



Problem Management Plus for groups: Training of facilitators

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Training schedule

Day	Topic
1	<p>Welcome</p> <p>Overview of training: training schedule, logistics, group rules and expectations</p> <p>Overview of PM+: STRENGTHS research, exclusion criteria, the role of the facilitator</p> <p>Group PM+: Session 1 core concepts</p>
2	<p>Group PM+: Sessions 2-5 Core concepts</p> <p>Basic helping skills</p> <p>Participant and family engagement meeting</p> <p>Group management skills</p>
3	Group PM+: Sessions 1 to 3 (Experiential learning)
4	Group PM+: Sessions 4 and 5 (Experiential learning)
5	<p>Group PM+ role plays: Session 1</p> <p>Managing participants with suicidal thoughts and/or intentions</p> <p>Introducing Managing problems</p> <p>Group PM+ role plays: Session 2</p>
6	<p>Group PM+ role plays: Session 3 and 4</p> <p>Difficulties with Strengthening social supports</p> <p>Reviewing individual action plans and home practice</p>
7	Trainee role plays of Group PM+
8	<p>Trainee role plays continued</p> <p>Review role plays</p> <p>Supervision</p>

How to use this manual

This manual is written as a guide for delivering eight-day training to lay-counsellors (called ‘facilitators’ in group PM+), without any mental health experience. Training can be delivered in 6 days for mental health professionals without specific training in cognitive-behaviour therapy (CBT).

Trainers should use their judgment to modify the training in a way that suits their facilitators. For instance, you can modify the proposed schedule (the ‘when’), and the suggested training methods for different activities, (the ‘how’). However, it is important that the content (the ‘what’) remains the same, to strengthen reliability and fidelity of the research.

The manual includes varied training approaches, including presentations, active discussions, role plays, and group and individual activities. As the trainer you may choose which approaches you prefer. However it is recommended you regularly change the teaching approach to cater for all types of learners and to keep the training active and interesting. Secondly, we recommend that you use more active forms of teaching, such as role plays, as these best facilitate learning.

Throughout this manual, the terms trainees and facilitators are used interchangeably to refer to the facilitators taking part in the training.

To help with the ease of delivery of training the manual includes pictorial reminders.

Icon	Meaning of icon
	Training methodology used (for example, group work, presentation, role play, discussion)
	Time needed for training activity
	Materials needed for training activity
	Aim of the training activity

Preparing for the training

To help the training run more smoothly it is important to be well prepared. The following is a checklist of things to consider in preparation.

Venue

- Access to venue, including nearby bus or train stations, parking, washroom facilities, etc.
- Suitable temperature and lighting in training room with opportunity to darken room if using projector or screen

Setting up the room

- Consider how to set up the room to encourage participation and comfort.
- Make sure there is enough space to conduct multiple role plays at once (for example, small groups of facilitators), or additional rooms for people to use.
- Place a clock visible to all.

Materials

- Printed copies of training handouts and manuals.
- Pens or pencils.
- Whiteboard or flip charts with stand.
- Markers.
- Computer and projector if using power point slides and videos.

Other

- Prepared case examples to be used for demonstration role plays. This should describe a typical participant presentation for your local setting (see notes below).
- Prepared case examples for Day 7 (day of role play).
- Preparation of snacks, water, tea and coffee or meals if these will be provided.
- Consider if you require an additional person to support you with time management, organization of meal times, or to write down key points from discussion groups on the board or flip chart.
- Group management skills, communication and rapport between trainer and co-trainer needs to be excellent so that everything runs smoothly and on time.

Key points for training

- At least two trainers are recommended to lead the trainings.
- Do not spend more than 20 minutes talking or teaching at one time. After 20 minutes introduce a role play, activity or discussion.
- Time spent on each activity will largely depend on the group (for example, size, how talkative they are, how quickly they learn the material and concepts).
- Avoid using complicated psychological terms as many facilitators may not understand these.
- Use ice breakers and energizers as needed. See Appendix A for some examples.

Conducting role plays

There are two types of role plays you can conduct in the training. Try to use both types of role plays

1. Demonstration role plays (trainers act as facilitators to demonstrate how to deliver a strategy)
2. Active role plays (to practice delivering strategies through case example role plays)

Case Examples are included for active role plays. They give background information on participants, but are not prescriptive, meaning they do not give specific details on how the participant reacts or responds etc. Adapt case examples to suit your culture and social context.

