- ▶ Divide participants into small groups.
- ▶ Explain that participants are going to use the "breakout room" option in the Teams app to discuss and reflect the following case scenario away from the main group for 15 minutes.
- ▶ Using the handout, **Module 3 Handout 3: A Tip Sheet for Remote PFA**, participants will prepare their answers/response.
- ▶ On PowerPoint, present the case study scenario found in the **Facilitator's Aid 2: Case Study Worksheet – Practicing the Look Principle**.

## Activity Instructions

Read the following case scenario:

*“You receive a call from a 13-year-old girl who sounds as if she is crying over the phone. The girl explains that she is alone with her 6-year-old brother. After 10 minutes, you realize that her single mother has been admitted to the hospital. Her neighbor has been checking on them every hour, but the girl later explains to you that she is worried that her mother will die.”*

### Trainer’s Notes

Discuss the following questions/areas with the participants:

- ▶ How would you apply the Look principle on the phone (only audio), in this situation?
- ▶ Ask participants to discuss:
  - How will they assess the caller’s immediate needs?
  - What are the key questions/areas that participants need to ask to determine the immediate need of the person?
  - How they are going to ‘engage’ and initiate contact with the person in need?
  - What will be their opening statement?

## Activity Debrief

### Trainer’s Notes

- ▶ Ask a few participants to respond and explain the challenges that they might face when responding to this scenario.

Then, state the following important points to highlight to the participants:

- If you are unsure about a situation or what services are available, explain that you will find out and will reconnect with the child and his or her family with the updated information as soon as possible.
- Keep your messages simple and accurate.
- List out the steps you will take to help with the situation. Even though there may be multiple needs presented at the same time, focus on the top 1 to 3 to include in a quick response plan.
- Ask the caller to repeat the next steps proposed to be sure that he or she hears and understands the information and agrees with how to proceed.
- It is very important not to make promises or raise expectations. Do not be tempted to say you will reconnect back if it is unlikely.

# Offline Assignment

## Complete Referral Pathways for One Community

**Due:** Module 3 Session 3

### Facilitator Instructions:

#### Trainer's Notes

- ▶ **Explain the offline group assignment and related logistics. The offline group assignment will be finalized AFTER the virtual session.**
- ▶ **Even though groupwork and the offline assignment does not require facilitator involvement, it is recommended that you ask to join a discussion group as a check in. Try to select groups that are quiet or having trouble expressing themselves during the virtual lessons and discussions.**

1. Review the instructions below for the assignment.
2. Show the PowerPoint slide listing out the names for offline group work.
3. Ask each group to schedule a meeting or two during the coming week before virtual sessions to work on their assignment, using their preferred form of communication (WhatsApp, Microsoft Teams, etc.) to practice offline without facilitator involvement.
4. Allow five minutes for questions.

### Assignment Instructions

Ask participants to complete Module 3 Handout 1: Referral Pathways — Pre-session Assignment, which will be due in Session 3. Explain to the participants that they need to reflect on the following questions:

- Can they use CBCPM findings to update referral pathways?
- What are the main gaps that you foresee when planning for PFA in your selected community?
- Are there referral pathways already available at the national level, and are they connected to your selected community?
- What are the services that are missing and what can we do about it?
- What steps should you take in engaging partners and community members in establishing referral linkages before you roll out PFA training?

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# Closing & Session Evaluation

## Facilitator Instructions:

- Thank all participants for their hard work and allow for questions for a few minutes.
- Remind participants the date and time of the next session.
- Participants may want to review:
  - ▶ [YouTube video on PFA Model Practice Sessions: Hospital Waiting Room produced by Albany University, School of Public Health](#)
- Send out Module 3 Handout 2: Steps in Administering PFA Remotely so participants may review it before the next training session
- Ask participants to complete the course evaluation (found in the M&E folder) before ending the session.



## Session 2

Session 2 is comprised of offline self-directed activities and a virtual session for an estimate of 2-3 hours with the facilitator. It is recommended to administrate virtual session 2 following Module 3 session 1.



### MODULE 3: SESSION 2 LEARNING OBJECTIVES

By the end of the session, the participants will be able to:

- ▶ Practice active listening as a critical tool for applying PFA.
- ▶ Use normalization and generalization techniques to support distressed children, youth, and/or caregivers.



# Virtual Session Agenda

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## Introduction

- Review Ground Rules for Virtual Session
  - Activity #1: Icebreaker
- 

## Learning Topic 1: The Purpose & Application of Active Listening

- Activity #2: Practice Active Listening
- 

## Learning Topic 2: Active Listening in a Remote Setting

- Activity #3: Applying Active Listening in a Remote Setting
- 

## Offline Groupwork Assignment

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## Closing & Session Evaluation

## What to Send Participants

- Send an email prior to the second virtual training session for Module 3.
- Provide links and the two videos to view prior to the next session.

## Handouts

- Module 3 Handout 2: Steps in Administering PFA Remotely
- Module 3 Handout 3: Tip Sheet for Remote PFA
- Module 3 Handout 4: Techniques for Active Listening

## Videos

- [YouTube video on Active Listening](#)
- [YouTube video on Active Listening Skills](#)



# Introduction

## Review the Ground Rules

### Facilitator Instructions:

- Allow for a few minutes to address any technical difficulties/connection issues, etc.
- Welcome all participants, remind everyone to mute their mics.
- Ask all participants to turn on auto-live captioning of speakers.
- Inform participants that this session is scheduled for approximately 1 hour and 30 minutes.
- Let participants know that the virtual sessions will be recorded and saved on the Microsoft Teams channel designated for this training.
- Ask a volunteer to summarize learnings from previous session.
- Review the agenda and learning objectives with participants.
- Review ground rules for interacting, including using the 'raise hand' option if they wish to speak, or chat box/other assigned location to post questions.

## Activity #1: Icebreaker – Feeling Safe

### Facilitator Instructions:

- Present the questions in the activity using PowerPoint or other display options.
- Ask participants to share in plenary and/or use the chat box option.

### Participant's Instructions

- Think of a time someone has helped you feel safe and heard in a stressful situation. What did that person do to make you feel this way?
- Think of a time that you helped a child or youth feel safe and heard. What did you do? How did the child or youth respond?

### Activity Debrief

- In our day-to-day life, we are regularly seeking small ways to provide support to those we love and care for.
- For PFA, we will work to translate these existing skills to offer support to those in our community who are experiencing stress.

# Learning Topic 1: The Purpose & Application of Active Listening

(PowerPointPresentation)

## Facilitator Instructions:

Explain to the participants the second basic principle of PFA, Listen, is of the most sensitive and critical principles of PFA.

**LISTEN** — When working virtually, it is critically important to ensure the caller understands who they are talking to. Calmly and slowly introduce yourself, the role you play and set the expectations for the services you can provide. If the caller cannot see you, ensure them that you are in a safe, quiet and confidential place. If you are working without video it is important to think of audible ways to ensure the caller you are actively listening; this can include short reaffirming words while they are telling their story or sharing their needs. These words could include, “yes,” “go on,” “I am listening,” “I hear what you are saying” or other verbal cues that demonstrate to the caller that you are still on the line.

### Trainer’s Notes

- ▶ Ask participants to refer to **Module 3 Handout 4: Techniques for Active Listening**
- ▶ Use PowerPoint to display the following information (15 minutes)

## Explain Purposes of Active Listening

Active listening is an effective tool to help calm families and children. The purpose is to:

- Check how accurately you have understood what the speaker said and meant.
- Express acceptance of the speaker’s feelings.
- Prompt the speaker to further explore his/her feelings and thoughts.

### It is important to remember:

- If someone does not want help, do not impose it.
- Focus on what help is needed and what the priorities are.
- Do not focus so much on details of what happened or how the person in distress feels about the situation.
- Gather as much information as you can to help clarify what help they need, but without probing or pressuring them to talk.

- Speak slowly, clearly and calmly.
- Communicate with empathy and warmth through modulating the voice.
- Understand you may not build trust from the first call.

### Explain Techniques for good active listening:

- Look at the person speaking (where culturally appropriate).
- Remain focused.
- Use non-verbal gestures – nodding head, smiling, appropriate facial responses.
- Do not interrupt but do ask for clarification if and when you need it. This will demonstrate active interest in what the person is saying.
- Take deep breaths to encourage the person you are listening to breathe as well, particularly if the content is difficult to share and they are holding tension in their bodies.

### Explain important terms to know:

Normalization and generalization techniques can help calm families and children.

- **Normalization**

This technique reassures the person in need that his or her reaction is common and normal in relation to a stressful event and that there is nothing wrong with him/her. Children in particular may be confused about their own reactions and feelings and they may not share this confusion with anyone. Avoid using alarming words or comments such as “that is horrible” or “how terrible,” which can actually create more fear and stress. Instead, consider using phrases that show empathy such as “I am sorry that this happened to you” or “I am sorry that you are feeling this way right now.”

- **Generalization**

Help the person in need to realize that many other people share his or her reactions. For many children and adults, it is not enough to be told that his or her reactions are common and perfectly normal in an unusual situation. It is important to stress that many other boys and girls and even adults share the same feelings and reactions. This helps reduce the feeling of isolation and can give the person in need hope. It is important, however, to not dismiss or diminish how the person is feeling. Be sure to validate their feelings and reactions and then share that others in similar situations often react the same way.

### Ask participants to identify whether the following statements would be considered normalization or generalization:

- *“I am sorry that this happened to you.”*
- *“I am sorry that you are feeling this way right now.”*
- *“I know a lot of boys and girls who are feeling the same way as you are. Some of them are your age, some are older.”*
- *“I also know some children who are now feeling much better.”*
- *“I know one girl who is now doing much better after she talked to her mother about what was troubling her.”*

## Activity #2: Practice Active Listening

### Facilitator Instructions:

#### Group Activity

**Learning Objective:** Practice active listening techniques for children, youth, and caregivers in distress.

#### Trainer's Notes

- ▶ **Ensure participants have their video cameras on.**
- ▶ **Divide the participants into pairs, shuffle offline group pairs by using the 1, 2, 3 counting technique.**
- ▶ **Ask pairs to discuss for 15 minutes in the breakout room. See below for participant's activity instructions.**
- ▶ **Make sure that all participants have access to Module 3 Handout 4: Techniques for Active Listening.**
- ▶ **When 15 minutes is up, bring participants back to the large group and discuss the following in plenary:**
  - **Ask the storyteller how it felt to share their story.**
  - **Ask the storyteller if there were any actions that the other participants took that helped them feel supported while they were sharing.**
  - **Ask the storyteller if the listener used normalization and generalization techniques.**
  - **Finally, ask if there are things the listening participants could have done better to make their peers feel more supported while they shared.**
- ▶ **Ask the listeners to share their feedback:**
  - **How did it make you feel to have to listen without interjecting?**
  - **Was it challenging?**
  - **What could you have done differently to make your partner feel more supported?**

## Participant's Activity Instructions

- Use Module 3 Handout 4: Techniques for Active Listening to support you in this activity.
- In pairs, one participant will be a listener and the other participant will be a storyteller.
- Ask the storyteller to tell a two- to three- minute story in detail about the last time they remember having a really bad day. What happened that day? What went wrong? How did they feel?
- The listener should practice active listening techniques while asking necessary questions and using words to show empathy.
- Tell participants to switch roles if time permits.

## Activity Debrief with participants (refer to PPT slide)

Remember the following tips when practicing and applying active listening:

- **Repeat** (verbatim and individual contributions to confirm understanding);
- **Paraphrase** (repeat back in your own words what you understand someone else to be saying) and/or
- **Summarize** (condense the content of several comments that may have been made over the course of many minutes)

Ask questions:

- ▶ to obtain additional information
- ▶ to find out how someone feels
- ▶ to ask for clarification of a word or phrase
- ▶ to verify your conclusion about the person in need's meaning or feelings

# Learning Topic 2:

## Active Listening in a Remote Setting

### Activity #3: Applying Active Listening in a Remote Setting

#### Facilitator Instructions:

##### Trainer's Notes

- ▶ Present the below scenario on a PowerPoint slide or other means of displaying the points on the screen.
- ▶ Ask participants to prepare with their offline group an effective response to the scenario below.
- ▶ Allow for 10 minutes of group discussion and five minutes for discussion in plenary.
- ▶ At the end, present the key points in the "Activity Debrief" section to presented below in the facilitator notes.

#### Scenario

Imagine you work for a public health hotline that offers support to community members who are seeking information, services or general support. You have been trained as a PFA helper. You are working the hotline late one evening when a 15-year-old male named Juan calls. Juan explains that his school is closed due to the recent public health crisis, and he misses his friends and specifically tells you that he misses having lunch.

- The caller is speaking in a very low tone of voice and you can't understand what he is saying.
- The caller is repeating the same sentences and you are not sure that his points are coming across.
- The caller seems very stressed and wants to hang up.

## Participant's Instructions

- How will you calm the caller down?
- What is the most effective strategy to address the caller's concerns using PFA principles?
- Can you use the “repeat, paraphrase, summarize and ask questions” strategy when addressing the caller's concerns?

### Trainer's Notes

- ▶ **Allow groups to discuss for 15 minutes.**
- ▶ **Ask all participants to join the main group, then ask each group to:**
  - **Highlight which techniques are in the normalization category and which ones are in the generalization category.**
  - **Ask one group to volunteer and debrief the group on how they used the “repeat, paraphrase, summarize and ask questions” technique.**

## Activity Debrief with Participants

### Trainer's Notes

If the following important points were not discussed during the activity debrief, make sure that you go through each before closing this activity.

- ▶ **Using normalization and generalization is an effective strategy for calming distress children, youth, and families. Facilitators may want to display the definition of normalization and generalization on PowerPoint.**
- ▶ **Remember the following tips when practicing and applying active listening:**
  - **Repeat (verbatim and individual contributions to confirm understanding)**
  - **Paraphrase (repeat back in your own words what you understand someone else to be saying) and/or**
  - **Summarize (condense the content of several comments that may have been made over the course of many minutes)**



### **Ask questions**

- ▶ to obtain additional information
- ▶ to find out how someone feels
- ▶ to ask for clarification of a word or phrase
- ▶ to verify your conclusion about the person in need's meaning or feelings

**Allow a few minutes for questions.**

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## **Offline Groupwork Assignment: Reminder**

### **Trainer's Notes**

- ▶ **Remind participants to complete and submit Module 3 Handout 1: Referral Pathways - Pre-session Assignment, which is due in Module 3 Session 3.**
- ▶ **Also remind participants of the instructions and related logistics for the Group Presentation on Adult Learning due in Module 4 Session 2.**

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## **Closing & Session Evaluation**

- Thank all participants for their hard work and allow for questions for a few minutes.
- Ask participants to complete the course evaluation (Found in the M&E folder) before ending the session.



## Session 3



### MODULE 3: SESSION 3 LEARNING OBJECTIVES

- ▶ Describe PFA's Look, Listen & Link principles.
- ▶ Demonstrate the application of the Link principle.



# Virtual Session Agenda

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## Introduction

- Review Ground Rules for Virtual Session
  - Activity #1: Icebreaker
- 

## Learning Topic 1: Introduction to Link Principle

- Planning for PFA
  - Linking to Specialized Mental Health Services
- 

## Learning Topic 2: Referral Pathways

- Activity #2: Discussion on Module 3 Handout 1: Referral Pathways
  - Review Offline Assignment
- 

## Learning Topic 3: Applying PFA's Intervention During Emergencies

- Activity #3: Applying PFA's Intervention During Emergencies
  - Young People & Adults Who Require Additional Help
- 

## Offline Groupwork Assignment

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## Closing & Session Evaluation

## What to Send Participants

Prior to the session, provide links to the handout and the video below.

### Handouts

- Module 3 Handout 3: Tip Sheet for Remote PFA

### Videos

- [YouTube video on PFA Model Practice Sessions: Hospital Waiting Room produced by Albany University, School of Public Health](#)

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# Introduction

## Review the Ground Rules

### Facilitator Instructions:

- Allow for a few minutes to address any technical difficulties/connection issues, etc.
- Welcome all participants, remind everyone to mute their mics.
- Ask all participants turn on auto-live captioning of speakers.
- Inform participants that this session is scheduled for approximately 1 hour and 30 minutes
- Let participants know that the virtual sessions will be recorded and saved on the Microsoft Teams channel designated for this training.
- Ask a volunteer to summarize learnings from previous session.
- Review the agenda and learning objectives with participants.
- Review ground rules for interacting, including using the 'raise hand' option if they wish to speak or chat box/other assigned location to post questions.

# Activity #1: Icebreaker – Fill the Blank

## Facilitator Instructions:

### Trainer's Notes

- ▶ Ask participants to fill in the blanks for the following statements.
- ▶ Let participants know that they should not overthink the answers and should just type into the chat box the first thing that comes to mind.

## Participant Activity Instructions

- Use PowerPoint (or other means) to display the following statement.
- Pause at each statement to make sure that all participants have shared their answers. Refer to the PowerPoint presentation for the following prompts:
  - *If I win a million dollars, I will...*
  - *The worse gift that I ever received was...*
  - *When I dance, I look like a...*

# Learning Topic 1: Introduction to Link Principle

(PowerPoint Presentation)

## Facilitator Instructions:

Explain to the participants the second basic principle of PFA, Link.

**LINK**— Depending on the virtual platform and the appropriateness, it may be possible to share information, resources and referrals via the platform. This could include providing supportive tools and materials or information about referral services via SMS, email or messaging.

Using PowerPoint (or other means), display the following information:

### Trainer's Notes

#### Set Up Participant Self-Reflection

- ▶ **Before displaying the information, ask participants to recall some of the key considerations that need to be in place when planning for PFA services, and ask them why they think that these key considerations are important when planning.**
- ▶ **Participants may use the chat box or in plenary.**

## Planning for PFA

(PowerPoint Presentation)

## Facilitator Instructions:

Explain to the participants that planning is essential step for an effective PFA. Remind participants of the key steps needed to be considered in their planning process before initiating PFA service:

- Determine all possible options for communication.
- Choose a communication method that secures the confidentiality of the person in need, but that is also easily accessible.
- Make sure clients consent to the method of communication and understand any privacy limitations.
- Educate yourself about the current emergency situation and/or local context.
- Gather contacts, referral pathways, sources of information in your own context.
- Set up specialized mental health services in place either by building partnerships with existing MHPSS networks or universities, or through making use of telemedicine services.

## Please Review with Participants

The facilitator should point out that not all cases will need specialized services but may need more structured psychosocial services. ChildFund International Structured PSS Training is a good resource that you may want to share with the group.

### Besides structured services, PFA helpers may also link to: (PowerPoint Presentation)

- **Social Supports:** Encourage brief or ongoing contacts with primary support persons and other sources of support, including family members, friends and community resources.
- **Information and Services:** Provide accurate information on the local emergency updates and available services at this time or in the future.
- **Encourage Positive Coping Strategies:** Help clients identify coping skills and/or strategies to reduce distress and promote adaptive functioning.

## Linking to Specialized Mental Health Services

If the caller needs practical assistance, for example, food, shelter, medical or professional mental health support, then there is a need to refer to specialized services.

Refer to specialized psychological services if a caller mentioned that he/she:

- Has not been able to sleep for the last week and is confused and disoriented.
- Is so distressed that they are unable to function normally and care for themselves or their children by, for example, not eating or keeping clean.
- Loses control over their behavior and behaves in an unpredictable or destructive manner, or
- Threatens to harm themselves or others.
- Starts excessive and out-of-the-ordinary use of drugs or alcohol.
- Is living with a psychological disorder and/or were taking medication prior to the situation of distress and may also need continued mental health support.
- Presents chronic health conditions and needs more support.
- Has experienced a traumatic personal loss, such as the death of a parent or sibling.
- Has been separated from family members or caregivers as a result of the crisis/emergency.

### Trainer to Review with Participants

In some call center units, there will be a supervisor that can take over calls where referrals are needed. If relevant, ask what they know and believe about the current emergency situation and where and how they get updated information.



### **Refer immediately to specialized protection or mental health services if the caller:**

- Shows signs of, or raises suspicion of, physical, sexual, or emotional abuse and/or maltreatment.
- Is living with a mental disorder and needs clinical psychological or psychiatric treatment.