Instructions for role plays: Encourage trainees to imagine they are experiencing the situation and reactions described in the case examples, so they can respond to the facilitator's questions and suggestions more realistically.

Instruct those role playing as PM+ participants not to provide answers too easily to their facilitators. They should try to pretend to forget what they know about PM+. On the other hand, they should also not be too difficult for their facilitator. This can be frustrating and interfere with the learning.

Demonstration role plays: It can be helpful to demonstrate a role play twice using the same case example, to demonstrate the differences between poor use of helping skills and common facilitator errors (for example, giving advice to the participant) and good use of helping skills.

This can help trainees learn what to avoid when delivering a strategy.

Day of trainee role plays: On day seven (and day eight if needed), pairs of trainees will role play an entire session of group PM+. It is recommended that you arrange for mock participants to be available (for example, people from the assessment team, other staff from your organisation who do not know PM+, university students, family members). If this is not possible, you will need to amend the role play schedule to allow time for each pair to role play their session and for the other trainees to act as participants.

Experiential learning

Two days of Group PM+ training (Days three and four are proposed) are allocated to delivering the Group PM+ intervention to the facilitators. The aims of adopting this format are to:

- a) give facilitators the opportunity to experience the intervention as a participant
- b) improve their motivation for being a facilitator and belief in PM+, especially when they experience personal benefits
- c) foster a greater understanding of their participants' challenges in completing the intervention and therefore greater empathy
- d) equip them to manage personal stressors which may prevent burn out.

This change in format can cause confusion, so it is your job to prepare facilitators for their roles during these two days (see notes on day three) and support them to get as much out of the experience as possible.

Your role as a trainer

Your role as a trainer is to:

1. Improve the skills and knowledge of facilitators so they can competently deliver PM+.
2. Fill facilitators with confidence to competently deliver PM+.

By the end of the classroom training, facilitators will not be 100% confident in delivering PM+ with participants. You might reflect on your feelings by the end the training you participated in. It is likely that you knew a lot more about PM+ and how to deliver it, but you may have still been feeling nervous about delivering it with participants. That is why practice cases are so important. Facilitators will also have an opportunity to practice their skills when they complete the in-field training.

In regards to the second aim, be careful about how your delivery of the training can influence facilitators' confidence. For instance, be careful not to jump in and correct facilitators immediately. Instead, give them the opportunity to correct their own mistakes or even ignore minor errors for the sake of preserving their confidence. Also remind yourself of the key steps to providing feedback to facilitators- namely, always being affirming (positive, encouraging, identifying what the facilitator did well) first!

Support and supervision

Part of your role as a trainer may also include supervising facilitators when they begin delivering PM+. Facilitators should receive weekly group supervision as well as on demand support (for example if they require urgent supervision regarding a participant's safety). Weekly supervision will comprise discussing the progress of their participants, challenges they are experiencing in the PM+ sessions, self-care and continued focus on training to improve facilitator's competency and confidence in delivering PM+.

Day one

See **Appendix D: Trainer's aides. 1. Training schedule** for a handout for trainees.

Estimated time (mins)	Activities	Methodology	Materials required	Link to intervention
30	Arrival			
60	Opening the training	Game Discussion	Flipcharts and markers Appendix B: Steps to giving helpful feedback Appendix D: Trainer's aides. Handouts. 1. Training schedule.	Steps to giving helpful feedback (Appendix A of this training manual)
30	Common mental health problems	Discussion	Flipcharts and markers	
20	Break			
20	PM+ overview	Discussion	STRENGTHS Group PM+ Reference Manual pages 10-11.	Chapter 1: Background Chapter 2: The Group PM+ intervention
50	STRENGTHS research Exclusion criteria	Presentation Group activity	Appendix C: Research chart STRENGTHS Group PM+ Reference Manual Appendix A	
60	Lunch			
60	Role of the Group PM+ facilitator	Discussion	Flipcharts and markers Sticky tack	Chapter 3: Basic helping skills
15	Overview of session 1 of Group PM+: Psychoeducation	Discussion	An undesirable or ordinary object	Chapter 5: Understanding PM+ and managing stress (Session 1)
20	Break			
50	Overview of session 1 of Group PM+: Reasons for and challenges to joining PM+ Managing stress	Role plays Discussion Presentation	Appendix D: Trainer's aides. Handouts. 2. Reasons for and Challenges to joining PM+.	Chapter 5: Understanding PM+ and managing stress.
15	Closing the day		Sticky notes Posters	

1. Opening the training

	Games and discussions		60 minutes		Flipcharts and markers Appendix B: Steps to giving helpful feedback Appendix D: Trainer's aides. Handouts. 1. Training schedule.
	To welcome the trainees and create a shared understanding of the aim of the training. To create a positive and safe learning environment.				