### **Continuing the conversation using Link**

- Ask how the caller stays in touch with social networks like trusted friends, family or others.
- Ask if there are any practical problem or challenges.
- If needed, refer to other services.
- Ensure informed consent from the caller and make the referral. Agree on a follow-up if possible.

# Learning Topic 2: Referral Pathways

## Activity #2: Discussion on Module 3 Handout 1: Referral Pathways

### Facilitator Instructions:

#### Trainer's Notes

- ▶ Ask participants to submit their completed handout on referral pathways.

### Review the Offline Assignment: Referral Pathways

In plenary, reflect with participants on the following:

- Did you use your CBCPM findings to update referral pathways? If yes, what did you look for and what did you find useful? If not, what are the main gaps that you foresee when planning for PFA in your selected community?
- Who assisted you in completing the handout? Did you ask implementing partners? Were the referral pathways already available?
- What was challenging in completing the handout?
- What are the services that were missing and what can we do about it?

### Activity debrief with participants

The facilitator should take time to remind participants of the basic Mental Health and Psychosocial Support Services (MHPSS) hierarchy and explain that it is crucial to have MHPSS in place before launching the PFA service.

During this debrief, highlight the importance of establishing strong working relationships with referral sources in advance of PFA program rollout. Go through the below tips for establishing good referral relationships with the participants:

- Take time to meet (over the phone if necessary) with service providers in your community to introduce your programming and to establish a trusting relationship.
- Learn about the services the group you are talking to offers, and get an understanding for any affiliated costs, and any criteria they have for the people they serve.
- Establish a mechanism for safe and confidential sharing of referrals – ask in detail the best way to connect people to their services.
- Share with the service provider/agency the services you are providing in your programming, including PFA, which focuses on identifying needs and linking to services.
- Remember that many organizations face staff turnover. Even if it is a group you have worked with in the past, now is a good time to reintroduce yourself and explain the work you are doing with PFA in the community.

### **Trainers to Emphasize**

At a minimum, all programs using PFA should work to have strong connections with trusted referral sources for child and adult protection cases, community health services, a social protection program, and a mental health service provider. While this may not be possible in all communities, it is important to map services in advance and understand the gaps to avoid raising any expectations with community members.

# Learning Topic 3: Applying PFA's Intervention in Remote Settings

## Activity #3: Applying PFA's Intervention in Remote Emergency Settings

### Facilitator Instructions:

#### Group Activity

**Learning Objective:** Propose remote PFA's interventions assuming limited in-person interactions due to sheltering in place or other public health emergencies.

#### Trainer's Notes

- ▶ Below are two scenarios for this activity. Present them on a PowerPoint slide or other means of displaying the points on the screen.
- ▶ Read the case scenario 1 and allow for 15 minutes of discussion before moving to the next case scenario.
- ▶ Assign each participant an offline group partner. For each case scenario, ask participants to discuss with their partner the different reactions that caregivers and children may show using the proposed questions following each scenario.
- ▶ Allow for 10 minutes of offline partner discussion using the breakout rooms and five minutes of group discussion before moving to scenario 2.
- ▶ For scenario 2, ask participants to stay in their pairs and discuss the gender implications and if the reaction will change if we have a female-headed household using the proposed questions following each scenario. Allow 5 minutes group discussion.
- ▶ At the end, present the key takeaways presented below in the facilitator instructions.

# Scenario 1

(PowerPoint Presentation)

A father of 4 children aged 6, 12, 14, 17 years old. The father is the primary breadwinner of the family and he works at a local restaurant in his community. Due to the social/physical distancing procedures imposed as result of the current public health crisis, the father was laid off and is now living in his one-bedroom apartment with his wife and five children. The schools were closed because of the emergency, and the children are having a hard time understanding the distant learning materials that were sent to them by their teachers.

## Discussion Questions (show on PowerPoint if possible)

- How do you think the father is responding/reacting to this situation?
- How do you think the wife may be responding/reacting?
- What are some of the development/age-specific considerations we should think about for the children in this family?
- What types of “linkages” could be options for this family?

### Trainer's Notes

- ▶ **Allow for 10 minutes discussion in small groups using breakout rooms, and 5 minutes discussion in plenary before moving to Scenario 2.**

## Scenario 2

A mother of 3 children: an infant, 2 and 5 years old. The family, including the husband, has moved in with his parents during a public health community lockdown. Her father-in-law has contracted the disease and is required to stay completely quarantined in his bedroom. Her husband drives a truck and is away most of the time. The mother-in-law demands that she take care of the father-in-law and be the only one exposed to him during quarantine. When the husband comes home and hears his wife complaining about the situation, he becomes violent and shames her for not doing enough, since his parents were gracious enough to let them stay with them.

### Discussion Questions (show on PowerPoint if possible)

- How do you think the mother is responding/reacting to this situation?
- What are some of the development/age-specific considerations we should think about for the children in this family?
- What types of “linkages” could be options for this mother and her children?

### Trainer’s Notes

- ▶ **Allow for 10 minutes discussion in small groups using breakout rooms, and 5 minutes discussion in plenary before moving to Activity Debrief Section.**

### Activity Debrief

Ongoing public health crises, like COVID-19, for example, can distress families and children due to financial challenges and long periods of home confinement. Caregivers' and children's reactions might not be predictable; therefore, if you are offering help to families, you need to be sensitive to the family's reactions.

# Young People & Adults who Require Additional Help

## Facilitator Instructions:

### Trainer's Notes

- ▶ Review the following on the PowerPoint Presentation.

### Examples of children, young people and adults who may need more help are those who:

- show signs of, or raise suspicion of, physical, sexual or emotional abuse and/or maltreatment;
- indicate a need for individual psychosocial support or psychological counseling;
- are living with mental disorders and need clinical psychological or psychiatric treatment;
- need medical attention for physical ailments or illnesses;
- have a disability and would benefit from additional assistance;
- have experienced a traumatic personal loss, such as the death of a parent or sibling;
- have learning difficulties and would benefit from educational assistance (IFRC, 2020);
- show willingness or evidence of self-harm or suicidal ideation.

### Important Tips

- Service mapping and the establishment of referral connections to trusted specialized mental health services should be completed before the roll out of PFA.
- In situations of distress that require a referral to specialized mental health services:
  - ▶ Timeline for Mental Health or Protection Service Referral:
  - ▶ Should happen as soon as possible after the incident or observation was made (within 24 hours)
  - ▶ PFA helper should conduct a “check -in” a week later to check on referral completion.
- Consider the immediate action that child/family member needs
- If a child or youth is referred to a service that is not immediately appropriate or needed, this could delay access to the right specialist or case manager who can best meet their most immediate and critical needs
- Do not refer a child or youth without the presence of parents or consent/assent of their parents or other legal guardian. This includes online contact or contact via phone. This is a little tricky as sometimes the parent is the perpetrator, but we should not jump to conclusions. If there is a strong suspicion that parent is the perpetrator, PFA helper must refer to case management or/and child protection services.
- If a referral is required, identify the greatest and most urgent services required. It may be protection, medical services or police, but it should answer the question: *What does the child or youth need right now to ensure immediate safety, protection, and well-being?*

# Offline Groupwork Assignment: Reminder

## Group Presentation on Adult Learning

Due: Module 4 Session 2

### Facilitator Instructions:

**Facilitators explain the offline group assignment and related logistics. The offline group assignment will be finalized AFTER the virtual session.**

### Participant Assignment Instructions

- The training objective is for participants to design effective trainings.
- Each group prepares a 15-minute presentation and develops a session plan using Module 1 Handout 4: Session Plan Template.
- Each group will be presenting on one of the following topics:
  - ▶ Six Adult Learning Sciences
  - ▶ How adult learners retain information and different methods of presentation
  - ▶ How to facilitate a group discussion
- Presentations are due in Module 4 Session 2.
- Facilitators should allow at least 2-3 days for participants to prepare.
- Groups may use the self-directed materials used in Module 1.
- Ask each group to schedule a meeting during the coming week before virtual sessions to work on their group assignments, using their preferred form of communication (WhatsApp, Microsoft Teams, etc.) to practice without facilitator involvement.
- Distribute Module 1 Handout 4: Session Plan Template.
- Remind participants to reflect on what they have learned watching the [YouTube video on Adult Learning Tips based on the theories of Malcolm Knowles](#) when preparing their presentations.
- Ask participants to use creative facilitation methods when presenting their content.



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# Closing & Session Evaluation

## Facilitator Instructions:

- Thank all participants for their hard work and allow for questions for a few minutes.
- Ask participants to complete the course evaluation (found in the M&E folder) before ending the session.
- Close the virtual session.

# Module 3: Facilitator's Aid 1

## A Tip Sheet to Assess Immediate Needs During the Application of PFA's "Look" Principle During Emergencies

*This handout is adopted from COVID-19: Client Safety Planning.*

This handout is designed to provide PFA helpers with some tips, guiding questions and thematic areas to assess the immediate needs for the person in need and/or any community members who are seeking Psychological First Aid services during an emergency.

Important Hint: PFA helpers need to have a full understanding of the services available to ensure that they are managing the expectations of the person in need. Be careful not to ask questions that may raise the person-in-need's expectations.

The areas below are not comprehensive, and staff should include any other areas they feel should be addressed or that they know are of concern for the individual or family, for example, a service goal that is outside the scope of needs outlined below.

Thematic Areas	Guiding Questions
Food	1. Does the household have enough food in the house to last at least two weeks?
Medical Care	2. Does anyone in the household have an important medical appointment in the next four weeks? 3. Does the person-in-need have access to medical service? Why not?
Medicine	4. Is anyone in the household on needed and regular medication? 5. Do they have enough to last 30 days?

<p>Medical Supplies</p>	<p><b>6.</b> Does anyone in the household rely on regular medical supplies (such as test strips, oxygen, etc.) and do they have access to these materials?</p>
<p>Shelter</p>	<p><b>7.</b> Are there concerns about paying rent and utilities?</p>
<p>Public Health Epidemic-specific</p>	<p><b>8.</b> Is there anyone in the family who is considered high risk, including elderly or those who have chronic health issues?</p> <p><b>9.</b> Are soap, hand sanitizer and cleaning supplies readily available in the household?</p> <p><b>10.</b> Does the household know what to do if someone in the household is exhibiting signs of illness (fever, shortness of breath, cough)?</p> <p><b>11.</b> Do they know where they can get reliable public health information in their language?</p>
<p>Childcare</p>	<p><b>12.</b> Are you able to stay home with your children in the event that schools are closed?</p> <p><b>13.</b> If no, do you have any friends, relatives, neighbors, etc. who would be able to help you with watching the children?</p>
<p>Additional Precautions for Survivors of Family Violence</p>	<p><b>14.</b> Are you concerned about your safety or the safety of anyone in your household if you need to quarantine in your home?</p> <p><b>15.</b> Do you have any local trusted friends, co-workers, neighbors or family members who can check in with you about your safety and support needs if you need to quarantine or otherwise stay at home for safety reasons?</p> <p><b>16.</b> Are there friends or family who you can connect with remotely for support?</p> <p><b>17.</b> If you feel unsafe at home, who can you call or contact?</p>

# Module 3 Facilitator's Aid 2 PFA Case Study Worksheet Practice "Look" Principle

**Instructions:** The worksheet below can be used to jot down ideas on how you would approach using the PFA's "Look" principle to respond to the specific scenario.

## Scenario :

"You receive a call from a 13-year-old girl who sounds as if she is crying over the phone. The girl explains that she is alone with her 6-year-old brother. After 10 minutes, you realize that her single mother has been admitted to the hospital. Her neighbor has been checking on them every hour, but the girl later explains to you that she is worried that her mother will die."

Key questions to determine the immediate needs:

Key strategies to engage the person in need:

Opening statement to calm distress:

# Module 3: Participant's Guide

## Summary of Learning Points

### The Basic Principles of PFA are Look, Listen, Link

#### **PLAN**

Although planning is not a basic principle of the PFA, it is the foundation of the PFA process. **PLAN** is the first step of the PFA process, where they need to plan and well prepare before proceeding with any interventions. Participants need to learn everything they can about the current situation, crisis or disaster. They need to identify the available services and support for the affected population. Finally, they need to assess all safety and security concerns of the area where the affected population is located. If there are restrictions in that area, they should then plan to conduct PFA remotely.

#### **LOOK**

Look to identify children who need PFA and make initial contact. Consider addressing people's urgent needs first: people in need of medical attention or who are distressed. Remove them to a safe location and approach them calmly.

#### **LISTEN**

Listen through active communication to receive information and calm the child. Identify needs by listening carefully and speaking calmly using simple words. Give information and answer their questions honestly and calmly. Do not pressure anyone to talk if they don't want to at that time.

#### **LINK**

Link by giving practical information and referring to the right help. Consider keeping groups together and avoiding separation from family groups. Link to other services and encourage contact with families and friends. (Save the Children, 2012)

## For remote PFA offered without any physical contact the following points describe the principles:

### Look

- When working virtually it is important to immediately assess, observe and to take in as much information as possible.
- If you can see the person you are working with via video, take time to assess their surroundings, make note of where they are calling you from and assess the environment that they are in.
- If the interaction only has audio, take a moment to listen for any contextual noise in the background in order to be able to visualize the space and situation of the caller.

### Listen

- It is critically important to ensure the caller understands who they are talking to. Calmly and slowly introduce yourself, the role you play, and set the expectations for the services you can provide.
- If the caller cannot see you, ensure them that you are in a safe, quiet and confidential place.
- If you are working without video, think of audible ways to ensure the caller you are actively listening. This can include short, re-affirming words while they are telling their story or sharing their needs.
- These words could include: “yes,” “go on,” “I am listening,” “I hear what you are saying” or other verbal cues that show the caller that you are still on the line.

### Link

- Depending on the virtual platform and the appropriateness, it may be possible to share information, resources and referrals via the platform. This could include SMS, email or messaging of supportive tools and materials or information about referral services.
- Although LINK is presented as the last action principle, linking a child or youth with his or her family may be one of the first critical actions you can take during the initial response to the emergency. Make every effort to help children, youth and families access essential services, including those that address basic needs or specialized medical or psychological services (Save the Children, 2012).
- Giving the child or caregiver accurate information can stabilize a situation, encouraging them to feel that they have some level of control and choice in a crisis situation.

# Module 3: Handout 1 Pre-session Assignment Referral Pathways

## List of local resources

This list should contain the names of local institutions, organizations and individuals that child practitioners can link children, parents and caregivers to for further services and support. Please explain the referral procedures for each local resource where there is one in place. Highlight the services that are open to all without referral.

Government offices and institutions: \_\_\_\_\_

Police and other law enforcement agencies: \_\_\_\_\_

Civil society organizations: \_\_\_\_\_

UN organizations: \_\_\_\_\_

Health services: \_\_\_\_\_

Psychological and mental health support: \_\_\_\_\_

Religious institutions: \_\_\_\_\_

Financial institutions or social protection agencies: \_\_\_\_\_

## Making a Referral Means Knowing

- What reasons warrant making a referral (e.g., signs of distress in a child that are cause for concern).
- What the legal framework looks like: When are you obliged to make a referral regardless of the principle of confidentiality?
- Who to speak to within their own organization, such as the supervisor, project manager, school principal, etc. about a child who is causing concern.
- What roles field coordinators or training facilitators have with regard to making referrals.
- Who to contact to make the referral (Which service/what are their contact details/which officer?)
- How to make the referral about the specific concern (e.g., physical or mental health, possible abuse, etc.)
- What documents or other information is needed for the referral (for example, using a referral form).
- What follow-up to expect from the service.
- About the IASC MHPSS referral form and if your organization is using it.



# Module 3: Handout 2

## Steps for Administering PFA Remotely

Adopted from: [International Federation of Red Cross and Crescent \(IFRC\) Remote Psychological First Aid during a COVID-19 outbreak manual](#)

### 1 Opening the conversation and listening for needs

- **Introduce yourself to the person calling, by saying your name, organization and position.**

*“You are speaking to Peter/Maha from ChildFund International, and I am working at ChildFund as a ...”*

- **Ask how you may help and, if possible, also ask the name of the caller. Accept that the caller may not want to say his or her name.**

*“How may I help you? May I also ask your name so I know what to call you?”*

- **Agree on the duration of the call depending upon what the caller is asking about.**

*“I can certainly help you with this information... Now is there anything else I can do for you?”*

*“There seems to be a lot on your mind. On this call we can talk for about 15 minutes and then decide how to move on.”*

*“When we have talked for about 10 minutes, we can take stock and decide how best to proceed.”*

*“What are the most important issues I can help you with?”*

## 2 Listening to emotional and practical needs

- **Should the caller be worried, explore what the person is particularly worried about and what their specific concerns are.**

*“Tell me a bit about what worries you.”*

*“Is there anything else that worries you?”*

*“I sense that there is something more on your mind.. “*

- **In cases of extreme stress, worry, fear or loss of control, reassure and normalize these reactions by explaining that such feelings are normal during this and any other crisis Acknowledge the worry by saying:**

*“It is a challenging situation as there are some things that are not known about the virus, and it’s quite normal to react and be worried.”*

*“What you are telling me are common fears. Many people are concerned about falling ill or spreading the virus to others especially loved ones. Many also fear losing their livelihood or being stigmatized by others.”*

- **If relevant, ask what they know and believe about the virus and where and how they get updated information. Another option is to mention how having updated and correct information is helpful by saying:**

*“Many people are anxious, and it is a fact that having access to correct information can help calm a person. It also makes it easier to decide how to react when knowing about the situation. So I would encourage you to get the facts and rely on legitimate and reputable sources.”*

- **One more option is to explain that naming feelings calms the mind and explore how to manage worries:**

*“I wonder if it is any help to you to know that these feelings are natural for many people in the present situation. It can be overwhelming, so maybe we can talk about how to manage the feelings? The first step is to acknowledge the feelings as you rightly do, the next to ensure they don’t take up too much time or space in your life. Should we maybe talk more on this?”*

- **Should a caller worry or ruminate excessively, it can be helpful to suggest setting time limits for the worrying.**

*“It can help to have one or two daily worry times. For example, half an hour in the afternoon. If worrying thoughts occur during other times of the day and night, ask them to come back later, or tell yourself that you will take care of them during the worry time. This will give you time to take care of whatever else you have to do.”*

*“I would also suggest limiting the time spent following the news to twice a day and to avoid doing it before going to bed at night.”*

- **Next ask what the caller usually does to cope with difficult situations and feel better. Have them name a few strategies and discuss whether they can be useful in the present situation:**

*“It is a difficult situation, and I do understand it is very challenging. Let’s discuss whether there is anything you can do to make the situation more tolerable.”*

- **Ask what the caller will choose to do and assist the caller to think of other things they can do or suggest they write a list for inspiration.**

### 3

## Linking, referring and ending the call

There may be a need to refer the caller to specialized services, for example, if the caller needs practical assistance like access to food or shelter, or for medical or professional mental health support.

Refer to specialized psychological help if a caller:

- Has not been able to sleep for the last week and is confused and/or disoriented.
- Is so distressed that they are unable to function normally and care for themselves or their children, for example, by not eating or keeping clean.
- Loses control of their behavior and behaves in an unpredictable or destructive manner.
- Threatens to harm themselves or others.
- Starts excessive and out-of-the-ordinary use of drugs or alcohol.
- Is living with a psychological disorder and/or were taking medication prior to the situation of distress and may need continued mental health support.
- Presents chronic health conditions and needs more support.
- Presents symptoms of severe mental health conditions.
- Is experiencing violence or is being sexually abused in any way.
- In some call center units, there will be a supervisor that can take over calls where referrals are needed.

**“To give you the best service I will hand over to my supervisor, who is more experienced than I am. Thank you for the talk and now I hand you over to the supervisor who is called xxx.”**

## **4** Continuing the conversation using the action principle **“Link”**

- **Ask how the caller stays in touch with social networks like trusted friends, family or others.**
- **Ask if there are any practical problem or challenges:**

*“We have talked about how to stay in touch with friends abroad using video calls and social media, which are great resources. Are there any practical issues you face that we haven't talked about yet?”*

- **If needed, refer to other services:**

*“For information on the health or social care services in your area I can refer you to this phone number/webpage for updated information.”*

*“To get assistance from the social services, you will have to contact them. Do you have their phone number or mailing address?”*

- **Ensure informed consent from the caller and make the referral. Agree on a follow-up if possible.**

## 5 Ending the conversation

- **Summarize the conversation by highlighting key issues discussed and action points.**

*“We talked about where you can find reliable sources of information, and how you can stay in touch with your loved ones, even though living alone and having food delivered. Also, that taking up your old interests could help pass time in a nice way. I will say goodbye and wish you a pleasant day.”*

- **Agree whether a follow-up conversation is needed, and if so, find a suitable time.**

*“If you would like to talk another time, please don’t hesitate to call again and talk to me or one of my colleagues. Of course, I cannot be sure I will be here to take the call, but you are most welcome to call again.”*

- **End the call by thanking them for the conversation.**

# Module 3: Handout 3

## Tip Sheet for Remote PFA



### Info sheet COVID 19



## Remote Psychological First Aid

**Area of intervention**  
MHPSS

**Key objectives**  
To present Psychosocial First Aid (PFA) and how it can be adapted to COVID 19 context.

**Audience**  
Frontline workers

### Key considerations

Psychological first aid (PFA) is a method of helping people in distress so they feel calm and supported to cope better with their challenges. This approach can be used by all frontlines in a proactive or reactive modality.

#### PFA is ...

- Providing **non-intrusive, practical** care and support
- assessing **needs** and concerns
- helping people to address **basic needs**
- **listening to people**, but not pressuring them to talk
- comforting people and helping them to **feel calm**
- helping people **connect** to information, services and social supports
- protecting people from further harm.

#### PFA is NOT ...

- Something that only professionals can do
- **Counselling or therapy**
- A **detailed discussion** of the event
- Asking someone to **analyze** what happened to them or to put time and events in order
- **Pressuring people** to tell you their feelings and reactions to an event
- **Having all the answers** to questions or being able to provide all the things someone needs.

### Who can benefit from PFA in the context of COVID 19 ?

Many will be anxious and afraid and those directly affected in different ways by the virus may be in greater panic, fear and worry. **Everyone may benefit** from PFA at some point, however, remote PFA services can **be provided more specifically to:**

- **Self-quarantined persons** in homes, hotels or appointed facilities,
- **Health workers and social welfare responders** providing care and treatment to patients,
- People who have **recovered from COVID-19**,
- **Families and friends of deceased**,
- **Caregivers** with children at homes due to closure of schools,
- **Older adults** and other groups who may find themselves isolated,
- Other groups **with previous vulnerabilities** such as mental health or substance abuse problems.

### How to adapt PFA in the context of COVID19 ?

PFA consists of four types of actions, which historically have included Prepare, Look, Listen and Link. Because of the nature of a pandemic, **"Look" has been changed to "Engage"** to cover the ways in which you may connect with people.

PFA can be offered either **through communication tools that allow for visual or only auditive contact**. When offering PFA without visual contact, it is even more important to: **speak slowly, clearly and calmly** to communicate with empathy and warmth through **modulating the voice**.



## PFA Core Actions Guidance

### PREPARE



**Plan** for how you will engage with people during the pandemic, including appropriate safety measures and privacy.

- Determine all possible options of communication
- Choose a communication method
- Make sure clients consent to the method of communication and understand any privacy limitations.

**Organize** what information, resources, and supports you might offer.

- Educate yourself about COVID 19
- Try to gather contacts, referral pathways, sources of information in your own context

### ENGAGE



**Contact:** Think about how you will initiate contact, or respond to contact, in a way that helps build trust and rapport.

- An open-ended question such as, "How are you doing?" is often a simple and sufficient prompt.

**Information Gathering:** Determine what questions you might ask that are non-intrusive, compassionate, and helpful to identify needs and concerns, gather additional information, and tailor PFA interventions.

- You can use the [Client Safety Planning](#) developed by IRC.

### LISTEN



**Calm and Stabilize:** Utilize active listening skills to calm and orient people who may be overwhelmed or fearful.

- Common listening techniques that helpers can use include : Silence, Paraphrase, Validate, Anticipatory guidance, Recognize...

**Safety:** Pay attention to immediate and ongoing safety issues, including if the person is not able to function at this time.

- A key is often to look at the Intensity, Frequency, and Duration of a common reaction.
- You can ask things like : What does this look like for you? How often is this happening? How long has this been happening?

### LINK



**Social Supports:** Encourage brief or ongoing contacts with primary support persons and other sources of support, including family members, friends, and community helping resources.

**Information and Services:** Provide accurate information on COVID-19 and available services needed at this time or in the future.

**Encourage Positive Coping Strategies:** Help clients identify coping skills and/or strategies to reduce distress and promote adaptive functioning.

### Sources and for more details

<https://rescue.app.box.com/s/gvymhkhznhiqpe9g8w32yiw6ro0u34>

<https://pscentre.org/wp-content/uploads/2020/03/IFRC-PS-Centre.-Remote-PFA-during-a-COVID-19-outbreak.-Final.-ENG.pdf>

<https://childhub.org/en/series-of-child-protection-materials/support-pandemic-times>



Info sheet COVID 19



# Module 3: Handout 4 Techniques for Active Listening

The techniques are adopted from [\*Psychosocial First Aid for Children produced by Save the Children.\*](#)

1. **Attentive focus:** Do not talk, just listen. Stay quiet and let the child speak without interruption. Use reassuring key words such as “I am listening,” or “yes” during the call to show that you are listening and concentrating on what the child is saying. Block out any distractions. Make sure that you turn off your mobile phone or put it on silent.
2. **Paraphrasing:** Means repeating the key words spoken by the child or caregiver. Act like a mirror not in a mechanical or parrot-like way, but as a way of using the same type of language as the child. This shows the child that you are listening and concentrating on the information that the child is giving you. It also gives you an opportunity to verify that you have understood the information correctly.
3. **Encouragement:** Convey warmth and positive sentiments in verbal communication. Use key words such as “I hear you” or “I feel you.” This helps create openness and a feeling of safety, which is crucial when you want to build trust. Paraphrasing can be used as one way to encourage the child to say more. Raise the tone of your voice at the end of your own sentences so that it sounds a little like a question to encourage the child to continue.
4. **Summarizing:** It is important to use child -friendly language with you are summarizing what the child has told you so far in the conversation. This shows that you have listened and that you are trying to understand. In addition, you are verifying that you have understood the information correctly. Having developed this understanding may help the child get ready for making plans. For example, you can say, “I would like to summarize what I have understood...”, or “Let me briefly review what I have heard you say...” and “Please correct me if I left anything out...”
5. **Normalization:** Means that we reassure a child that his or her reaction is common and normal in relation to a distressing event. The key point is that the child should know that his or her reactions are understandable and human, and that the reactions do not mean that there is something wrong with him/her. Children may be confused about their own reactions and feelings and they may not share this confusion with anyone. Tell the child that his or her reaction is very common, and the reactions and feelings do not mean that there is something wrong with him/her. Rather, he/she is experiencing a common reaction to an unusual situation.
6. **Generalization:** Help the child to realize that many other children share his or her reactions. It is not sufficient for the child to realize that his or her reactions are common and perfectly normal in an unusual situation. It is important to stress that many other boys and girls are sharing the same feelings and reactions. This helps reduce the feeling of isolation and can give them hope.





MODULE 4

# **Key Principles of PFA: How to Apply PFA Principle Listen & Training Skills**

## MODULE 4

# Apply PFA Principle: Listen



## OVERALL LEARNING OBJECTIVES

- ▶ Acquire the skills to apply basic Look, Listen and Link principles and techniques
- ▶ Acquire the appropriate trainer skills including preparing and facilitating a session; giving and receiving constructive feedback; and facilitating a group discussion.

**Time Frame:** 1 week

**LOE:** 10 hours

### LOE Per Type of Learning



**Self-directed activities:** 2 hours



**Virtual sessions:** 6 hours



**Reflection sheets and group work:** 2 hours

# Module 4 Overview

Participants will be able to practice Psychological First Aid (PFA) and be given the opportunity to facilitate and manage group discussions.

This module is designed to allow participants to practice their skills and to administer PFA with limited face-to-face interaction. Participants will also practice their Training of Trainers (TOT) skills through facilitating a group discussion around adult learning. This module will provide additional TOT skills on how to give constructive feedback to colleagues.

Module 4 is divided into two virtual sessions that are recommended to be administered in one week.

## Module 4 Topics

- ▶ How can we use PFA to calm distressed children and youth?
- ▶ What are the basic skills and techniques for facilitating a group discussion?
- ▶ How to teach PFA to other participants.
- ▶ How to provide and receive constructive feedback.

## Module 4 Learning Outcomes

**By the end of this module participants will:**

- ▶ Practice the skills to apply basic Look, Listen and Link principles and techniques.
- ▶ Practice the appropriate trainer skills including preparing and facilitating a session; giving and receiving constructive feedback; and facilitating group discussions.
- ▶ Practice applying Psychological First Aid with limited face-to-face interaction.
- ▶ Use normalization and generalization techniques to support distressed children, youth and/or caregivers.
- ▶ Demonstrate facilitation skills by teaching peers.
- ▶ Provide constructive feedback to their peers and colleagues.



# Session 1

Session 1 is comprised of offline self-directed activities and a virtual session for an estimate of 2 hours with the facilitator. It is recommended to administer the virtual session 1 at the beginning of the week.



## Module 4 Session 1 Learning Objectives

- ▶ Participants will be able to practice Psychological First Aid (PFA) and be given the opportunity to facilitate and manage group discussions.



# Virtual Session Agenda

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## Introduction

- Review ground rules for virtual session
  - Activity #1: Icebreaker
- 

## Learning Topic 1: PFA Pop Quiz

- Activity #2: Pop-quiz for Module 3 **\*Prepare in advance**
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## Learning Topic 2: Giving Constructive Feedback

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## Learning Topic 3: PFA Administration with Limited Face-to-Face

- Activity #3: Practice administering PFA with limited face-to-face
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## Offline Assignment

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## Closing & Session Evaluation

## What to Send Participants

Send an email prior to the second virtual training session for Module 4:

- Provide links to PowerPoint Presentations for Module 1-3, handouts and the three videos to complete prior to the next session.

### Handouts

- PowerPoint Presentation for Module 1-3
- Activity #2: Pop-quiz for Module 3

### Videos

- [YouTube Why Feedback Fails YouTube](#)
- [video on Feedback Fallacy YouTube](#)
- [Conducting Role Plays](#)

### Facilitator's aids to be used during the session (and not to be handed to participants)

- Module 4 Facilitator Aid 1: Case Studies
- Module 4 Facilitator Aid 2: Breathing Exercises

# Introduction

## Review the Ground Rules

### Facilitator Instructions:

- Allow for few minutes to address any technical difficulties/connection issues.
- Welcome all participants and remind everyone to mute their mics.
- Ask all participants turn on auto-live captioning of speakers .
- Inform the participants that this session is scheduled for approximately 2 hours.
- Let participants know that the virtual sessions will be recorded and saved on the Microsoft Teams channel designated for this training.
- Ask a volunteer to summarize learnings from Module 3.
- Review the virtual session agenda and learning objective with participants; facilitator may present the agenda above using PowerPoint.
- Review ground rules for interacting, including using the 'raise hand " option if they wish to speak or chat box/other assigned location to post questions.

## Activity #1: Ice Breaker - Positive Post-Its

### Facilitator Instructions:

- Participants will take turns sending quick positive "Post-Its" to the others in the group.
- The facilitator will call out a name and each participant will type one "Post-It" in the chat box - a quick word or positive thought about that person.

# Learning Topic 1: PFA Pop Quiz

## Activity #2: Pop quiz for Module 3–PFA

- Ask participants to complete a pop quiz for Module 3.
- Create a pop quiz on Forms using the questions below.
- Review answers after participants have completed the quiz.

### Pop Quiz Module 3

#### Participants to Complete:

**1. Which of the following best describes what PFA is?**

(you may select more than one option)

- Giving practical care and support that does not intrude.
- Helping people connect to information, services and social supports.
- Asking someone to analyze what happened to them or put time and events in order.
- Comforting people and helping them to feel calm.
- All of the above.

**2. Which of the following best describes what PFA is not?**

(you may select more than one option)

- Helping people access basic needs (e.g., food and water).
- Professional counseling.
- Pressing people to tell their story.
- A clinical or psychiatric intervention.
- All of the above.



3. In which of the following instances would you refer the person for specialized mental health services?

**If the person...**

3. Shows signs of, or raises suspicion of, physical, sexual or emotional abuse and/or maltreatment.

4. Is living with a mental disorder and needs clinical psychological or psychiatric treatment

5. Has experienced a traumatic personal loss, such as the death of a parent or sibling.

**Comments**

Refer	No need for referral	Not sure what to do

**What is the timeline for mental health or protection service referral?**

6. Should happen as soon as possible after the incident or observation was made (within 48 hours).

7. PFA Provider should conduct a “check-in” a week later to check on referral completion.

Agree	Dissagree	Not sure

# Learning Topic 2: Giving Constructive Feedback

## Facilitator Instructions:

Explain to the participants the following key points to giving constructive feedback to trainees.

- People learn better when they receive confirmation of the specific things they are doing well and emphasis on how they excelled in doing it.
- For feedback to be constructive, the person giving it should attempt to guide the recipient to discover, through asking questions, how they can improve their own performance.
- This approach encourages a coaching style, which cultivates trust in the relationship between the coach and the training participant, making them more willing to solicit and listen to feedback.

## Tips for Coaching Others

The following tips will help you in coaching others:

- Give feedback with the aim of helping, not judging.
- Be specific and give concrete examples.
- Balance constructive criticism with recognition of what is being done right.
- Continually provide positive reinforcement and encouragement.
- Acknowledge and build on the participants' strengths.
- Be sincere.
- Be timely.
- Link feedback with goals so that people can contextualize your comments.

**Trainer's Notes**

**The following is language to try when participants are coaching their colleagues. Review in the PowerPoint Slides.**

<b>Instead of</b>	<b>Try</b>
Can I give you some feedback?	Here's my reaction.
Good job!	Here are three things that really worked for me. What was going through your mind when you did them?
Here's what you should do.	Here's what I would do.
Here's where you need to improve.	Here's what worked best for me, and here's why.
That didn't really work.	When you did x, I felt y, or, I didn't get that.
You need to improve your communication skills.	Here's exactly where you started to lose me.
You need to be more responsive.	When I don't hear from you, I worry that we're not on the same page.
You lack strategic thinking.	I'm struggling to understand your plan.
You should do x [in response to a request for advice].	What do you feel you're struggling with, and what have you done in the past that's worked in a similar situation?

**Remember the following tips:**

- Feedback should not be focused on the person's personality.
- Feedback should focus on your reaction to the content presented.
- Try to focus on what made you excited or engaged during the conversation.
- Feedback is a two-way conversation.

**HALT: You Should Not give feedback if you are:**

- Hungry
- Angry
- Lonely
- Tired

These feelings will cloud your judgement and you will not be your best self.

## Learning Topic 3: PFA Administration with Limited Face-to-Face

### Activity #3: Practice Administering PFA with limited face-to-face

#### Facilitator Instructions:

##### Trainer's Notes

**Facilitate a session including group work to practice PFA and on how to provide constructive feedback using Module 4 Facilitator Aid 1: Case Studies and Module 4 Facilitator Aid 2: Breathing Exercises.**

- Write the names of participants on separate pieces of paper and place them in a bowl.
- Select three names randomly: one name will be assigned as a PFA helper, another will be assigned as a person-in-need, and the third will be assigned to provide constructive feedback to the others .
- Repeat the selection process for every case study.
- Facilitate the breathing exercise between case studies using Module 4 Facilitator Aid: Breathing Exercises.

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# Offline Assignment: Reminder

## Group Presentation on Adult Learning

**Due:** Module 4 Session 2

### Trainer's Notes

**Remind the participants of the details and logistics for the offline assignment they will be presenting in Module 4 session 2.**

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## Closing & Session Evaluation

- Thank all participants for their hard work and allow for questions for a few minutes.
- Remind participants of the next session date and time.
- Ask participants to complete the course evaluation before ending the session.
- Close the virtual session.



## Session 2

Session 2 is comprised of a virtual session for approximately 2 hours with required preparation from the participants. It is recommended to administer virtual session 2 one day following session 1.



### MODULE 4 SESSION 2 TRAINING OBJECTIVES

This module will contribute to the overall training objectives:

- ▶ Acquire the appropriate trainer skills including preparing and facilitating a session, giving and receiving constructive feedback, and facilitating a group discussion.

By the end of the session, the participants will be able to:

- ▶ Demonstrate facilitation skills
- ▶ Provide constructive feedback to their peers and colleagues.



# Virtual Session Agenda

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## Introduction

- Review ground rules for virtual session
  - Activity #1: Icebreaker
- 

## Learning Topic 1: Techniques for Handling Difficult Questions Learning Topic

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### 2: Facilitating Group Discussions

- Activity #2: Pop Quiz: Facilitating Group Discussions **\*Prepare in advance**
  - Best Practices for Facilitating Group Discussions
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## Learning Topic 3: Presentations on Adult Learning

- Activity #3: Present Micro-Teaching Presentations on Module 1
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## Offline Assignment

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## Closing & Session Evaluation



## What to Send Participants

- Prior to the second virtual training session, provide links to videos to review before attending virtual session.

### Handouts

- Activity #2: Pop Quiz: Facilitating Group Discussions

### Videos

- [YouTube video on How to Facilitate a Group Discussion](#)
- [YouTube video on Leading Effective Group Discussions](#)
- [YouTube Handling Challenging Learners](#)

# Introduction

## Review the Ground Rules

### Facilitator Instructions:

- Allow for few minutes to address any technical difficulties/ connection issues.
- Welcome all participants and remind everyone to mute their mics.
- Ask all participants turn on auto-live captioning of speakers .
- Inform the participants that this session is scheduled for approximately 2 hours.
- Let participants know that the virtual sessions will be recorded and saved on the Microsoft Teams channel designated for this training.
- Ask a volunteer to summarize learnings from Module 3.
- Review the virtual session agenda and learning objective with participants; facilitator may present the agenda above using PowerPoint.
- Review ground rules for interacting, including using the “raise hand” option if they wish to speak or chat box/other assigned location to post questions.

## Activity #1: Ice Breaker

### Facilitator Instructions:

- Ask participants to pose for a group photo.
- Facilitators may take several pictures of participants posing for different reactions like sad, happy, thinking, confused, etc.

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# Learning Topic 1: Techniques for Handling Difficult Questions

## Self-Reflection: How to Handle Difficult Questions

Ask participants to reflect and discuss in plenary the following for few minutes:

*“What are the techniques that we can use to handle difficult questions when facilitating a session?”*

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# Learning Topic 2: Facilitating Group Discussions

## Activity #2: Pop Quiz: Facilitating Group Discussions

### Trainer's Notes

- ▶ Provide a link to the pop quiz in the chat box.
- ▶ Ask participants to take the pop quiz in 10 minutes.
- ▶ Present the results on the screen.
- ▶ After the pop quiz, go through false statements and discuss in plenary.
- ▶ Allow a few minutes for discussion.

## Pop Quiz on Facilitating a Group Discussion

**Instructions:** For each of the following questions, choose if the statement is **TRUE** or **FALSE**. For an answer to be **TRUE**, ALL parts of the statement must be true.

Questions	True	False
1. Activity, discussion and application are three steps to effective group discussions.	X	
2. A facilitator should be clear up front about expectations and intentions among participants and the facilitator.	X	
3. Application is linking theory to more theories.		X
4. A facilitator should always convey a sense of self-importance or superiority.		X
5. Accountability in trainings isn't important.		X
6. A facilitator should ask participants to remain on topic if the group starts to veer in the direction of negativity and/or pointless venting.	X	
7. A facilitator should ask follow-up questions and paraphrase the comments for everyone to ponder. A combination of initiating and probing questions can be an effective approach to bring out participants' ideas further.	X	
8. You can prevent hostile behavior during a training by setting expectations, letting participants know that they will be cut off for time and agreeing with participants on guidelines or a signal.	X	

## Activity Debrief

Present the following information on PowerPoint or any other means.