1.1. Welcome (5 minutes)

Instructions:

1. Begin the workshop by warmly welcoming all trainees.
2. Acknowledge:
 - Efforts made in attending the training – for example taking time away from other work responsibilities, family and other commitments.
 - By attending this training, they are making an important commitment towards improving the emotional well-being of their community.

1.2. Introductions (30 minutes)

Instructions:

3. Briefly introduce the trainers and explain trainees will take part in an introductory activity.
 - Ask them to find someone they do not know at all, or only know a little about. The two partners should talk and find three things they have in common. After five minutes they will be asked to introduce their partner (name, background, and any other personal information they wish (for example, country of origin, hobbies/interests etc.). Each person will also be asked to share one of the things they had in common.
4. Emphasise that everyone in the room brings with them their own expertise and this is important in the training. Let them know that you will be learning a lot from each other during the training, and that everyone's skills and experiences are equally valued and important.

1.3. Training schedule and materials (10 minutes)

Instructions:

1. Review the **Appendix D: Trainer's aides. Handouts. 1. Training schedule** with the participants. Explain that trainees will learn about the strategies introduced in PM+ and then practise delivering these in the training.
2. Explain the training process:
 - Classroom training (what they are participating in now).
 - In-field practice (pairs of facilitators will deliver PM+ to two groups of participants with mild mental health symptoms. In each group, one facilitator will be the lead facilitator delivering the intervention and the other person will act as co-facilitator, supporting their colleague with logistics, small group discussions and help manage the group. The co-facilitator will also be expected to observe their colleague and give them helpful feedback at the end of each session.
 - Supervision (begins during in-field training and continues throughout trial).
 - Assessments to check learning, competency, and knowledge before delivering PM+ and after the training.
5. Orient trainees to the materials for the training, including the PM+ reference manual and the trainee handouts. They should bring these to every training day.

1.4. Practical information (5 minutes)

Instructions:

1. Cover the following key points:
 - Schedule of training, including start and finish times, meal breaks.
 - Where to find washrooms.
 - Problem solve any initial difficulties, including access to training facility, the training schedule, etc.

1.5. Rules and mutual expectations (15 minutes)

Instructions:

1. Invite the group to decide on rules and mutual expectations during the training. These apply to the trainers as much as to the trainees.

Consider including the following points:

- confidentiality of all material disclosed in the group
- respecting each other
- treating everyone as an expert
- commitment to being an active participant
- ask questions- there are no silly ones!
- ask trainers to repeat something you have not understood
- let trainers know about any difficulties

- not interrupting each other
 - providing encouraging and thoughtful feedback to each other
 - being open to making mistakes or being corrected by others
 - keeping to time and allowing enough breaks
 - staying in the room during training (discuss how to manage emergency situations and valid reasons for leaving).
 - turning off mobile phones during training
 - listening with full attention
 - have fun!
2. Explain that during the training there will be many opportunities for trainees to practise the skills they will learn. The observing trainees will be asked to give feedback on role plays and demonstration of PM+ facilitator skills. Distribute Steps to giving helpful feedback (Appendix B) and go through the steps. Explain that trainees should follow these steps when they give feedback to their colleagues.

2. Common mental health problems



Discussion



30 minutes



Flipchart and markers



To identify and understand common mental health problems of Syrian refugees that PM+ addresses.

1. Ask trainees “What common mental health problems do Syrian refugees experience?”

Optional prompt: Many of you may know people who are experiencing emotional problems such as sadness, anxiety, tension, etc. Think about the people in your community, your social networks, and your families. Without naming anyone, can you describe some of the emotional problems you have seen people experiencing?

2. Explain that PM+ helps people with problems such as depression, anxiety and stress.
3. Ask trainees “*What are some of the symptoms or signs that people are experiencing depression or anxiety or stress?*” (Give some examples if trainees cannot identify any)

Optional prompt: At times we can all feel a little depressed. Think of a time when you felt depressed (really sad). What did you notice about your behaviour, your body etc? (Repeat with anxiety and stress).