# Best Practices for Facilitating Group Discussions

(PowerPoint Slides)

## Facilitator Instructions:

The trainer will review the following using PowerPoint slides.

Adopted from *The Trainers Handbook* University of North Carolina (UNC) Greensboro, [University Speaking Center](#).

- **Take your time before answering to help you stay in control.**
  - ▶ Listen. Don't strike back.
  - ▶ Don't let hostile questioners provoke you.
  - ▶ Be diplomatic and keep your cool.
  
- **Paraphrase the question.**
  - ▶ Make sure you understand the question.
  - ▶ Try to put the question in more neutral or even positive terms.
  
- **Admit it when you aren't sure how to answer a hostile question.**
  - ▶ You will gain respect by admitting this, rather than trying to fake your way through the question.
  
- **Try to empathize with the hostile questioner.**
  - ▶ Usually, hostile questions come from frustrated audience members.
  - ▶ Don't dismiss the person's feelings.
  
- **Seek common ground with the questioner.**
  - ▶ Find an area in which you both agree and build your answer from there.
  - ▶ Use fair and respected evidence when supporting your answer to the question.
  - ▶ Accept differences in opinion.
  - ▶ Work to build personal credibility by answering questions as specifically as possible.

- **There may come a point when you have to become more assertive with a hostile questioner.**
  - ▶ When a questioner is being abusive, offensive or threatening, suggest that they talk to you after the presentation and then move to the next question.
  - ▶ Don't let a hostile questioner ask a follow-up question; move to the next person.

# Learning Topic 3: Group Presentations on Adult Learning

## Activity #3: Present Group Presentations on Module 1: Adult Learning

### Facilitator Instructions:

#### Trainer's Notes

- Plan for 5 minute break between micro-teaching presentation.
- Remind participants:
  - ▶ Of the number of groups that will be presenting during this session.
  - ▶ That each group has 15 minutes to present.
  - ▶ That it is important to give appropriate and timely feedback to participants. It is also important to be open to receiving feedback on micro-teaching sessions from participants.
- Allow an estimate of 15 minutes after each presentation for constructive feedback.

#### Activity Debrief

- Allow for 10-15 minutes discussion and reflection on the presentation after all the presentations were completed.
  - ▶ How do they feel about presenting the content to other participants?
  - ▶ What needs to be adjusted to fit their context?
  - ▶ What did they appreciate about getting feedback from their peers?

# Offline Assignment

## Group Presentation on PFA

**Due:** Module 6 Session 2

### Facilitator Instructions:

#### Trainer's Notes

- ▶ **Present the offline group assignment in 5 minutes to the participants.**
- ▶ **Show previously prepared PowerPoint listing participants as pairs for the offline group assignment.**
- ▶ **Assign each offline group a topic from Modules 2 and Module 3.**
- ▶ **Ask participants to complete assignment offline (outside virtual session and without the involvement of the facilitator).**
- ▶ **Discuss any questions participants have.**
- ▶ **Ask participants to share their assignment with facilitator via the chat box option on Microsoft Teams.**

#### Participant Activity Instructions

- Each group should prepare a 30-minute presentation and develop a session plan using Module 1 Handout 4: Session Plan Template.
- Each group will be presenting on one of the following topics:
  - ▶ Introduction to Mental Health and Psychosocial Support
  - ▶ Applying PFA, focusing on the Listen principle
  - ▶ Applying PFA, focusing on the Link principle
- Groups may use the self-directed materials and PowerPoint presentations used in Modules 2 and 3.
- Presentations are due in Module 6 Session 2.



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# Close & Evaluation

- Send participants the link for the Module 4 course evaluation (found in the M&E folder) in the chat box.
- Ask them to complete the course evaluation before ending the session.
- Thank all participants for their hard work and allow for questions for a few minutes.
- Close the virtual session.

# Module 4: Facilitator's Aid 1

## Case Studies

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### Case Study I

#### PFA Helper

**Claudia:** You are an elementary school administrator and you are making phone calls to households to check on students who have not been attending classes. You are calling a home to check on Rodrigo and Juan, two brothers who have not been back to school in nearly three weeks since in person classes resumed .

#### Person in Need of Support

**Rodrigo:** You are an 8-year-old boy and you live at home with your father and his girlfriend. You also live with your brother Juan, who is your best friend, and your father's girlfriend's two daughters, who are "okay."

You love going to school and playing with your friends afterwards – you have missed seeing them so much over the past few months. You don't understand why you still aren't allowed to go to school and are really sad when you see other kids walking by in their uniforms.

Your father's girlfriend said it is not safe and that she will teach you at home instead – but every time she gives you a lesson, she gets very mad and yells at you and Juan. She can be very mean to you and even makes you stay in your room without food when she says you have misbehaved.

She hit Juan very hard a few weeks ago and he was bleeding for a few hours. You were so scared for him. You tried to talk to your dad about this, but he does not believe you and says that she is the one who is in charge now.

When Claudia calls from your school, at first you are so excited to hear from her, but then you get scared and shy and you are worried to tell her too much information, but you also want her to know that Juan was hurt and you miss school.

# Case Study II

## PFA Helper

**Timothy:** You are working at a hotline service established by a local community health program. You work an 8-hour shift taking video calls for the program. You have some ability to make referrals and you can schedule follow-up sessions if your supervisor gives you the “okay.” You like the work and are trying hard to give the best support possible during these challenging times.

## Person in Need of Support

**Gia:** You are an older woman, 79 years old. You lost your daughter to COVID-19 and you are currently taking care of her three children. The children’s father (your son-in-law) is out of the country looking for work.

You are in good health but are concerned about how others in the community have gotten very relaxed with taking precautions. You feel an overwhelming sense of responsibility to stay healthy in order to take care of your grandchildren.

You miss your routine, going to church, the market, taking long walks and visiting friends nearby. You are concerned about making sure your grandchildren keep up in school, but you are struggling with this since you didn’t have the opportunity to complete school when you were a child.

You love your family, you have a strong faith in God and you are grateful to have a home and food for your grandchildren (more than many others in your neighborhood). However, you are struggling to get out of bed and you want to cry all the time, but you do not want the children to see you upset.

You don’t feel like you have anyone to talk to. You decided to call a video hotline for a support service you saw on a flyer at the hospital. This is your first time asking for help – the only other time you have spoken about your personal problems was with your priest, but you are not able to go to church to see him.

When you call the hotline, at first you are calm and skeptical, then you get very emotional and have a hard time speaking through your tears.

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## Case Study III

### PFA Helper

**Nicole:** You are a 25-year-old community volunteer, supporting the efforts of a local organization in resettling migrants at the borders of LALA Land. On your way to the main camp center, you found a mother holding her newborn. You understand LALA Land language and can express yourself, but not fluently.

### Person in Need of Support

**Fatma:** You are a 17-year-old new mother. You have just crossed the border after a very long journey on foot. You have been on the road for days after leaving your home, family, and husband. Your husband is still alive, but back home. When Nicole finds you, your newborn baby, Nadia, is crying non-stop and you are standing still without saying a word.

You are hungry and thirsty. The baby will not stop crying despite everything you have tried to soothe her. Nadia was born three months ago, and it was not a planned pregnancy. You were married only a few months before. Your husband is older, but he was always kind to you. Together, you decided to cross the border to ensure that the baby has a better chance in life. You agreed that you and Nadia will cross first, as they allow mothers and newborn refugees. Your husband promised that he will join once everything is settled.

You have seen the country that you crossed to in the movies and in pictures. You have an address of one relative, but you can't find where you put the address.

## CASE IV

### PFA Helper

**Sophia:** You are a member of the Community-Based Child Protection Committee in your area. You live and serve in an urban location that was severely hit with COVID-19. In coordination with Child Protection Services, you are checking on the most vulnerable cases that they have on file. Child Protection Services has only given you the most essential information about the case, in order to respect the confidentiality principle, so you do not have much information about the household that you are about to visit. All you know is that you are visiting a married 17-year-old girl with no children.

### Person in Need of Support

**Jenny:** You are a 17-year-old living in a slum area. Your parents are refugees and always speak about the hardship and the long journey that they had to endure to get you here. Although your parents were able to find a home for your family, including you and your three brothers, there was never much money and so your mother convinced you to marry an older gentleman named Nick.

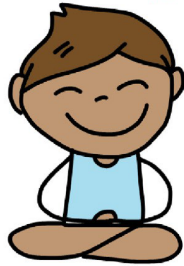
Nick is a 40-year-old man with a wild temper when he drinks. The last time, you had to go to the hospital after he hit you so severely that blood was gushing from your head. At the hospital, a lady from Child Protective Services came and took your information. She told you that she will help you if anything happens again, and she gave you the address of her office and told you to come anytime you want to talk. You felt safe for the first time in your life.

Since last night, every block in your area is on lock down. You cannot go more than 5 km without a proper reason (work, or a sick relative, etc.) or you could get arrested. Nick has lost his job and has been staying home, too. You have been cooking and cleaning, but not paying too much attention to cooking. Last night the rice was undercooked, and he hit you with the plate. You think it is your fault and that you should know how to be a better cook.

# Module 4: Facilitator's Aid 2

## Breathing Exercises

### BACK TO BACK BREATHING



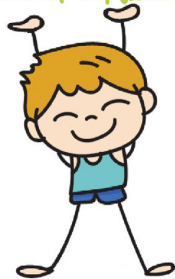
Find a partner and sit on the floor back to back. Sit tall and close your eyes if you want to. Decide who will start - that person begins by inhaling deeply and then exhaling slowly, and then continues to breathe slowly and deeply. Their partner should feel the expansion in their partner's back each time they breathe in and then try to sync their own breathing so that both partners are breathing in time together.

### TUMMY BREATHING



Lie on the floor and place a small stuffed animal on your stomach. Breathe in deeply through your nose and feel the stuffed animal rise, and then feel it lower as you slowly exhale through your mouth. Rock the stuffed animal to sleep using the rise and fall of your stomach.

### ELEPHANT BREATHING



Stand with your feet wide apart and your arms dangling in front of your body like an elephant's trunk. As you breathe in deeply through your nose, raise your arms up high above your head. Then slowly swing your arms down again as you breathe out through your mouth.

### BUBBLE BREATHING



Sit comfortably with your eyes closed. Begin by imagining you are holding a bubble wand. Breathe in deeply and then, as you breathe out slowly and gently, imagine you are blowing bubbles into the room. Imagine the bubbles are filled with peace or love or happiness and that you are filling the whole room with a peaceful, happy feeling. As you keep breathing slowly and blowing your imaginary bubbles, feel your body become calm and relaxed.

## BALLOON BREATHING



Sitting in a comfortable position, place your hands around your mouth as if you were about to blow up a balloon. Take a deep breath in through the nose and, as you slowly exhale through your mouth, start to spread your hands out as if you are blowing up a great big balloon. Hold your hand position as you inhale again and then spread your hands further as you exhale. Once your balloon is as big as it can be, gently sway from side to side as you release your balloon up into the sky.

## SHOULDER ROLL BREATHING



Choose a comfortable sitting position. As you take a slow deep breath in through your nose raise your shoulders up towards your ears. Breathe slowly out through your mouth, lowering your shoulders as you exhale. Repeat slowly, rolling your shoulders up and down in time with your breath.

## TAKE 5 BREATHING



Sit comfortably, resting one hand in front of you with fingers outstretched like a star and the pointer finger of your other hand ready to trace your hand. Starting at the base of your thumb on the outside of your hand, breathe in slowly through your nose as you slide your pointer finger up to the top of your thumb. Breathe out slowly and slide your pointer finger down the inside of your thumb. Breathe in as you slide your finger up the next finger and out as you slide down. Continue breathing in and out as you trace your whole hand.

## BUMBLEBEE BREATHING



Sitting comfortably, gently place the tips of your pointer fingers in your ears and close your eyes. Breathe in through your nose and then hum quietly as you slowly breathe out.

# Module 4: Handout 1

## Feedback and Coaching Tips

Adapted from *The Trainers Handbook* University of North Carolina (UNC) Greensboro, [University Speaking Center](#).

### When giving feedback, remember to:

#### Listen

Good listening does not only require your ears. It requires your eyes, your posture, your compassion and your intellect. Watch the presentation with your eyes. Engage the speaker with open posture. Use your compassion to try to connect with the speaker. Utilize your intellect by following the speaker's train of thought and attempting to see things from their point of view.

#### Focus on observation rather than inference

Make sure you describe your observations of the presentation, not your interpretations.

For example:



#### Don't say

*"I could tell you were nervous."*



#### Say

*"During your presentation, I observed that you fidgeted with your note cards."*



## Show Appreciation

Thank the speaker for sharing their presentation with you. Use this opportunity to open a dialog by asking how the speaker personally felt about their presentation.

For example:



### Say

*“Thank you for sharing with me. Overall, how do you feel about your presentation?”*

# Constructive Feedback Checklist

## Listen

DID YOU HEAR?	YES	NO
Adequate volume	<input type="checkbox"/>	<input type="checkbox"/>
Their name	<input type="checkbox"/>	<input type="checkbox"/>
Brief opening statement	<input type="checkbox"/>	<input type="checkbox"/>
Logical organization	<input type="checkbox"/>	<input type="checkbox"/>
Brief closing statement	<input type="checkbox"/>	<input type="checkbox"/>
Vocal variety (pitch, tone, volume)	<input type="checkbox"/>	<input type="checkbox"/>
Vocal fillers (uh, um, like) Appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Speaking rate (speed)	<input type="checkbox"/>	<input type="checkbox"/>

## Look

DID YOU SEE?	YES	NO
Sustained eye contact	<input type="checkbox"/>	<input type="checkbox"/>
Facial expressions (appropriate)	<input type="checkbox"/>	<input type="checkbox"/>
Distracting movements	<input type="checkbox"/>	<input type="checkbox"/>
Incorporation of hand gestures	<input type="checkbox"/>	<input type="checkbox"/>
Upright posture	<input type="checkbox"/>	<input type="checkbox"/>
Distracting mannerisms	<input type="checkbox"/>	<input type="checkbox"/>



MODULE 5

# SMART Self-Care Planning

## MODULE 5

# Self-Care



## OVERALL LEARNING OBJECTIVES

- ▶ Plan self-care practices

**Time Frame:** 1 week

**LOE:** 6 hours

### LOE Per Type of Learning



**Self-directed activities:** 1 hours



**Virtual sessions:** 3 hours



**Reflection sheets and group work:** 2 hours

# Module 5 Overview

Participants will recognize the signs of symptoms of work-related stress and use their personal and professional resiliencies to develop and apply a SMART (Specific, Measurable, Achievable, Realistic and Time-bound) Self-Care Plan.

The application of Psychological First Aid (PFA) can offer much needed support for communities in crisis, but it can also be incredibly stressful for development and humanitarian professionals. Ongoing exposure to stories of trauma and violence can impact even the most resilient workers and eventually lead to burnout, compassion fatigue or vicarious traumatization. Staff may not be immediately aware when stress becomes harmful. Over time, it can have a significant impact on mental and physical wellbeing, and the capacity to work effectively with communities in crisis.

This module will review the types of stress that are most experienced by development and humanitarian relief professionals, and identify ways to mitigate stress using a person's own personal and professional resiliencies and vulnerabilities and a tailored SMART self-care plan.

## Module 5 Topics

- ▶ **What does burnout, compassion fatigue and vicarious traumatization look like?**
- ▶ **What is self-care?**
- ▶ **Why is self-care needed in our professions and work?**
- ▶ **How does self-care help us help children, youth and communities?**
- ▶ **What self-care activities have you used or are using right now? What worked? What did not?**
- ▶ **What skills do we need for effective self-care?**

## Module 5 Learning Outcomes

**By the end of this module participants will:**

- ▶ **Recognize and identify strategies to disrupt burnout, compassion fatigue and vicarious traumatization.**
- ▶ **Identify professional and personal resiliencies and vulnerabilities (PPRV).**
- ▶ **Create and commit to a SMART self-care plan.**



# Session 1



## MODULE 5 SESSION 1 TRAINING OBJECTIVES

By the end of the session, the participants will be able to:

- ▶ Recognize the difference between burnout, compassion fatigue, and vicarious traumatization and what they can look like in the workplace context.
- ▶ Track how burnout can manifest itself during PFA and psychosocial support work and identify ways to mitigate and reduce the risk of burnout in our daily work.



# Virtual Session Agenda

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## Introduction

- Review ground rules for virtual session
  - Activity #1: Icebreaker
- 

## Learning Topic 1: Burn-Out, Compassion Fatigue & Vicarious Traumatization

- Definition of Burnout, Compassion Fatigue and Vicarious Traumatization
- 

## Learning Topic 2: The Stressor Impact

- Activity #2: How “The Stressor Impact” Affects Our Work
  - Self-Reflection
- 

## Learning Topic 3: The 5 Stages of Burnout

- Activity #3: Tracking the 5 Stages of Burnout
- 

## Offline Assignment

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## Closing & Session Evaluation

## What to Send Participants

One week prior to the first virtual training session, send one email per below:

- Provide links to handouts below and the three videos to view prior to the next session.

### Handouts

Participants will need to review the below handouts prior to the virtual session.

- Module 5 Participant's Guide: Overview of Key Definitions and the Five Stages of Burnout.
- Module 5 Handout 1: The Five Stages of Burnout Worksheet

### Videos

Participants will need to review videos below prior to the virtual session.

- [How aid workers fight burnout \(Doctors Without Borders\)](#)
- [Humanitarian Burnout \(Save the Children\)](#)
- [Role Play – Using PFA with Colleagues](#)
- [Understanding Burnout During COVID-19](#)



# Introduction

## Review the Ground Rules

### Facilitator's Instructions:

- Allow a few minutes to address any technical difficulties/connection issues.
- Welcome all participants, remind everyone to mute their mics.
- Ask all participants turn on auto-live captioning of speakers .
- Inform the participants that this session is scheduled for 2 hours.
- Let participants know that the virtual sessions will be recorded and saved on the Microsoft Teams channel designated for this training.
- Review the virtual sessions agenda and learning objective with participants; the facilitator may present the agenda below using PowerPoint.
- Remind participants of the ground rules for interacting, including using the “raise hand” option if they wish to speak or chat box/ other assigned location to post questions.

## Activity #1: Icebreaker

### Facilitator's Instructions:

Check up on your participants' work-from-home attire.

It's popular folklore that people love wearing PJs all day long when they work in a home office. How does your team stand on this fashion statement? Ask the participants to answer using the live poll option.

- Business on top, PJs on the bottom.
- I literally just took off my PJs a few minutes ago.
- 100% PJs all day.
- Never PJs at work — home or not.

# Learning Topic 1: Burnout, Compassion Fatigue & Vicarious Traumatization

## Facilitator's Instructions:

### Trainer's Notes

Present the following using PowerPoint or other means of displaying the points on the screen.

### Definition of Burnout, Compassion Fatigue and Vicarious Traumatization

- **Burnout** is the loss of meaning in one's work, coupled with mental, emotional or physical exhaustion as the result of long-term, unresolved stress<sup>1</sup>. Burnout can often result from situations where the person needs something to change, but is not in a position of power or authority to make that change.
- **Compassion Fatigue** is the result of exhaustion and burnout by helpers in response to continually hearing or seeing trauma-related experiences, behaviors or stories. This often leads to decreases in compassionate and helping engagement with those who need it.
- **Vicarious Traumatization** is the transformation of a helper's inner experience as a result of deep empathic engagement with beneficiaries and their trauma material<sup>2</sup>. This often results in trauma-related diagnoses and symptoms for the helper, reducing effectiveness in their work.

### Self-Reflection

After presenting the definitions, discuss the following with participants:

- What are some examples of each type of work-related stress?
- Has anyone experienced any of these?
- How are they different? Is one more concerning than the others?

# Learning Topic 2: The Stressor Impact

## Activity #2: How “The Stressor Impact” Affects our Work

### Facilitator's Instructions:

#### Group Activity

**Learning Objective:** Recognize the differences between burnout, compassion fatigue and vicarious traumatization and what they can look like in the workplace context.

#### Trainer's Instructions

- Lead a group discussion using the case scenarios detailed under Activity Instruction.

#### Activity Instruction

- Invite three different participants to read one of the three case scenarios aloud.
- Once the first case study has been read, ask the following discussion questions:
  - ▶ Was this case study an example of burnout? Compassion fatigue? Or vicarious traumatization? More than one?
  - ▶ Were there differences among the participants about what type of stressor was experienced in each case scenario? If so, why?
  - ▶ At what point in the story did the person first need help?
  - ▶ What help or support do you think each person needs to stay balanced and productive as they try to do their jobs?

#### Case Scenarios: (PowerPoint presentation)

**Ana** – Ana was required to start a new project in an area that she never worked in before. Ana loved the organization where she worked, and this opportunity could help her advance to a higher position on her team. She asked her supervisor for help and he declined, saying she would just have to figure it out.

Ana worked long hours over many weeks and weekends to complete the project primarily by herself because she was embarrassed to ask for additional help and wanted to prove herself valuable to the organization. When Ana presented the results of her work to her supervisor and team, her boss belittled her, criticizing everything as she gave the presentation, and then asked her to meet him in his office.

Once there, he told her she clearly didn't understand the project and she had to go back and make significant changes immediately. Ana felt the urge to cry but held it back and returned to her desk.

Her chest felt heavy and she started repeating the word "failure" over and over in her head. She opened up Google and typed in "new job."

**Mohammed** – Mohammed is leading the technical team on child protection in a refugee camp. Each day, Mohammed and his team go to different encampments to meet with parents, caregivers and children to assess how they are doing and their immediate needs related to safety using Psychological First Aid strategies.

Mohammed and his team see up to 100 to 150 families per day. They hear stories of soldiers killing family members including children; women saying that their husbands are abusing them nightly; a young person says that they are alone, gay and have been threatened by people in the camp who find them suspicious. Each day the team debriefs and creates a list of the most vulnerable who need help. They are all vulnerable, most of them in immediate danger.

On day 14 of the assessment, Mohammed finds it difficult to get out of bed in the morning, but he does it anyway. At the end of the day, he realizes that he didn't take any notes for the assessment and can't remember much of what was said to him. He even feels mad at these families for bringing their children to a refugee camp where it is not safe. He feels ashamed that he didn't do his job and cancels the next day's assessment.

**Sarah** – Sarah is a psychosocial officer for a center that works with victims of gender-based violence. She is assigned around 10 cases and works with women and their children to find ways to leave their abusers. Sarah notices that one family is extremely vulnerable with the mother physically, sexually and psychologically abused by the husband, and there are strong indications that the husband is sexually abusing their 12-year-old daughter.

The mother and daughter come to the center every day and are so happy to see Sarah, who talks with them for hours. The mother says she wants to leave but always at the last minute decides to go back home, as she says she still loves her husband and that she knows he will change. Often the husband will show up at the center and drag the mother and daughter back home. Sarah is enraged and feels that she is not doing enough to "rescue" the mother and daughter.

When Sarah goes home, she can't eat or sleep, and tries taking pills to help. She takes more and more of these pills each day. She finds herself with continual headaches and stomach aches. One day, while thinking about the family, she wasn't paying attention on the road while driving to work and crashed into the car in front of her.

## Activity Debrief

### Trainer's Notes

- ▶ Explain that the three definitions can often be used to describe the same situation but there are some differences that are important to note.
- ▶ Highlight that in each of the scenarios above there will be differences in how cultures and personalities view the stressors as defined. The definitions are working definitions, so there are no right or wrong ways to define them. Everyone experiences their severity differently. Circumstances that could feel like basic burnout for one person may feel like total breakdown to another.

# Learning Topic 3:

## The Five Stages of Burnout

### Activity #3: Tracking the Five Stages of Burnout

#### Facilitator's Instructions:

#### Review the following key terms using PowerPoint:

1. **Honeymoon** – All is great. This is the time where you start a job or a new task. Stress is there but creativity flows. You feel appreciated and see the impact of your work.
2. **Onset of stress** – You may find your optimism waning, as well as notice common stress symptoms affecting you physically, mentally or emotionally – e.g., headaches, stomach trouble, difficulty concentrating.
3. **Chronic stress** – This is a marked change in your stress levels, going from motivation to experiencing stress on an incredibly frequent basis. You may also experience more intense symptoms than those of stage two, including mood swings, anger, lashing out, not acting yourself, social withdrawal, alcohol and substance abuse.
4. **Burnout** – All signs and symptoms intensify. Low motivation and capacity to do work. Strong desire to leave the work situation.
5. **Habitual burnout** – Symptoms of burnout are so embedded in your life that you are likely to experience a significant physical or emotional problem, as opposed to occasionally experiencing stress or burnout.

#### Group Activity

**Learning Objective:** Track how burnout can manifest itself during PFA and psychosocial support work, and identify ways to mitigate and reduce the risk of burnout in our daily work.

#### Trainer's Instructions

- Present the following using PowerPoint or other means of displaying the points on the screen.
- Read through the Activity Instructions after the PowerPoint presentation.
- Divide participants into pairs to complete the activity.

## Trainer Activity Instructions

- Distribute Handout 1: The Five Stages of Burnout
- Ask the participants to consider a situation where they or someone they know have experienced burnout. This could be a personal or a professional experience.
- Ask participants to fill Handout 1: The Five Stages of Burnout.
- Break into groups of two and discuss your answers.

## Participant's Instructions

- In plenary, ask volunteers to share the following:
  - ▶ How did it start out?
  - ▶ How did it end?
  - ▶ What could you have done to interrupt the emergence of burnout and mitigate the risk?
- Ask participants to email the completed Handout 1: The Five Stages of Burnout worksheet to you.

## Activity Debrief

- Explain that we experience burnout in our roles as caretakers, parents and family members when we have overwhelming responsibilities and expectations. Personal burnout can become more disruptive (or vice versa) if combined with work-related burnout caused by long working hours, unsupportive supervisors or organizational culture, etc.
  - ▶ Highlight possible ways to disrupt burnout and other workplace stress before it happens and becomes overwhelming to change.
  - ▶ Practice mindfulness. Being mindful means creating space to pay attention to our bodies, how we react, what we feel, the symptoms of stress that we might ignore – headaches, tiredness no matter how much you sleep, anxiety, sadness, anger.
  - ▶ Find a mindfulness friend who can hold you accountable to maintain self-care and self-awareness and create moments of mindfulness throughout the day.
  - ▶ A moment of mindfulness can be in the morning when you first wake up, at lunch when you slow down to eat, or at the end of the day when you can do a self-scan of how the day went and how what happened affected you.
- Even 30 seconds of slowing down and practicing mindfulness can have positive results.
- Ask the group about other ways to create space for mindfulness, particularly related to the example used in the activity.

---

# Offline Assignment: Reminder

## Group Presentation on PFA

### Facilitator's Instructions:

**Due:** Module 6 Session 2

- Each group should prepare a 30-minute presentation and develop a session plan using Module 1 Handout 4: Session Plan Template.
  - Each group will be presenting on one of the following topics:
    - ▶ Introduction to Mental Health and Psychosocial Support
    - ▶ Applying PFA focusing on the Listen principle
    - ▶ Applying PFA focusing on the Link principle
  - Groups may use the self-directed materials and PowerPoint presentations used in Modules 2 and 3.
  - Presentations are due in Module 6 Session 2.
- 

## Closing & Session Evaluation

- Thank all participants for their hard work and allow for questions for a few minutes.
- Close the virtual session.





## Session 2

Session 2 is comprised of offline study group assignment and a virtual session for 90 minutes. It is recommended to administer this session toward the end of the week to allow participants to finalize their offline assignments.



### MODULE 5: SESSION 2 LEARNING OBJECTIVES

By the end of the session, the participants will be able to:

- ▶ Identify professional and personal resiliencies and vulnerabilities (PPRV)
- ▶ Create and commit to a SMART self-care plan



# Virtual Session Agenda

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## Introduction

- Review ground rules for virtual session
  - Activity #1: Icebreaker
- 

## Learning Topic 1: Self-Care

- Introduction to Self-Care
- 

## Learning Topic 2: Professional & Personal Resiliencies & Vulnerabilities (PPRV)

- Activity #2: PPRV Personal Inventory Exercise
- 

## Learning Topic 3: Self-Care Planning

- Activity #3: SMART Self-Care Plan
- 

## Offline Assignment

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## Closing & Session Evaluation

---

## What to Send Participants

One week prior to the first virtual training session, send one email per below:

- Provide links to Handouts 2 and 3; and the three videos to complete prior to the next session.

### Handouts

Participants will need to review the below handouts prior to the virtual session.

- Handout 2: PPRV Personal Inventory Exercise
- Handout 3: SMART Self-Care Plan Template

### Videos

Participants will need to review videos below prior to the virtual session.

- [Role Play – Using PFA with Colleagues](#)
- [Aid workers speak out about mental health: 'I was afraid they would think I couldn't handle it' The Guardian \(2015\)](#)
- [Headspace](#)

# Introduction

## Review the Ground Rules

### Facilitator's Instructions:

- Allow for few minutes to address any technical difficulties/connection issues, etc.
- Welcome all participants, remind everyone to mute their mics.
- Ask all participants to turn on auto-live captioning of speakers.
- Inform the participants that this session is scheduled for 2 hours.
- Let participants know that the virtual sessions will be recorded and saved on Microsoft Team channel designated for this training.
- Review the virtual sessions agenda and learning objective with participants; facilitator may present the agenda below using PowerPoint.
- Remind participants of the ground rules for interacting, etc. including using the "raise hand" option if they wish to speak or chat box/other assigned location to post questions.
- Ask participants to send their assignment if they have not submitted prior to the session.

## Activity #1: Icebreaker

### Facilitator's Instructions:

Run a quick weekend photo contest to get your participants talking. Tell them to share a cool photo from their weekend. Then put people's names in a multiple-choice poll and have your participants vote for the best shot .

# Learning Topic 1: Introduction to Self-Care

(PowerPoint Presentation)

## Facilitator's Instructions:

Present the following using PowerPoint or other means of displaying the points on the screen.

- Awareness of self is critical to emotional and mental wellbeing both in our professional and personal lives.
- Self-awareness is defined as “an awareness of one’s own personality or individuality,” how we move throughout the world, what bothers us, what do we feel and how we react to different circumstances and experiences.
- These are traits that are innate to who we are as individuals or that we have learned along the way in our careers and as we develop as human beings throughout life.
- Resiliencies and vulnerabilities are generated on multiple levels - individual, organizational, community, national and global.
- Examples of PPRV include:
  - ▶ **Professional resiliencies** – your training and education, the number of years working on the job or your area of expertise, working in a supportive and caring work culture, your skill set.
  - ▶ **Personal resiliencies** – health, a work-life balance, a calm demeanor, confidence, ability to multi-task, good listening skills, kindness and trust towards others.
  - ▶ **Professional vulnerabilities** – being new to a job or work context, working in a toxic work environment, not having the skills to do the job you need to do.
  - ▶ **Personal vulnerabilities** – easy to anger, inability to say no, poor health, no support system, unhealthy stress reduction methods.
- Reflect with the participants that no one should judge a person’s PPRV as “good” or “bad.” Resiliencies that help in one situation can be vulnerabilities in another and vulnerabilities in another situation can be resiliencies in a different context. For example:
  - ▶ **Professional Resiliency as Vulnerability** – While years on the job might be a resiliency in one work context, it could also be a vulnerability if the person feels like they don’t have to participate as fully or bring an arrogant, know-it-all approach to the work. Or they can be actually harder on themselves, feeling stress from perceived failures more deeply because they believe they are “experts” who can’t make mistakes.
  - ▶ **Professional Vulnerability as Resiliency** – For someone who has a hard time multi-tasking in one work context, a slower and more focused approach can serve as a resiliency in another situation.

- ▶ **Professional Resiliency as Vulnerability** – Someone who is very generous with their time for others at work could be manipulated or taken advantage of in certain contexts if boundaries are not established or maintained effectively.
  - ▶ **Personal Vulnerability as Resiliency** – Someone who has had some level of trauma in the past could be triggered by working with groups in crisis; however, this person could also have a deeper level of empathy and understand behaviors triggered by toxic stress and trauma better than others.
- Knowing our resiliencies and vulnerabilities can allow us to more effectively plan for identifying and addressing the symptoms and impact of burnout, compassion fatigue and vicarious traumatization.
  - It is also advisable to build trust between members of a team so that individual PPRVs can be shared and pulled together as “team PPRV.” With this information, team members can help to strengthen each other’s resiliencies, reduce vulnerabilities, and access and use the individual talents and capacities of each team member. Consider using the next exercise to build your team’s SMART Self-Care Team Plan.

# Learning Topic 2: Professional & Personal Resiliencies & Vulnerabilities

## Activity #2: PPRV Personal Inventory Exercise (45 minutes)

### Facilitator's Instructions:

#### Group Activity

**Learning Objective:** Identify professional and personal resiliencies and vulnerabilities (PPRV)

- Distribute and ask participants to read Handout 2: PPRV Personal Inventory Exercise.
- Divide into pairs to complete the activity.

#### Trainer's Instructions (Set Up Activity)

- Ask participants to complete individually both sections of the exercise presented in Handout 18: PPRV Personal Inventory Exercise.
- In their pairs, ask participant to share an aspect of their PPRV inventory.
- Let participants know that they are invited to share only what they feel comfortable sharing, for example, maybe they do not feel comfortable sharing their personal vulnerabilities but are okay with sharing their professional resiliencies. That's okay.
- Sharing a bit of their PPRV with a partner helps to normalize thinking around how we can use our PPRV to help us do better work and mitigate our stress, and how vulnerabilities can be equally as helpful as resiliencies in different contexts. The more that a team can be honest with each other about their struggles, the less likely burnout and other stressors can start to emerge. Reminder, they don't have to share everything, only what they feel comfortable sharing at this moment.

#### Activity Debrief

- Follow up – ask how it felt to share their PPRV inventory with another person. Was it easy? Uncomfortable? Why would this be beneficial to share with another person? What might make it easier for a team to feel comfortable in sharing assessment like this, particularly sharing our vulnerabilities?
- Highlight that sharing some part of your PPRV personal inventory with someone else can help participants to normalize their experiences, build empathy for other staff, and generate a discussion that begins to integrate the concept of PPRV, and the impact it has on our work, into our workplace culture.

# Learning Topic 3: Self-Care Planning

## Introduction to Self-Care Planning

(PowerPoint Presentation)

### Facilitator's Instructions:

Refer to the related PPT slides and elaborate by going through the following points:

- In 2015, the Global Development Professional Network (GDPN) survey on mental health and wellbeing reported that 79% of 754 respondents (humanitarian aid workers and development professionals from around the globe) had experienced mental health issues, with 93% stating that these were related to their work in the aid industry.<sup>3</sup>
- Many staff are hesitant to admit when they are stressed due to the demands of the job, expectations from organizational culture and donors, and not wanting to demonstrate what could be perceived as a “weakness.”
- However, authentic human reaction is never a weakness. It is completely normal and healthy to be affected in some way by the tragedies and stress we experience, witness, and seek to reduce in the communities where we work.
- Self-care is part of our job and in the best interests of children, youth and families .
- “Aid workers cannot serve well unless we are well,” said UN aid worker .
- Organizations must intentionally foster a culture of self-care in the workplace by making it a part of annual and individual operating plans.

### SMART Self-Care Framework

To actively move toward better self-care, we are going to use the SMART self-care framework. Like SMART goals, SMART stands for:

1. Specific – stating a goal or intention clearly and with strong purpose.
2. Measurable – able to attach milestones or check-ins to assess progress.
3. Attainable – can be achieved, is aspirational but not impossible.
4. Relevant – reflects personal preferences and specific context.
5. Time-bound – goal or intention has a beginning and an end that can be renewed if appropriate.



SMART self-care plans are more successful when they engage multiple levels in our lives:

- Physical – what self-care goals can foster my physical health?
- Professional – what actions or boundaries can be established at work to create space for and encourage self-care?
- Psychological – what activities can help ensure better emotional and mental health, especially during times of crisis or when actively engaging PFA strategies?
- Spiritual – what rituals or traditions can I employ to create spiritual or sacred space in my life for reflection and mindfulness?
- Creative or other?

## Activity #3: SMART Self-Care Plan

### Facilitator's Instructions:

#### Group Activity (Pairs)

**Learning Objective:** Create a realistic and sustainable SMART self-care plan

#### Trainer's Notes

- ▶ **Read through Activity Instructions after the PowerPoint presentation.**
- ▶ **Distribute Handout 3: SMART Self-Care Plan Template.**
- ▶ **Divide into pairs to complete the activity.**

#### Activity Instruction

- Ask participants to take 15 minutes to think about possible components for their self-care plan.
- Ensure that a goal at each level is SMART. Remember: small things done regularly can go a long way.
- Divide into groups of two and ask them to share an aspect of their plan with their partner and discuss the following:
  - ▶ What resiliencies and vulnerabilities will help or inhibit your plan's progress?
  - ▶ Create an accountability agreement with your partner to check in on progress with your self-care plan.
- Ask participants to complete their self-care plan during their offline assignment outside the virtual session.

#### Activity Debrief

There is no right or wrong; even if you are not able to achieve what you initially set out to do, you can adjust and update as needed.

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# Offline Assignment: Reminder

## Group Presentation on PFA

**Due:** Module 6 Session 2

- Each group should prepare a 30-minute presentation and develop a session plan using Module 1 Handout 4: Session Plan Template.
- Each group will be presenting on one of the following topics:
  - ▶ Introduction to Mental Health and Psychosocial Support
  - ▶ Applying PFA focusing on the Listen principle
  - ▶ Applying PFA focusing on the Link principle
- Groups may use the self-directed materials and PowerPoint presentations used in Modules 2 and 3.
- Presentations are due in Module 6 Session 2.

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## Closing & Evaluation

- Send participants the link for the Module 5 course evaluation in the chat box.
- Ask them to complete the course evaluation before ending the session.
- Thank all participants for their hard work and allow for questions for a few minutes.
- Close the virtual session and evaluation of Module 5.

# Module 5: Participant's Guide

## Overview of Key Definitions and the Five Stages of Burnout

### Key Definitions

- **Burnout** is the loss of meaning in one's work, coupled with mental, emotional, or physical exhaustion as the result of long-term, unresolved stress.<sup>1</sup> Burnout can often result from situations where the person needs something to change, but are not in a position of power or authority to make that change.
- **Compassion Fatigue** - Exhaustion and burnout among helpers in response to continually hearing or seeing trauma-related experiences, behaviors or stories. This often leads to decreases in compassionate and helping engagement with those who need it.
- **Vicarious Traumatization** - The transformation of a helper's inner experience as a result of deep empathic engagement with beneficiaries and their trauma material.<sup>2</sup> This often results in trauma related-diagnoses and symptoms for the helper, reducing effectiveness in their work.

### Five Stages of Burnout<sup>3</sup>

1. **Honeymoon** - All is great. This is the time when you start a job or a new task. Stress is there, but creativity flows, you feel appreciated and you see the impact of your work.
2. **Onset of stress** - You may find your optimism waning, and you might notice common stress symptoms affecting you physically, mentally or emotionally – i.e., headaches, stomach trouble, difficulty concentrating.
3. **Chronic stress** - This is a marked change in your stress levels, going from motivation, to experiencing stress on an incredibly frequent basis. You may also experience more intense symptoms than those of stage two, including mood swings, anger, lashing out, not acting yourself, social withdrawal and/or alcohol and substance abuse.
4. **Burnout** - All signs and symptoms intensify. You have low motivation and capacity to do work and a strong desire to leave the work situation.
5. **Habitual burnout** - Symptoms of burnout are so embedded in your life that you are likely to experience a significant physical or emotional problem, as opposed to occasionally experiencing stress or burnout.

<sup>1</sup> <https://www.thisiscalmer.com/blog/5-stages-of-burnout>

<sup>2</sup> (Saakvitne & Pearlman, Transforming the Pain; A Workbook on Vicarious Traumatization, 1996)

<sup>3</sup> Calmer.com

# Module 5: Facilitator's Aid Exercises

## – Self-Care Case Studies

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### Case Study I

#### PFA Supervisor

**Adam:** You are a PFA supervisor who was recruited by ChildFund to manage five PFA helpers in a community that was severely economically impacted by COVID-19. Many of the households lost their livelihoods and income.