4. List the responses on a flipchart with four columns for the different mental health problems: depression, anxiety, stress or other. Note that some symptoms or signs may repeat in more than one column.

Examples of answers are:

Common mental health problems addressed in PM+			
Depression	Anxiety	Stress	Other
<ul style="list-style-type: none"> • Low mood, feeling sad most of the time • Lethargy, lack of energy • Feeling tired all the time • Inactivity- no longer doing activities or tasks they used to or getting pleasure out of previously enjoyed activities • Feeling worthless or guilty • Irritable • Low self-esteem, self-disparaging (for example feels like a failure) • Poor concentration, unable to make decisions easily • Very slow movements or slow to do things • Loss of appetite or eating more than usual • Suicidal thoughts or attempts 	<ul style="list-style-type: none"> • Worrying a lot about different things (without reason) • Feels panicked • Physical symptoms not explained by medical conditions: headaches, stomach aches, body aches, breathing difficulties (rapid, shallow breathing), chest pain, hot flushes • Restlessness (difficulty sitting still) • Avoiding (due to fear) doing activities, going places or seeing people that are reasonably safe 	<ul style="list-style-type: none"> • Physical symptoms not explained by medical conditions: tension, frequent headaches, neck or back ache, sweating, dry mouth, light headed • Unable to relax • Irritable • Easily startled (to sudden noises or movements) • Poor concentration • Overreacting to things • Feelings of anxiety and/or depression 	<ul style="list-style-type: none"> • Poor sleep (sleeping too much or too little) can be caused by depression, anxiety or stress • Grief • Excessive anger

5. Give brief definitions of depression, anxiety and stress:

Depression is when someone feels very sad, moody or low for long periods of time- weeks, months or even years. People can feel this way without any particular reason. They often stop doing things they used to enjoy doing (for example socialising with others, hobbies) or find it hard to do the things they need to do (such as chores or work).

Anxiety is when someone feels very worried or fearful most of the time. For some people, there may not be any particular reason for their worry or fear. It is a serious condition that can make it very hard for people to cope with daily life. Anxiety can cause experiences of strong physical sensations of arousal, just as tension, headaches, and problems with breathing.

Stress is often described as a feeling of being overloaded, wound up tight, tense or worried. When someone becomes excessively stressed they often experience lots of uncomfortable physical sensations and they find it hard to perform their normal duties.

6. Summarize:

It is very normal for us all to feel depressed, anxious or stressed at different times in our lives. However, when people experience these problems almost daily for weeks at a time and the feelings interfere with their lives, they need some assistance. PM+ is designed to help these people feel better again.

Break (20 minutes)

3. PM+ overview

	Presentation		20 minutes		STRENGTHS Group PM+ Reference Manual pages 10-11.
	To provide an overview of the Group PM+ intervention				

Instructions:

1. Ask trainees what they know about PM+ and why it was developed? Ensure the following is included:
 - PM+ was developed in response to the need for psychological treatments in poorer settings.
 - Very highly trained psychiatrists and psychologists in wealthier areas of the world deliver most psychological treatments. Such treatments are not available in low resource settings where it could be argued the need is greater. Treatments are quite complex to deliver and costly.
 - PM+ is one version of bringing evidence-based strategies to adults living in areas where mental health services are not well resourced.
 - One important way to get around cost is for the treatment to be brief – 5 sessions in this case; delivered by lay-people (people who do not necessarily have mental health training or experience)
2. Give a little history of the testing of PM+ that has been completed
 - Individual PM+ has been currently been tested with individuals in Pakistan and Kenya and with groups in Swat Valley.
3. Explain that PM+ aims to provide participants with skills to manage emotional problems (related to depression, anxiety and stress) as well as practical problems.
4. Refer to PM+ Session-by-session overview in the Reference manual (page 10-11) and give a brief overview of the five sessions and the four core strategies:
 - PM+ is a 5-session psychological intervention with 4 core strategies:
 - Session 1: Managing stress: helps people reduce their stress and symptoms of physical tension and panic.
 - Session 2: Managing problems: helps people manage their practical problems (for example interpersonal conflicts, financial problems).
 - Session 3: Get going keep doing: helps people reduce symptoms of depression and low mood by gradually increasing their activity.

- Session 4: Strengthening social support: helps people seek out and strengthen their social supports to better manage their problems and emotional wellbeing overall.
- Session 5: Staying well and looking forward: revisiting the four core strategies aiming to prevent relapse.

4. STRENGTHS research



Discussion and group activity



30 minutes



Appendix C: Research chart



To provide relevant information on the research to trainees.

4.1. Presentation on STRENGTHS research

Instructions:

1. Explain the following key points
 - We are doing research to make sure the intervention works before we make it available to everyone.
 - The results from the assessments conducted before and after the PM+ intervention will be what is used to make conclusions as to whether PM+ works or not.
 - In our research, we will be comparing two groups: those who get PM+ and those who get enhanced usual care.
 - We will assess participants and a group of people getting enhanced usual care and:
 - Compare how participants who get PM+ are doing before and after participating in PM+ (pre- and post-intervention) – to see if they get better after treatment.
 - Compare PM+ participants with the group of people getting enhanced usual care – to see if they do better with the treatment than without it.
 - To do the research well it is important to achieve standardisation. The concept standardisation means keeping everything relatively the same for each participant. Every participant who goes through PM+ will receive the same intervention. This means facilitators must deliver PM+ and not any other type of intervention or counselling techniques. So, sticking very closely to the facilitators' manual is very important.
2. Draw a chart that shows the steps involved for participants or hand out Appendix C.
3. Explain purpose of screener, pre- and post-assessments and that a research assistant will complete these assessments, and not the facilitator.

4.2. The importance of standardisation

Instructions:

1. Split the trainees into two groups.
2. Tell them to imagine they will all have to sit an exam in the content of "The book of learning things".
 - a. People in Group A will be taught by a teacher who teaches exactly what the book says.

- b. Group B will be taught by a teacher who only loosely follows the book, and the rest of the time improvises on similar subjects.
3. Ask the trainees: Would you expect the two groups to do equally well on the exam? (The answer should be “no”). Ask the participants to give reasons for their answers.
4. Summarise: To make sure we can compare results between Groups A and B we must make sure they both receive the same training. Only then can we expect the two groups to perform equally well on the exam. It may have been useful and interesting for group B to also learn about other subjects than those in the book, but it was not helpful in the exam, because that was only about the book. This is the same for our study. If we want to accurately find out which intervention (PM+ or usual care) is better, we need to make sure everyone actually gets PM+. You may think there are other interventions or strategies that might be helpful for a participant to learn. But you will have to stop yourself from teaching them these skills because it will interfere with our study.
5. Allow time for questions.

5. Exclusion criteria



Discussion



20 minutes



STRENGTHS Group PM+ Reference Manual Appendix A



To understand that PM+ is a psychological intervention that may not be suitable for every person assessed.

To understand the exclusion criteria.

To understand how to respond when people show behaviour that is dangerous to themselves or other or who are not suitable to be participants in a PM+ intervention.

Instructions:

1. Make very clear that if facilitators believe one of their participants is exhibiting any of the following they should immediately consult their supervisor.
2. Explain exclusion criteria 1: People who have thoughts of ending their life in the near future
 - Refer to the Suicide Guidelines in Appendix A of the STRENGTHS Group PM+ Reference Manual and go over the key points:
 - Many people who experience depression, anxiety or grief will have thoughts of ending their lives at some point.
 - These thoughts are symptoms of their emotional problem.
 - Participants should not be made to feel guilty or ashamed of these thoughts.
 - Most people do not want to have these thoughts- they just come into their mind- and the thoughts cause them distress.
 - Most PM+ participants will not have thoughts about ending their life.
 - Most people with high risk of suicide will have been excluded from this project in the first assessment.
 - Facilitators are required to monitor their participants to make sure they do not become suicidal during the intervention. If they do, facilitators should follow the guidelines to responding to suicidal risk in participants.
3. Hand out the table on levels of risk and appropriate response and explain the risk levels and appropriate response