#### PFA Helper

**Jane:** You are 25 years old, and have just graduated from the university with a social work degree. You consider yourself lucky that you were able to find a job with ChildFund. During the past five months, you have helped with administering PFA to almost 100 families. Most of the families are mothers and children living in your community. You know some of them and feel guilty that you cannot support them more.

Most of the mothers are in the informal work sector, often employed in domestic work or in retail shops, among others. Most mothers lost their jobs and income due to the pandemic. Those who did not lose their income are stressed managing online schooling and children at home. You were happy to support the families by linking them to the Cash Assistance Program provided by ChildFund as part of the COVID-19 emergency response. However, now that the program has ended, many families are still begging you to help them personally and give them any type of cash or financial support.

Every time you receive your salary you feel very guilty. You want to give up your salary to support more families. Both of your family members are working and currently supporting your living expenses, so you do not really need the money. One day your mother was upset that her salary was reduced by 25 percent due to the economy. She was lamenting to you that she will not be able to do her nails every week like she used to do.

Suddenly, you snapped at her and you locked yourself in your room. You wanted to call in sick the next day, but you managed to get out of bed and go to work, knowing that there will be nothing you can do for the families seeking your assistance.

# Case Study II

## PFA Supervisor

**Sam:** You are a child protection specialist with ChildFund and you are managing a large program on refugees. During your field visit to a program location at the borders of LALA Land, you felt that the staff were not very welcoming, many called in sick or did not show up. You feel that you need to have a discussion with the supervisor, so you call him into a separate room and start a conversation.

**Stephan:** You are the manager of a ChildFund program on the border of LALA Land. You are managing a transit center for migrant youth with PFA and Structured PSS activities. Within six months of arriving at your new post, you were in a plane accident and then nearly died of malaria. You had a few small breakdowns and would start crying about something that seemed trivial. You sometimes felt trapped in your workplace, which is accessible only by plane. ChildFund has a counseling line you can call, but when you used the service, your impression was that the people on the line listened but had no experience with people working in humanitarian settings.

Now you are called into a room with a child protection specialist who only visits once every few months. You can see his clothes are clean and he is cheerful. Who wouldn't be cheerful, working in the city in a nice office? You cannot quit, even though you want to do so every day — you need the money.

Before you walk into the meeting, you decide that if this specialist lectures you, you will not show him that you are weak. You will snap at him and push him away.

# Module 5: Handout 1

## The Five Stages of Burnout

### Instructions

The purpose of this activity is to detail how we might move through the five stages of burnout. By tracking an actual experience of burnout, we can see how it can develop silently and slowly and often outside of our direct consciousness.

- Consider a situation where you have experienced burnout or witnessed someone else experiencing burnout.
- This could be a personal or professional experience.
- Think about the experience in each stage. How did it start out? How did it end?

**Briefly Describe the Situation of Burnout:**

Stage	What happened in each stage?
1. Honeymoon	
2. Onset of stress	
3. Chronic stress	
4. Burnout	
5. Habitual burnout	

**Now, consider the following questions:**

- What could you (or the person in the example) have done to disrupt the development of burnout?
- When did it feel like the progression of burnout was overwhelming or out of your (or the person in the example's) control?
- What skills or actions do you think would help address burnout more successfully, particularly before you are overwhelmed?



# Module 5: Handout 2

## PPRV Personal Inventory Exercise

All of us bring our own personal and professional resiliencies and vulnerabilities (PPRV) to our work environments. These are traits that are innate to who we are and what we have learned along the way in our careers and as we develop throughout life. Knowing our resiliencies and vulnerabilities can allow us to more effectively plan for identifying and addressing the symptoms and impact of burnout, compassion fatigue and vicarious traumatization.

This inventory exercise will allow you to reflect on your own PPRV and consider what you can tap into for reducing the risk of burnout and/or addressing it successfully if it happens.

**In the boxes below, list out your PPRV that you are aware of. Remember, this is not to judge these traits as good or bad, but to acknowledge what you have in your personal and professional toolbox to reduce the risk of burnout and what aspects might foster burnout if not given attention.**

**Professional Resiliencies**

**Personal Resiliencies**

**Professional Vulnerabilities**

**Personal Vulnerabilities**

Now consider how some of your resiliencies might be vulnerabilities for increasing the risk of burnout and what vulnerabilities might be resiliencies for reducing the risk of burnout.

<b>Professional Resiliencies as Vulnerabilities</b>	<b>Personal Vulnerabilities as Resiliencies</b>
<b>Professional Vulnerabilities as Resiliencies</b>	<b>Personal Resiliencies as Vulnerabilities</b>

# Module 5: Handout 3

## SMART Self-Care Plan Template

Self-Care Area	My Self-Care Goals	Who from your circle of support will help you stay on track?
Physical	Walk at least 1 half-hour per day.	Fitbit, walking partner
Professional	Ask my supervisor to have a self-care plan check-in during my performance evaluations.	Supervisor
Psychological	Do a mindfulness exercise when I come home each day, particularly after days with a lot of stress and client contact.	My spouse or other family members
Spiritual	Practice gratitude or a practice relevant to my faith each week.	Spiritual mentors or leaders, family members or close friends
Other: Creative	Take time for personal writing on Mondays and Fridays.	My online writing group

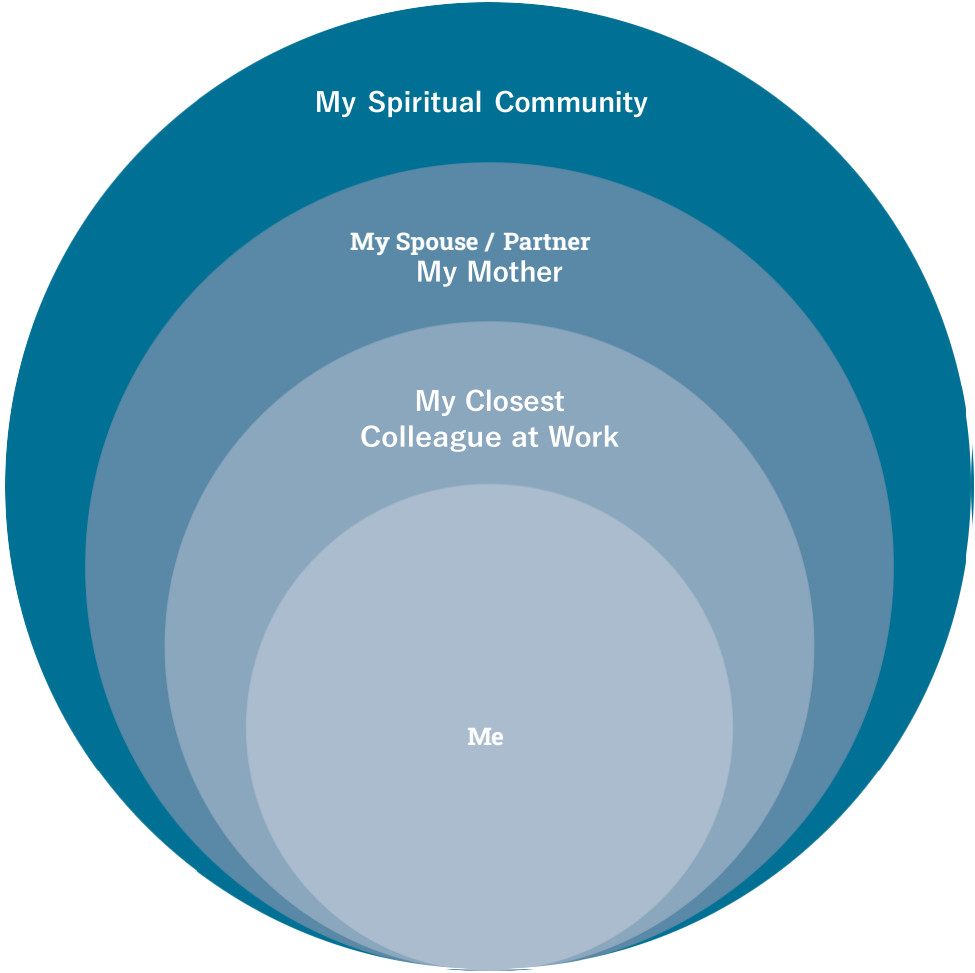
### What professional and personal resiliencies will help me to make progress with my self-care plan?

Boldness, commitment, knowing myself well, acknowledging my vulnerabilities and where I may need help.

### What professional and personal vulnerabilities should I be mindful of as I activate my self-care plan?

Taking on too much, getting discouraged, too many assignments to do this.

Who is in my circle of support? Who will help me with accountability?



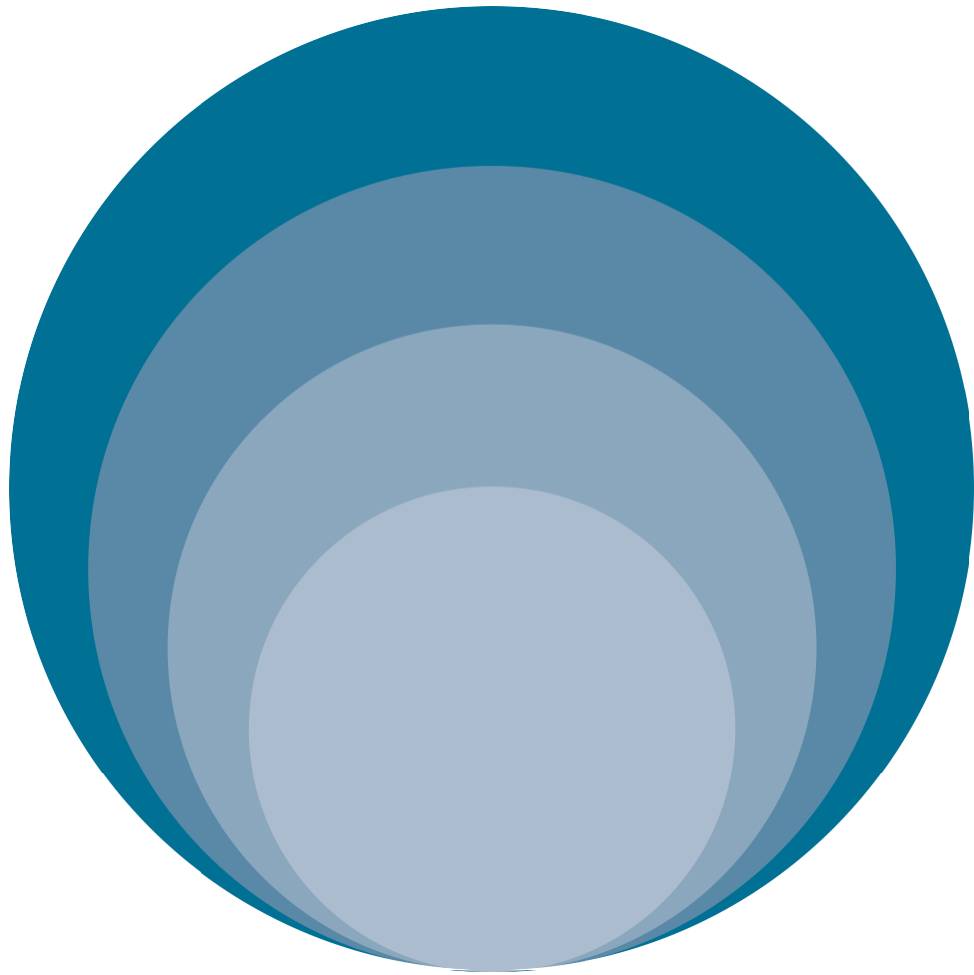
Name:

Self-Care Area	My Self-Care Goals	Who from your circle of support will help you stay on track?
Physical		
Professional		
Psychological		
Spiritual		
Other/Creative		

**What professional and personal resiliencies will help me to make progress with my self-care plan?**

**What professional and personal vulnerabilities should I be mindful of as I activate my self-care plan?**

Who is in my circle of support? Who will help me with accountability?





MODULE 6

# Facilitation Skills and Action Planning

## MODULE 6

# Facilitation & Action Planning



## OVERALL LEARNING OBJECTIVES

- ▶ Acquire the appropriate trainer skills including preparing and facilitating a session; giving and receiving constructive feedback; and facilitating group discussions.

**Time Frame:** 1 week

**LOE:** 6 hours and 30 minutes

### LOE Per Type of Learning



**Self-directed activities:** 1 hour



**Virtual sessions:** 3 hours



**Reflection sheets and group work:** 2 hours  
including preparation and presentation to Senior  
Technical Advisors



# Module 6 Overview

Participants will strengthen their facilitation skills as well as have an opportunity to work with facilitators to plan a PFA intervention tailored to their specific context.

This module will provide the space for participants to practice their facilitation skills a gain through delivering an individual micro-teaching session. Participants will be provided with constructive feedback and tips from the facilitator to improve their training skills.

Participants will also be given the space to plan for their own in-country PFA interventions based on key considerations including child safeguarding and confidentiality principles/standards.

## Teaching Plan

Module 6 is divided into three sessions that are recommended to be administrated in one week. Session 3 will be designated for participants to prepare and present the micro-teaching session, which will happen outside of the course time. Facilitators will schedule an individual meeting with each participant during the same week, where participants will be asked to present for 30 minutes.

An overall recommendation for the participants is for them to cascade this training after the completion of the course. Facilitators can also plan a small closing ceremony for the participants during the final session. This should be a chance to celebrate the achievements of completing the course and to include invited guests to meet and congratulate the participants on their course completion.

## Module 6 Topics

- ▶ **How are you feeling about the PFA content and your ability to train and transfer knowledge to others on this topic?**
- ▶ **What type of support do you think you will need to move forward with training others on PFA?**

## Module 6 Learning Outcomes

By the end of the sessions, the participants will be able to:

- ▶ Apply the Six Principles of Adult Learning to support and enrich virtual training sessions.
- ▶ Use skills and techniques to create a safe and supportive training space.
- ▶ Summarize and re-share relevant information on critical processes for child safeguarding, consent and safe identification & referral making during PFA application
- ▶ Develop Action Plan for PFA training rollout and plan for structured supervision of PFA facilitators.
- ▶ Describe Monitoring & Evaluation process for PFA rollout and determine next steps for PFA M&E within their context.



# Session 1

Session 1 is comprised of a virtual session for an estimate of 2 hours with required preparation from the participants.



## MODULE 6: SESSION 1 TRAINING OBJECTIVES

By the end of Module 6, Participants will acquire the appropriate trainer skills including preparing and facilitating a session, giving and receiving constructive feedback, and facilitating a group discussion.

By the end of this session participants will:

- ▶ Develop an Action Plan for PFA training rollout, and plan for the structured supervision of PFA facilitators.
- ▶ Describe Monitoring & Evaluation process for PFA rollout and determine next steps for PFA M&E within their context.



# Virtual Session Agenda

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## Introduction

- Review ground rules
  - Self-reflection
  - Activity #1: Icebreaker
- 

## Learning Topic 1: PFA Intervention Design and Implementation

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## Learning Topic 2: What to Do Before Training Others in PFA

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## Learning Topic 3: Tracking and M&E

- Tracking, Monitoring and Evaluating PFA activities
  - Primary Data-collection Tools (PowerPoint presentation)
- 

## Learning Topic 4: Develop Action Plan for PFA Training Rollout and Supervision

- Activity #2: Action Planning & Next Steps
- 

## Offline Assignment

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## Closing & Session Evaluation

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## What to Send Participants

Prior to the session provide handouts to review before the session begins.

### Handouts

- Module 6 Handout 2: Action Planning Worksheet
- Module 6 Handout 3: M&E Documents Monitoring and Evaluation PFA Framework

# Introduction

## Review the Ground Rules

### Facilitator's Instructions:

- Allow for a few minutes to address any technical difficulties/connection issues.
- Welcome all participants, and remind everyone to mute their mics and turn on auto-live captioning of speakers, and that sessions will be recorded and saved on the Microsoft Teams channel designated for this training.
- Inform the participants that the session is scheduled for an estimate of 2 hours. Participants can leave the session for water or to take a break as needed but should let the facilitator know in the chat box.
- Review ground rules for interacting, including using the "raise hand" option if they wish to speak or chat box/other assigned location to post questions.
- Review the virtual sessions agendas and learning objectives with participants.

## Self-Reflection

Before starting with the session and going through the PPT slides, take a moment to reflect with your participants on the following:

### Trainer's Notes

- ▶ **Ask participants to reflect on pre-session materials and if they have any comments or questions.**
- ▶ **Allow for a few minutes to address any questions.**
- ▶ **Ask a volunteer to share his/her preliminary actions to rolling out PFA interventions in the field.**
- ▶ **Present the following using PowerPoint or other means of displaying the points on the screen.**

## Activity #1: Icebreaker

### Facilitator's Instructions:

As you kick off your meeting, ask your participants to post in the chat box their top professional moment/highlight that has happened recently. Then, display the highlights on the screen and give a shout out to each one.

It's good to remind people of all the remarkable work that they've done.

# Learning Topic 1: PFA Intervention Design and Implementation

## Facilitator's Instructions:

Explain the following key considerations for PFA intervention design and implementation:

### Integrating PFA services into programming:

- Collaborate with existing community-based volunteer programs to train frontline workers in PFA skills.
- Target staff in programs that interface closely with children and caregivers - i.e., teachers & school staff.
- Target staff in programs that interface closely with other at-risk and marginalized groups i.e., programs for older person or persons with disabilities.
- Connect with government and non-governmental first responders and workers to offer to train in PFA.
- Connect with workers in social protection programs - i.e., cash transfers to train in PFA.

### Various options for setting up services:

- Setting up a 'wellbeing and care' call system, where volunteers call several people daily to check on their wellbeing, to find out if they have any needs and to listen to any concerns. This may be targeted at older adults, those who are lonely, people living with disabilities or those in isolation or quarantine, living far away from their social networks.
- Collaborating with local authorities to run call centers and to answer questions from the public about the current public health crisis or other emergency.
- Establishing a help line for people with mental health or psychosocial support (MHPSS) needs. Appointments can be booked using an app and then the person seeking help would be called back at the scheduled time by a PFA helper.



### Key considerations when planning remote PFA service:

- Ensure that the tools used for communication are safe, secure, easy to use and allow for sufficient time for technical troubleshooting.
- Referral pathways must be established in advance of PFA rollout.
- Staff and volunteer helper recruitment, PFA training and supervision must be established before beginning the service.

### Key considerations when establishing a PFA call center at home:

- During a public health crisis, such as a pandemic, there may be situations where staff and volunteers work from home rather than in a call center or helpline.
- Space allocated must allow for the safety and privacy needed for both caller and responder. This might require a financial contribution to PFA helpers to buy desks, smartphones/devices, and other equipment to ensure privacy. Financial contributions may also be extended to construct a private space for delivering PFA if the PFA helper is sharing a house with family.
- When planning training and supervision, account for the volunteers doing night shifts. It has been found that call centers that are open 24/7 receive many calls at night from people living with pre-existing mental health conditions or other illnesses.

### Key considerations before PFA implementation:

- This PFA training does not address or treat extreme distress (i.e., self-harm, suicidal ideation) and mental health issues that require more clinical expertise, diagnosis and complex treatment. In these cases, a referral to an appropriate social service is needed. PFA can be used to stabilize the case until it is referred. Referrals for those in extreme distress should be made as quickly as possible (within 24 hours of the interaction).
- It is important to ensure that a Mental Health Psychosocial (MHPSS) referral system is in place for community facilitators, child protection practitioners, teachers, etc., who may identify a person who requires additional support. The MHPSS could be part of the community health care system, with strong linkages to the ministry of health's primary health care system.

# Learning Topic 2: What to Do Before Training Others in PFA

## Facilitator's Instructions:

### Next Steps for Training in your Community

Explain to the participants that the following activities should happen before the participants can move forward with training others in PFA. Re-present the Cascade Training Diagram and make sure that participants understand that they will cascade this module to local partner organizations to reach community members, referred to as PFA helpers.