Table 1 Levels of risk of suicide and appropriate response

Level	Risk	Facilitators' response
1	<i>No risk:</i> someone who does not have thoughts of ending their life	Do not have to do anything
2	<i>Low risk:</i> people who have thoughts of ending their life but do not want to act on these thoughts	Tell your supervisor during supervision Monitor their thoughts in every session (ask them if they are continuing to have these thoughts and whether they want to act on them)
3	<i>Medium risk:</i> people who have thoughts of ending their life, do not want to act on these thoughts, but have tried to end their life in the past	Tell your supervisor as soon as possible after the session (for example contact them after the session or tell them during supervision) Monitor their thoughts in every session (ask them if they are continuing to have these thoughts and whether they want to act on them)
4	<i>High risk:</i> people who have thoughts of ending their life and either do want to act on these thoughts or are undecided if they want to act on these thoughts, and they may have (or have not) tried to end their life in the past	Contact your supervisor immediately Do not leave the person on their own or let them go home alone Use your basic helping skills to give them support while you wait for instructions from your supervisor

4. Explain that facilitators will learn more about how to manage situations where participants express suicidal thoughts or a strong desire to end their life later in the training.

5. Explain **exclusion criteria 2: People with severe impairment related to a mental, neurological or substance use disorder**

- Exclusion criteria 2 includes disorders such as psychosis, alcohol or drug-use disorder, severe intellectual disability or dementia.
- People experiencing these problems will not be included as participants in PM+ as they will likely have difficulty understanding the strategies and therefore finishing the intervention. This is because their thinking and concentration is often severely affected. You would need to refer persons with any of these disorders to mental health services.
- If a participant appears drunk or high on drugs in the session do not continue with the session but contact your supervisor and ask for guidance on making referrals to a specialised alcohol and drug service centre.

Lunch (60 minutes)

6. Role of the Group PM+ facilitator

	Discussions		60 minutes		Flipcharts and markers Sticky tack
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	To discuss the role of the Group PM+ facilitator.
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Trainer’s notes:

The key points to cover in this activity are that the PM+ facilitator’s role is to

- To teach participants skills from PM+
- To support and encourage participants practicing PM+ skills
- To be caring and non-judgmental in these roles

Instructions:

1. Divide the facilitators into groups of three-four people.
2. Give each group flipcharts and markers.
3. Give the groups 15 minutes to write down their ideas to the two following questions: “What are important characteristics of a good PM+ facilitator?” and “What are the roles of the facilitator?”
4. They can make two columns on the paper, and title them ‘characteristics’ and ‘roles’.
5. Hang the posters on the wall.
6. Ask one participant from each group to present their lists to the larger group (no more than five minutes per person)

Make sure the following are included:

Roles

- To teach participants PM+ skills
- To support and encourage participants to practise PM+ skills
- Ensure a safe and comfortable environment for the group

Characteristics

Be caring and non-judgemental

7. Highlight characteristics that might not be appropriate for facilitators to demonstrate and give reasons why.

Examples of inappropriate characteristics are untrustworthiness and judging a participant’s behaviour.

Examples of inappropriate roles include trying to fix problems for participants and attempting to provide therapy that the facilitator is not qualified to provide.

7. Overview of session 1 of Group PM+

	Presentation Role play Discussion		65 minutes		An undesirable or ordinary object. Appendix D: Trainer’s aides. Handouts. 2. Reasons for and Challenges to joining PM+.
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To review the core components of session 1 of Group PM+.

Trainer's notes:

Before you begin this activity explain that trainees will now be introduced to the core content for each of the Group PM+ sessions, with key points to remember when they deliver this content. During training days three and four they will have the opportunity to observe trainers deliver the sessions, whilst they will role play as Group PM+ participants. In the last few days of the training they will have a chance to practise their Group PM+ facilitation skills.

7.1. Psychoeducation (15 minutes)

Instructions

1. Introduce the first session explaining that it begins with introductions and group guidelines (this is similar to how this training started in the morning).
2. Highlight that there are two parts to educating participants.
3. Start by presenting part one, '**What is PM+?**', which educates participants on
 - what types of problems PM+ helps with,
 - how many sessions and how often,
 - what the main strategies are they will be taught,
 - the importance of practicing strategies between sessions
4. Ask trainees: *Why might it be important to give participants information about Group PM+?*

For example: to engage and motivate participants to be involved in PM+; to correct any misperceptions about the intervention.