Each participant will receive constructive feedback and tips on their facilitation skills and command of the subject after they complete their microteaching. Facilitators should use the Microteaching Coaching Tool. A recommendation on whether a facilitator is ready to roll out training will be given by the facilitator and co-facilitator via email. Participants must receive the “okay” from the facilitator that they are approved to roll out training.

As needed, contextualize case studies or modify activities to ensure they are culturally relevant to your community. Any significant changes should be shared with organization staff in advance.

### Recruit facilitators from local partner organizations using the following criteria:

Explain to the participants that facilitators from local partner organizations should be recruited based on the following criteria:

- A strong understanding of basic psychosocial principles
- Well-versed and informed on the community resources and services available in their region
- Understand and can apply adult learning principles
- Are comfortable moderating, training and facilitating group activities using virtual platforms
- Are willing to learn how to use the chosen software or platform and receive updated trainings as needed
- Are vetted to ensure they do not present any risk to children or adults and are willing to sign and uphold the Child Safeguarding Policy
- Are given all training session dates in advance and ensure participation expectations are clear in advance

## Coaching and Support for PFA Facilitators

Explain to the participants that all people trained to use PFA should know who their point of contact is if they have questions and need support. Support may mean looking for new ideas on referrals or ways to improve skills. Or, it may mean finding someone trusted to talk to when feeling overwhelmed at work.

Facilitators should ask the participants the following question and allow 10 minutes to discuss in-depth before moving to the next activity:

- Think about who within your organization or your network you could go to if you wanted to practice your PFA skills.
- Next, think about who in your organization you can go to if you have a very complicated situation arise while using PFA.
- Finally, think about the set-up within one organization you plan to recruit from: do they have the capacity to provide ongoing support & coaching for PFA helpers?

# Learning Topic 3: Tracking and M&E

## Tracking, Monitoring and Evaluating PFA Activities

### Facilitator's Instructions:

#### Trainer's Notes

- ▶ Ask participants to refer to Monitoring and Evaluation PFA framework.
- ▶ Before presenting, please explain the below important points:

**“For now, we have developed an M&E plan for PFA training, but not for monitoring the impact of PFA in communities. The Senior Technical Advisor Team will be developing the M&E tools appropriate for monitoring the impact of PFA by FY QII. To monitor and track PFA TOT, facilitators should seek the support of M&E specialists in-country to analyze data collected when administrating the training.”**

## Primary Data-collection Tools

(PowerPoint Presentation)

### Facilitator's Instructions:

Go through the M&E tools of the PFA training as shown on the PPT slide, and explain as below:

#### Course Evaluations

The TOT will be delivered over the course of six modules consisting of two/three sessions each. After each module, course participants will be requested to complete a post-session evaluation administered through SurveyMonkey (or similar tools). This will allow the data to be aggregated automatically and for further analysis where needed. These course evaluations will be adapted and simplified for subsequent rollout trainings

#### KAP Questionnaire

To assess the acquisition of knowledge and skills because of the PFA training, participants will be required to complete a pre-and-post knowledge, attitudes and practices (KAP) questionnaire. This will assess the level of basic principles knowledge related to PFA that participants have prior to the training, compared to that which they have at the end of the training, with the assumption that the training increases knowledge and skills on PFA.

## Facilitator's Observation & Feedback Guide

Facilitator observation guides will be used to assess participants' levels of engagement, skill and learning while the training is in session, offline and in group-work, as well as when completing the pre- and post- session handouts. It will focus on providing constructive feedback to participants in relation to PFA application and training techniques.

## Micro-Teaching Session Coaching Tool

This tool is developed to provide PFA training participants with constructive feedback and tips to improve their training skills. Facilitators and co-facilitators should fill this tool during the individual micro-teaching session presented by each participant during Module 6. At the end of the Facilitator Observation Form, an overall recommendation will be given as to whether the participants can cascade this training after completing the course.

### Trainer's Notes

- ▶ **Ask participants to refer to Table 1 in the Monitoring and Evaluation Framework Document.**
- ▶ **Go over Table 1 with participants and allow for any questions.**

# Learning Topic 4: Develop Action Plan for PFA Training Roll-Out & Supervision

## Activity #2: Action Planning & Next Steps

### Facilitator's Instructions:

Develop an Action Plan for the PFA training rollout and plan for structured supervision of PFA facilitators.

#### Trainer's Notes

- ▶ **Ask participants to review Module 6 Handout 2: Action Planning Worksheet.**
- ▶ **Ask participants to take 15 minutes in their groups to start the process of mapping out their plan and strategize for how they intend to initiative the PFA training within their organization.**
- ▶ **Explain that participants are going to use the “breakout room” option in the application to allow groups to discuss and reflect privately and away from the main group for 15 minutes**
- ▶ **Divide participants into two groups and ask them to discuss. Tell them to nominate one person who will share their discussion.**
- ▶ **Bring groups back from breakout room after 15 mins.**
- ▶ **Encourage the use of the chat box to record questions that you may not have time to cover or that require a more detailed follow-up.**

#### Activity Debrief

- Take time in this session to answer any questions on how to plan for and roll out the PFA training content in their countries.
- Ask each group to share their discussion.
- Let participants know that they will have a chance to finish their Action Plan in the offline group assignment.

### Trainer's Notes

- ▶ **Facilitators explain that application for the content will be practiced during the offline group assignment. The offline group assignment will be finalized AFTER the virtual session.**

---

## Offline Activity

### Facilitator's Instructions:

#### Action Planning Group Presentation

**Due:** 2 weeks after training is complete

#### Individual Micro-Teaching Session

**Due** Module 6 Session 3

### Trainer's Notes

- ▶ **Present the offline group assignment in 10 minutes.**
- ▶ **Show previously shared list of small groups for the offline group assignment. Let everyone know that pairs may change for subsequent group work.**
- ▶ **Ask participants to complete the assignment offline (outside the virtual session and without the involvement of the facilitator).**
- ▶ **Answer any questions.**

## Review the below instructions for the assignment:

- Ask each pair to schedule a meeting during the coming week before the virtual sessions to work on their group assignments, using their preferred form of communication (WhatsApp, Microsoft Teams, etc.) to practice offline without facilitator involvement.
- Allow 5 minutes for questions.
- Remind participants to reflect on what they learned in Module 3 watching the YouTube video on [Adult Learning Tips based on the theories of Malcolm Knowles](#) when preparing their presentations.

## Participant's Instructions

Now we are approaching the end of our training. During the offline assignment, you are going to finalize the Action Plan Worksheet, as well as prepare for your individual micro-teaching session.

- **Action Planning and Next Steps:** Together in your groups, discuss the next steps that you will take to roll out PFA in your context. Be ready to present the main highlights during the next session. Each participant has two weeks to finalize and share their final action plan.
- **Individual Micro-Teaching Session:** Each participant will be asked to present for 30 minutes a micro-teaching session in session 3. During the micro-teaching session, facilitators will provide each presenter with feedback and tips to improve their facilitation skills, and a recommendation on whether participant is ready to rollout PFA based on Handout: Micro-Teaching Coaching Tool. Please follow the instruction below:
  - ▶ Prepare a 30-minute presentation on any of the topics discussed in PFA training. Refer to Handout 10: Tips for Facilitators Working with Groups when preparing their micro-session.
  - ▶ Focus on one or two topics in the micro-teaching session. Use creative facilitation methods when presenting their content.



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# Offline Assignment: Reminder

## Group Presentation on PFA

### Facilitator's Instructions:

**Due:** Module 6 Session 2

- Each group should prepare a 30-minute presentation and develop a session plan using Module 1 Handout 4: Session Plan Template.
- Each group will be presenting on one of the following topics:
  - ▶ Introduction to Mental Health and Psychosocial Support
  - ▶ Applying PFA focusing on the Listen principle
  - ▶ Applying PFA focusing on the Link principle
- Groups may use the self-directed materials and PowerPoint Presentations used in Modules 2 and 3.
- Presentations are due in Module 6 Session 2.

---

## Closing and Evaluation

- Thank all participants for their hard work and allow for questions for a few minutes.
- Send participants the link for the Module 6 course evaluation in the chat box.
- Ask them to complete the course evaluation before ending the session.
- Close the virtual session.

Objectif Global :  
Améliorer l'accès à l'eau potable et Les conditions sanitaires des 92 645 personnes habitant dans

Activités OSI :

- ✓ Informat on des autorités administratives et lancement du projet
- ✓ Distribution des fournitures de purification
- ✓ Formation de 313 agents communautaires
- ✓ Formation des 6 306 chefs de ménage
- ✓ fourniture d'intrants pour le traitement de l'eau potable de stockage aux 6 306 ménages
- ✓ supervision des ménages de la mise



## Session 2

Session 2 is comprised of offline self-directed activities and a virtual session with a facilitator for an estimate of 2 hours and 30 minutes.



### MODULE 6: SESSION 2 TRAINING OBJECTIVES

By the end of this session participants will:

- ▶ Apply the Six Principles of Adult Learning to support and enrich virtual training sessions.
- ▶ Use skills and techniques to create a safe and supportive training space.
- ▶ Summarize and re-share relevant information on critical processes for child safeguarding, consent, and safe identification & referral making during PFA application.



# Virtual Session Agenda

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## Introduction

- Review ground rules
  - Self-reflection
  - Activity #1: Icebreaker
- 

## Learning Topic 1: Child Safeguarding, Consent & Assent and Safely Linking

- Activity #2: Child Safeguarding, Consent & Safe Identification
- 

## Learning Topic 2: Group Presentations on PFA

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## Learning Topic 3: Microteaching Session Overview

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## Closing & Session Evaluation

## What to Send Participants

One week prior to the first virtual training session, email participants with the handouts and links to videos listed below:

### Handouts

- Training Certificate
- Module 6 Handout 1: Facilitator's Roles and Responsibilities
- Module 6 Handout 2: Action Planning Worksheet
- Handout: M&E Documents

### Video for Review

- YouTube Video: [The Six Adult Learning Principles](#)

# Introduction

## Review the Ground Rules

### Facilitator's Instructions:

- Allow for a few minutes to address any technical difficulties/connection issues.
- Welcome all participants and remind everyone to mute their mics and turn on auto-live captioning of speakers, and that sessions will be recorded and saved on the Microsoft Teams channel designated for this training.
- Inform the participants that the session is scheduled for an estimate of 2 hours. Participants can leave the session for water or to take a break as needed but should let the facilitator know in the chat box.
- Review ground rules for interacting, including using the "raise hand" option if they wish to speak or chat box/other assigned location to post questions.
- Review the virtual session's agenda and learning objectives with participants.

## Activity #1: Icebreaker

### Facilitator's Instructions:

Create a slideshow of random travel pictures, and start a story with a short phrase. Then call on one of the participants to continue the story based on what picture is currently up. Take turns until all participants have said something.

### Self-Reflection – Module 6 Overview

1. Ask participants to reflect on the handouts and video shared via email as pre-session preparation.
2. Present the following using PowerPoint or other means of displaying the points on the screen.

# Learning Topic 1: Child Safeguarding, Consent and Assent, and Safely Linking

## Facilitator's Instructions:

Explain to participants the following actions that they must take before administering PFA:

### Child Safeguarding

When using PFA with children and adults, you must review and sign your organization's Child Safeguarding Policy and be well-informed of the local child protection reporting mechanisms. All steps should be taken to mitigate and reduce risks towards children while using PFA, including, but not limited to, acting in their best interest, protecting their confidentiality and safeguarding their data.

### Consent and Assent

You must also make sure to share your name, organization and role, and ask if the person in need feels comfortable speaking. Information must be kept private unless there is an agreement or informed consent that the information can be shared. When a child does not have the capacity to give informed consent, such as a young child, consent must be obtained from a caregiver/parent and assent must be obtained from the child as appropriate to their capacity.

### Safely Linking

If you plan to make a formal referral on a person-in-need's behalf, you must obtain a verbal consent from that person. Ensure that you have clearly explained the action you will take, manage any expectations and confirm the level of information they are comfortable with you sharing during the 'linking' process.

## Activity #2: Child-Safeguarding, Consent and Safe Identification

**Learning Objective:** Summarize and re-share relevant information on critical processes for child safeguarding, consent and safe identification and referral making during PFA applications.

### Facilitator's Instructions:

#### Group activity on practicing consent and assent in PFA training

- Run a discussion in plenary based on the scenario below.
- Review with participants during the discussion the key learnings detailed below.

#### Activity Instruction

Ask each participant to spend 3-5 minutes reflecting on the following scenario:

- Envision that you are about to start your first virtual training session with participants.
- The participants you have in your training group come from a variety of backgrounds and life experiences. Most have never met in person before.
- The group has youth leaders, representatives from parent groups, a few teachers and community health workers.
- They come from different areas of the country and are from organizations that provide diverse services.
- Many are new to virtual learning and have never been in a training that addresses stress, emotions and self-care.
- Your job is to set the tone. Brainstorm on how you would address the group in your welcoming statement.
- Think about touching on the objective of the training, what you can do to create a space that is safe for sharing, and see if you can make any connections to the Six Adult Learning Principles you reviewed before the session.

**Trainer's Notes**

Each person should jot down a few notes and then the facilitator should ask for a few volunteers to read out key lines they would use to address the group.

**Key Learning Points from the Activity****Trainer's Notes**

- ▶ Encourage sharing but remind people that they do not have to disclose any personal information or individual experiences.
- ▶ Promote the idea that participation will make the training more enriching for everyone and that a key principle of adult learning is to engage in activities that are experiential
- ▶ Focus on using skills in simulated activities, such as role playing, rehearsing and applying new techniques in real time.
- ▶ Motivate the learning by highlighting the impact participants can have once they have acquired PFA skills, and how it can be applicable and transferable in a variety of settings.
- ▶ Remind participants to be respectful while others are sharing and that they should not share other people's stories and experiences with others outside of the training space.
- ▶ Normalize the stress that participants may personally be experiencing in the current moment given the situations they are living in (such as COVID-19 or other country/ community specific stressors.)



# Learning Topic 2: Group Presentations on PFA

## Activity #3: Present Group Presentations on PFA

### Facilitator's Instructions:

#### Trainer's Instructions

- Plan for 5-minute breaks between presentations.
- Remind participants:
  - ▶ Of the number of groups that will be presenting during this session.
  - ▶ That each group has 30 minutes to present.
  - ▶ That it is important to give appropriate and timely feedback to participants. It is also important to be open to receiving feedback on micro-teaching sessions from participants.
- Allow an estimate of 15 minutes after each presentation for constructive feedback.

#### Activity Debrief

- Allow for 10-15 minutes discussion and reflection on the presentation after all the presentation were completed.
  - ▶ How do they feel about presenting the content to other participants?
  - ▶ What needs to be adjusted to fit their context?
  - ▶ What did they appreciate about getting feedback from their peers?

# Learning Topic 3:

## Microteaching Session Overview

**Learning Objective:** Acquire the appropriate trainer skills including preparing and facilitating a session, giving and receiving constructive feedback and facilitating a group discussion.

### Preparation for the Individual Micro-Teaching Session

#### Facilitator's Instructions:

##### Trainer's Notes

- ▶ Explain that Session 3 is the last facilitated session in the PFA training.
- ▶ Participants will meet during this week (or on the agreed-upon date on the agenda) to present their micro-teaching session to facilitators.
- ▶ The micro-teaching session will be an individual meeting with the facilitator.

### Micro-Teaching Session Instructions

- Prepare a 30-minute presentation on any of the topics discussed in PFA training.
- Ask participants to focus on one or two topics.
- Allow for a few minutes for questions and answers.
- Remind participants to reflect on what they learned watching the YouTube video on Adult Learning Tips based on the theories of Malcolm Knowles when preparing their presentations.
- Ask participants to use creative facilitation methods when presenting their content.

Emphasize the importance of using the core PFA content shared in the master slide deck – as this is the content that is a minimum requirement for the course. They can make modifications, and contextualize the case studies and activities, but should not delete or remove any core PFA content around Look, Listen & Linking principles.

# Offline Activity: Reminder

## Action Planning Group Presentation

**Due:** 2 weeks after training is complete

## Individual Micro-Teaching Session

**Due:** Module 6 Session 3

- **Action Planning and Next Steps:** Together in your groups, discuss the next steps that you will take to roll out PFA in your context. Be ready to present the main highlights during the next session. Each participant has two weeks to finalize and share their final action plan.
- **Individual Micro-Teaching Session:** Each participant will be asked to present for 30 minutes a micro-teaching session in session 3. During the micro-teaching session, facilitators will provide each presenter with feedback and tips to improve their facilitation skills, and a recommendation on whether participant is ready to roll out PFA based on Handout: Micro-Teaching Coaching Tool.

Please follow the instruction below:

- ▶ Prepare a 30-minute presentation on any of the topics discussed in PFA training. Refer to Handout 10: Tips for Facilitators Working with Groups when preparing their micro-session.
- ▶ Focus on one or two topics in micro-teaching session. Use creative facilitation methods when presenting their content.

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# Closing & Evaluation

- Thank all participants for their hard work.
- Ask participants to pass a virtual ball to their peers and tell the group something interesting they learned about their peers during the training.
- Remind participants of the meetings (time and date) scheduled to present their individual micro-teaching sessions.
- Send participants the link for the Module 6 course evaluation in the chat box.
- Ask them to complete the course evaluation before ending the session.



## Session 3

Session 3 is an individual session with each participant to present their micro-teaching session. It is recommended to administer this session by the end of the week to allow participants to prepare their micro-teaching sessions.

## Agenda

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### Learning Topic 1: Participants Present Micro-Teaching Sessions

- Facilitators Fill Out Coaching Tool
- 

### Closing & Evaluation

# Learning Topic 1: Participants to Present Micro-Teaching Sessions

## Facilitator's Instructions:

### Trainer's Notes

- ▶ Ask participant to present their micro-teaching session.
- ▶ Fill out the Micro-Teaching Coaching Tool (below) during the individual micro teaching session presented by each participant.
- ▶ Remind participants that this not an evaluation; this session is designed to support and coach each participant to excel and improve.
- ▶ Allow a few minutes for reflection and discussion after each presentation.
- ▶ Let participants know that you will share with them the Micro-Teaching Coaching Tool.
- ▶ Upon completion of the presentation, email each participant your final recommendation on whether the participants can cascade the PFA training.

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# Closing & Evaluation

- Thank the participant for his/her hard work.
- Confirm that you will email each participant your final recommendation on whether the participant can cascade the PFA training.
- Close the session.

# Module 6: Handout 1

## Facilitator's Roles and Responsibilities

This is a basic guide for the training facilitator to plan and prepare for delivering the course.

### One Month Prior to the Training:

- Obtain the list of participants and their email addresses.
- Assess participants' connectivity prior to the training. You may adjust materials to be discussed and disseminated by smart phone — refer to the Connectivity Assessment Tool (Appendix 1).
- Check with Country Offices (COs) and determine the English-language skills of nominated participants. If there is a need for interpretation, it is recommended that you have a co-facilitator who speaks the same language. Contact your co-facilitator and divide up responsibilities.
- Review all materials session-by-session and ensure they are appropriate.

### Two Weeks Prior to the Training:

- Provide participants with internet and/or mobile data.
- Ensure that all participants have access to the training app (to be determined).
- Via email, schedule virtual sessions and discussions, and ensure that timing is suitable to all participants.



## **One Week Prior to the Training and to be Repeated with Each Virtual Lesson and Discussion:**

- Ensure you and any co-facilitator are comfortable with all the material and any outstanding questions have been resolved, any new materials are written and any materials are adapted as needed.
- Send all self-directed materials to participants, including guidance on how to go through materials (this is explained in the facilitator's notes for each session).
- Send the pre-session assessment form to be filled out prior to the virtual discussions and lessons.

## **One Day Before Each Virtual Session:**

- Check through the participant list and make sure that all participants have access to the training app and the internet by sending out a round of messages to participants to test the app.
- Check the pre-session assessment results and ensure that all participants completed the assessment prior to the sessions.
- Go through the participants lists and divide the group into study pairs.

## **During Each Virtual Session:**

- Ask all participants to mute their mics during the discussion and unmute only when they are given time to speak.
- Participants wishing to speak should use the 'raise hand' option.
- Ask participants to turn on their camera when they are presenting themselves.
- Allow five minutes for participants to finalize the pre-session assessment if it was not completed.
- Announce the "study pairs" by the end of the session. It will be useful if you have groups and names
- Limit the use of PowerPoint presentations during virtual meetings and discussions.

**After Each Virtual Session:**

- Send out post-session assessment.
- Ask “study pairs” to discuss their assignment via any technological means they see fit. Note that Reflection Sessions planned will not be supported by facilitators.
- Collect the group work shared prior to the next session.

# Module 6: Handout 2 PFA Programmatic Action Planning Worksheet

Planning Step	Process and/or Plan	Resources or	Estimated Timing
<p>1. Gain approval and support from Country Office leadership or organization to roll-out PFA training.</p>	<p><i>(Provide a few brief notes here on your plan to accomplish these steps.)</i></p>	<p><i>(Include materials &amp; staff time.)</i></p>	<p><i>(Set a goal for when this can be accomplished.)</i></p>
<p>2. Meet with M&amp;E team to review PFA program requirements and tools in advance of training rollout.</p>			

<p><b>3.</b> Determine training platform, co-facilitator and set training dates.</p> <p><i>If you do not have a trained co-facilitator in your country office, it is advisable to recruit a specialized PSS consultant to support your country in rolling out the training.</i></p>			
<p><b>4.</b> Assess selected communities for referral linkages in advance of training rollout and make a plan for child safeguarding and SGBV disclosures.</p>			

# Appendix 1: ChildFund Internal Cascading Approach

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The remote PFA TOT will be piloted with ChildFund CO staff and serve to refine the proposed methodology and content if needed and to better understand how to effectively deliver remote trainings on PFA.

The PFA TOT will incorporate different elements before the training, during the training and after the training to ensure the transfer of knowledge and skills to effectively train others remotely to be facilitators of PFA trainings. Upon completion of the training, CF participants will be ChildFund-approved PFA Community Trainers and be expected to support rolling out PFA training at the CO level.

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# Pre-training Questionnaire

**The purpose of the pre-training questionnaire is for the Facilitator of the TOT to know the expectations, skills and experience of the participants attending the training to better inform the training content and facilitation.**

1. What are your expectations of the training and after the training?
2. What experience do you have as a trainer or with psychosocial programs that you would like to share with the facilitator?
3. How do you plan to use PFA in your program? What cultural considerations are important when delivering PFA in your country context?
4. Is there anything specific of what you want to learn related to PFA and supporting the mental health and wellbeing of children, youth and adults?
5. Do you have all the resources you need to be able to cascade the PFA TOT forward? If not, what other support is needed?
6. Is there anything you would like the Facilitator to know about you?

## Facilitator Aid Module 6: Micro-Teaching Session Coaching Tool

This tool was designed to provide PFA participants with constructive feedback and tips to improve their training skills.

Facilitators and co-facilitators should fill out this tool during the individual micro-teaching session presented by each participant during Module 6. An overall recommendation of whether the participants can cascade this PFA training will be given at the end of the form.

Participants who may not be ready to train others in PFA will be provided with feedback in a virtual meeting with the facilitator and co-facilitator. Coaching tips and advice to further improve their skills will be provided to participants during this meeting, and follow-up actions with specific deadlines will be decided in agreement with all involved.

Name of Participant/Presenter: \_\_\_\_\_

Name of Training Facilitator: \_\_\_\_\_

Name of Training Co-Facilitator: \_\_\_\_\_

Date of Micro-Teaching Session: \_\_\_\_\_

Please fill out the following information: \_\_\_\_\_

### Evaluation Questions

To a great extent	To some extent	Not at all

---

# Appendix 2: Pre-Test Questionnaire

## Purpose

Many course participants may have had previous training on Psychological First Aid (PFA). The purpose of this questionnaire is to ascertain your existing level of knowledge of PFA in order for us to assess whether you gained from this training. The results of this KAP questionnaire will be used to optimize the existing training materials further for subsequent trainings. We do not expect that you will be able to answer all these questions at this time; however, all of the material presented here will be covered during the PFA training.

## Instructions

Most of the questions require you to tick the box to indicate the answer, with very few questions where you will have to type out a response. However, for some questions you also have the opportunity to provide additional comments.

The KAP should take approximately 20-30 minutes to complete.



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## LEARNING OBJECTIVE 1

Acquire the appropriate trainer skills including: preparing and facilitating a session, giving and receiving constructive feedback and facilitating a group discussion.

### 1. What is your level of experience as a trainer?

- I have facilitated between 1-3 trainings
- I have facilitated more than 3 trainings
- I have taken the Disaster Ready Training of Trainers (TOT) course
- I have neither facilitated any trainings nor taken the Disaster Ready TOT Course
- Other: \_\_\_\_\_

### 2. Which of the following best describes your experience with psychosocial first aid (PFA) or providing psychosocial support?

I have received previous training in PFA and/or psychosocial support

- Yes       No

I have previously trained others on PFA and/on psychosocial support

- Yes       No (skip to Question 3)

If your response is Yes

- I have provided PFA/ psychosocial support to others
- I have not provided PFA/ psychosocial support to others
- Other: \_\_\_\_\_

---

## LEARNING OBJECTIVE 2

Describe the use and purpose of Psychological First Aid (PFA).

### 1. Which of the following best describes what PFA is?

(You may select more than one option)

- Giving practical care and support that does not intrude
- Helping people connect to information, services and social supports
- Asking someone to analyze what happened to them or put time and events in order
- Comforting people and helping them to feel calm
- All of the above

### 2. Which of the following best describes what PFA is not?

(You may select more than one option)

- Helping people access basic needs (e.g., food and water)
- Professional counseling
- Pressing people to tell their story
- A clinical or psychiatric intervention
- All of the above

Please indicate whether you agree or disagree with the following statements.

**3. PFA addresses or treats extreme distress (self-harm, suicidal ideation and mental health issues that require more clinical expertise, diagnosis and complex treatment.**

Agree  Disagree

Other: \_\_\_\_\_

**4. A key consideration when administering PFA in the field is ensuring that a Mental Health Psychosocial (MHPSS) referral system is in place for community facilitators, child protection practitioners, teachers and others who may identify a child in extreme distress and who requires additional support.**

Agree  Disagree

Other: \_\_\_\_\_

**5. PFA can be administered as a rapid response strategy in non-emergency contexts with vulnerable children and youth, for example with children and youth who have been physically, emotionally or sexually abused or neglected, as well as children in conflict with the law or after accidents.**

Agree  Disagree

Other: \_\_\_\_\_

**6. Common reactions of children who have been through distressing events include problems with sleeping, feelings of anxiety and depression, social withdrawal from others, concentration difficulties, crying, clinging behavior, anger and regression.**

Agree  Disagree

Other: \_\_\_\_\_

**7. What are the key principles of PFA?**

- Look
- Listen
- Learn
- Link
- All of the above

---

### LEARNING OBJECTIVE 3

Identify the different levels and interventions of psychosocial support. In which of the following instances would you refer the person for specialized mental health services?

**1. If the person shows signs of, or raises suspicion of physical, sexual or emotional abuse and/or maltreatment.**

- Refer
- No need for referral
- Not sure what to do

Comments: \_\_\_\_\_

**2. If the person is living with mental disorders and need clinical psychological or psychiatric treatment.**

- Refer
- No need for referral
- Not sure what to do

Comments: \_\_\_\_\_

**3. If the person has experienced a traumatic personal loss, such as the death of a parent or sibling**

- Refer
- No need for referral
- Not sure what to do

Comments: \_\_\_\_\_

**4. The timeline for Mental Health or Protection Service Referral should happen as soon as possible after the incident or observation was made (within 48 hours).**

Agree

Disagree

Not sure

**5. PFA Provider should conduct a “check-in” a week later to check on referral completion.**

Agree

Disagree

Not sure

**6. What are some institutions, organizations and individuals that PFA practitioners can link children, parents and caregivers to for further services and support in your community?**

Please provide 3 referral sites (open-ended question).

a.

b.

c.

Don't know any

## LEARNING OBJECTIVE 4

Acquire the skills to apply basic Look, Listen and Link principles and techniques.

### 1. Techniques of good active listening include:

- Looking at the person speaking (where culturally appropriate).
- Interrupt when asking for clarification if and when you need it. This will demonstrate an active interest in what the person is saying.
- Take deep breaths to encourage the person you are listening to breathe as well, particularly if the content is difficult to share and they are holding tension in their bodies.
- Use non-verbal gestures – nodding head, smiling, appropriate facial responses.
- All of the above.

### 2. Please match the terms below with their definition.

Normalization	Encouragement	Attentive Focus	Generalization
Term	Definition		
	Help the child to realize that many other children share his or her reactions. It is not sufficient for the child to realize that his or her reactions are common and perfectly normal in an unusual situation. It is important to stress that many other boys and girls are sharing the same feelings and reactions.		
	Do not talk, just listen. Stay quiet and let the child speak without interruption. Use reassuring key words such as "I am listening," or "yes" during the call to show that you are listening and concentrating on what the child is saying. Block out any distractions. Make sure that you turn off your mobile phone or put it on silent.		
	Convey warmth and positive sentiments in verbal communication. Use key words such as "I hear you" or "I feel you." This helps create openness and a feeling of safety, which is crucial when you want to build trust. Paraphrasing can be used as one way to encourage the child to say more.		
	Means that we reassure a child that his or her reaction is common and normal in relation to a distressing event. The key point is that the child should know that his or her reactions are understandable and human, and that the reactions do not mean that there is something wrong with him/her. Children may be confused about their own reactions and feelings, and they may not share this confusion with anyone. Tell the child that his or her reaction is very common, and the reactions and feelings do not mean that there is something wrong with him/her. Rather, he/she is experiencing a common reaction to an unusual situation.		

---

## LEARNING OBJECTIVE 5

Plan self-care practices.

### 1. Which of the following is not one of the five stages of burnout?

- Honeymoon:** All is great. Stress is there but creativity flows, you feel appreciated and see the impact of your work.
- Onset of Stress:** You find your optimism waning, as well as notice common stress symptoms affecting you physically, mentally or emotionally.
- Vicarious Traumatization:** The transformation of a helper's inner experience as a result of deep empathic engagement with beneficiaries and their trauma material.
- Chronic Stress:** This is a marked change in your stress levels, going from motivation to experiencing stress on an incredibly frequent basis.
- Habitual Burnout:** Symptoms of burnout are so embedded in your life that you are likely to experience a significant physical or emotional problem.

All of us bring our own personal and professional resiliencies and vulnerabilities (PPRV) to our work environments, and knowing our resiliencies and vulnerabilities can allow us to effectively plan for identifying and addressing the symptoms and impact of burnout, compassion fatigue and vicarious traumatization.

**Please indicate if the following statements are true or false.**

**2. Self-resiliencies** - Self-awareness – defined as “an awareness of one’s own personality or individuality,” how we move through out the world, what bothers us, what do we feel and how we react to different circumstances and experiences.

- True
- False
- Don't know



**3. Professional resiliencies** - your training and education, the number of years working on the job or your area of expertise, working in a supportive and caring work culture, your skill set .

- True
- False
- Don't know

**4. Personal resiliencies** - health, a work-life balance, a calm demeanor, confidence, ability to multitask, good listening skills, kindness and trust in others

- True
- False
- Don't know

**5. Personal vulnerabilities** - being new to a job or work context, working in a toxic work environment, not having the skills to do the job you need to do.

- True
- False
- Don't know

**6. Professional vulnerabilities** - easy to anger, inability to say no, poor health, no support system, unhealthy stress reduction methods

- True
- False
- Don't know

**7. What are three tips for teaching based on adult learning theory? (Open-ended)**

---

# Appendix 3: Post-Test KAP Questionnaire

## Purpose

The purpose of this questionnaire is to ascertain your level of knowledge of PFA in order for us to assess whether the training met its overall objective: to impart knowledge on PFA to participants and prepare them to roll out PFA to their communities. The results of this KAP questionnaire will be used to further optimize the training materials as needed. All of the material presented here was covered during the PFA training.

## Instructions

Most of the questions require you to tick the box to indicate the answer, with very few questions where you will have to type out a response. However, for some questions you also have the opportunity to provide additional comments.

The KAP should take approximately 20-30 minutes to complete.

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## LEARNING OBJECTIVE 1

Acquire the appropriate trainer skills including: preparing and facilitating a session; giving and receiving constructive feedback; and facilitating a group discussion.

### 1. What is your level of experience as a trainer?

- I have facilitated between 1-3 trainings
- I have facilitated more than 3 trainings
- I have taken the Disaster Ready Training of Trainers (TOT) course
- I have neither facilitated any trainings nor taken the Disaster Ready TOT Course
- Other: \_\_\_\_\_

### 2. Which of the following best describes your experience with Psychosocial First Aid (PFA) or providing psychosocial support?

I have received previous training in PFA and/or psychosocial support

- Yes       No

I have previously trained others on PFA and/on psychosocial support

- Yes       No (skip to Question 3)

If your response is Yes

- I have provided PFA/ psychosocial support to others
- I have not provided PFA/ psychosocial support to others
- Other: \_\_\_\_\_

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## LEARNING OBJECTIVE 2

Describe the use and purpose of Psychological First Aid (PFA).

### 1. Which of the following best describes what PFA is?

(You may select more than one option)

- Giving practical care and support that does not intrude
- Helping people connect to information, services and social supports
- Asking someone to analyze what happened to them or put time and events in order
- Comforting people and helping them to feel calm
- All of the above

### 2. Which of the following best describes what PFA is not?

(You may select more than one option)

- Helping people access basic needs (e.g., food and water)
- Professional counseling
- Pressing people to tell their story
- A clinical or psychiatric intervention
- All of the above

Please indicate whether you agree or disagree with the following statements.

**3. PFA addresses or treats extreme distress (self-harm, suicidal ideation) and mental health issues that require more clinical expertise, diagnosis and complex treatment.**

Agree                       Disagree

Other: \_\_\_\_\_

**4. A key consideration when administering PFA in the field is ensuring that a Mental Health Psychosocial (MHPSS) referral system is in place for community facilitators, child protection practitioners, teachers and others who may identify a child in extreme distress and who requires additional support.**

Agree                       Disagree

Other: \_\_\_\_\_

**5. PFA can be administrated as a rapid response strategy in non-emergency contexts with vulnerable children and youth, for example with children and youth who have been physically, emotionally or sexually abused or neglected, as well as children in conflict with the law or after accidents.**

Agree                       Disagree

Other: \_\_\_\_\_

**6. Common reactions of children who have been through distressing events include problems with sleeping, feelings of anxiety and depression, social withdrawal from others, concentration difficulties, crying, clinging behavior, anger and regression.**

Agree                       Disagree

Other: \_\_\_\_\_

**7. What are the key principles of PFA?**

- Look
- Listen
- Learn
- Link
- All of the above

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## LEARNING OBJECTIVE 3

Identify the different levels and interventions of psychosocial support.

In which of the following instances would you refer the person for specialized mental health services?

**1. If the person shows signs of, or raises suspicion of physical, sexual or emotional abuse and/or maltreatment.**

- Refer
- No need for referral
- Not sure what to do

Comments: \_\_\_\_\_

**2. If the person is living with mental disorders and need clinical psychological or psychiatric treatment.**

- Refer
- No need for referral
- Not sure what to do

Comments: \_\_\_\_\_

**3. If the person has experienced a traumatic personal loss, such as the death of a parent or sibling**

- Refer
- No need for referral
- Not sure what to do

Comments: \_\_\_\_\_



**4. The timeline for Mental Health or Protection Service Referral should happen as soon as possible after the incident or observation was made (within 48 hours).**

Agree

Disagree

Not sure

**5. PFA Provider should conduct a “check-in” a week later to check on referral completion.**

Agree

Disagree

Not sure

**6. What are some institutions, organizations, and individuals that PFA practitioners can link children, parents, and caregivers to for further services and support in your community?**

Please provide 3 referral sites (open-ended question).

a.

b.

c.

Don't know any

## LEARNING OBJECTIVE 4

Acquire the skills to apply basic Look, Listen and Link principles and techniques.

### 1. Techniques of good active listening include:

- Looking at the person speaking (where culturally appropriate)
- Interrupt when asking for clarification if and when you need it. This will demonstrate an active interest in what the person is saying.
- Take deep breaths to encourage the person you are listening to breathe as well, particularly if the content is difficult to share and they are holding tension in their bodies.
- Use non-verbal gestures – nodding head, smiling, appropriate facial responses.
- All of the above

### 2. Please match the terms below with their definition.

Normalization	Encouragement	Attentive Focus	Generalization
Term	Definition		
	Help the child to realize that many other children share his or her reactions. It is not sufficient for the child to realize that his or her reactions are common and perfectly normal in an unusual situation. It is important to stress that many other boys and girls are sharing the same feelings and reactions.		
	Do not talk, just listen. Stay quiet and let the child speak without interruption. Use reassuring key words such as "I am listening," or "yes" during the call to show that you are listening and concentrating on what the child is saying. Block out any distractions. Make sure that you turn off your mobile phone or put it on silent.		
	Convey warmth and positive sentiments in verbal communication. Use key words such as "I hear you" or "I feel you." This helps create openness and a feeling of safety, which is crucial when you want to build trust. Paraphrasing can be used as one way to encourage the child to say more.		
	Means that we reassure a child that his or her reaction is common and normal in relation to a distressing event. The key point is that the child should know that his or her reactions are understandable and human, and that the reactions do not mean that there is something wrong with him/her. Children may be confused about their own reactions and feelings, and they may not share this confusion with anyone. Tell the child that his or her reaction is very common, and the reactions and feelings do not mean that there is something wrong with him/her. Rather, he/she is experiencing a common reaction to an unusual situation.		

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## LEARNING OBJECTIVE 5

Plan self-care practices.

### 1. Which of the following is not one of the five stages of burnout?

- Honeymoon:** All is great. Stress is there but creativity flows, you feel appreciated and see the impact of your work.
- Onset of Stress:** You find your optimism waning, as well as notice common stress symptoms affecting you physically, mentally or emotionally.
- Vicarious Traumatization:** The transformation of a helper's inner experience as a result of deep empathic engagement with beneficiaries and their trauma material.
- Chronic Stress:** This is a marked change in your stress levels, going from motivation to experiencing stress on an incredibly frequent basis.
- Habitual Burnout:** Symptoms of burnout are so embedded in your life that you are likely to experience a significant physical or emotional problem.

All of us bring our own personal and professional resiliencies and vulnerabilities (PPRV) to our work environments and knowing our resiliencies and vulnerabilities can allow us to effectively plan for identifying and addressing the symptoms and impact of burnout, compassion fatigue and vicarious traumatization.

**Please indicate if the following statements are true or false.**

**2. Self-resiliencies** - Self-awareness – defined as “an awareness of one’s own personality or individuality,” how we move throughout the world, what bothers us, what do we feel and how we react to different circumstances and experiences.

- True
- False
- Don't know

**3. Professional resiliencies** - your training and education, the number of years working on the job or your area of expertise, working in a supportive and caring work culture, your skill set.

- True
- False
- Don't know

**4. Personal resiliencies** - health, a work-life balance, a calm demeanor, confidence, ability to multitask, good listening skills, kindness and trust in others.

- True
- False
- Don't know

**5. Personal vulnerabilities** - being new to a job or work context, working in a toxic work environment, not having the skills to do the job you need to do.

- True
- False
- Don't know

**6. Professional vulnerabilities** - easy to anger, inability to say no, poor health, no support system, unhealthy stress reduction methods.

- True
- False
- Don't know

**7. What are three tips for teaching based on adult learning theory? (Open-ended)**

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## READINESS TO IMPLEMENT PFA

How would you rate your (or your country office) preparedness for implementing PFA?

**1. I am confident in my ability to facilitate a PFA rollout training**

Strongly Disagree

Disagree

Agree

Strongly Agree

**2. I can identify places to refer those receiving PFA for additional support**

Strongly Disagree

Disagree

Agree

Strongly Agree

**3. I am confident that the country office has adequate resources to implement PFA (e.g., M&E, supervision/program staff and financial resources)**

Strongly Disagree

Disagree

Agree

Strongly Agree

**Please provide any additional comments you may have with regard to implementing PFA at your country office.**

# References

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