5. Then present part two '**What is Adversity?**', which
 - Defines adversity as any emotional or practical difficulty that is causing problems for people
 - Provides information about common emotional and practical problems experienced by similar people as participants
6. Ask trainees: *Why might it be important to give participants information about adversity?*

For example: this normalises difficulties participants are experiencing; promotes social support in the group; being well informed about common emotional problems helps people better manage or overcome them)

7. Explain and discuss the concept of normalisation: when participants become aware that others experiences similar difficulties to them and this it helps stop thinking something is wrong with them, but that they are experiencing normal reactions and feelings.

Use the following questions to guide the discussion:

- *Have you heard people worrying if they are crazy or going mad because they are experiencing problems like depression and anxiety?*

- *If you thought your emotional problems were a sign of going crazy, how would it feel?*
 - *Would it change your social life? Would you talk to others or seek help?*
8. Explain that it is common for people with emotional difficulties start to isolate themselves from others because they feel overwhelmed by their problems and they think they are the only ones who are in their situation.
 9. Highlight that when facilitators explain adversity to the participants, they should always try to include problems that they know are relevant to group members (for example, financial problems, stress, physical symptoms).
 10. Explain that facilitators will use a case example When facilitators explain adversity they will read the case example to teach participants about PM+ and Adversity (as well as all the strategies) and that:
 - It is important to stay as close as possible to the words in the case example. However, it is okay to make the story engaging by changing some words to make it sound more like their own.
 - Try to read the case example in an engaging way. Ways to do this include: asking questions (for example, What was one of the case example's problems?) relating the story with discussions participants have had (for example, Some of 'name's' problems are ones that we also share such as...); asking if the story relates to anyone in the group (for example, does anyone else experience these kinds of problems?)

Break (20 minutes)

7.2. Reasons for and challenges to joining PM+ (30 minutes)

Trainer's notes:

The purpose of the first set of role plays is to demonstrate the different methods we usually use to persuade others. Trainees are then introduced to motivational interviewing and how to use the Reasons for and Challenges to joining PM+ table in PM+.

You will need an object to use in the role plays. This object should be ordinary and undesirable, for example, a blunt pencil, a plastic cup with a hole in it, some dirt etc.

Instructions

1. Explain that part of introducing PM+ to participants involves exploring the reasons participants have joined PM+ as well as what may make it difficult for participants to be part of a intervention like this.
2. Ask for a volunteer. Sit facing each other, in front of the rest of the group.
3. Give the volunteer the undesirable object and tell them they should try to convince you, in any way possible, that you should keep this object. Give the volunteer a minute to do this.
4. After a minute, ask for another volunteer and ask them to use different methods to try to make you keep the object. Repeat this with about three or four volunteers.
5. Discuss this activity:
 - a. Ask trainees to identify what different strategies were used to try to get you to want the object (examples are trying to convince you, only focusing on the positive aspect of the object, begging, bribing, etc).
 - b. Ask trainees to identify which strategies worked and which ones didn't (reflect on these strategies from your perspective as the one they were trying to convince).

- c. Highlight that most people will try to convince the person they want it by telling them all the desirable characteristics of the object. These might be true. But if the person does not feel listened to- i.e. their reasons for not wanting the object are ignored or argued with - they are likely to be more defensive and not want the object.
 - d. Encourage facilitators to think about how participants might feel if their facilitator tried to force them to do PM+.
6. Introduce the Reasons for and Challenges to joining PM+ table (**Appendix D: Trainer’s aides. Handouts. 2. Reasons for and Challenges to joining PM+.** This is from *STRENGTHS Group PM+ Reference Manual Chapter 5: Understanding PM+ and Managing stress (session1)*):

Reasons for and Challenges to joining PM+	
Reasons for joining PM+ (advantages)	Challenges to joining PM+ (disadvantages)
<p>“Lots of people have benefited from this intervention.”</p> <ul style="list-style-type: none"> • What do you think you will personally get out of PM+? • What might improve in your life if you join PM+? • What do you think you might be able to do that you cannot do now? <ul style="list-style-type: none"> ○ Household tasks (for example, cleaning, cooking, doing small repair jobs around the house) ○ Self-care (for example, getting out of bed, taking care of personal hygiene and appearance) ○ Pleasant activities (for example, spending time in nature, relaxing and having quiet time) ○ Social activities (for example, spending time with friends, going to picnics and parks with family) • If your emotional problems decrease, how might this be good for other areas in your life? <ul style="list-style-type: none"> ○ For example, your relationships, your work, your other duties • How might your everyday life look if your emotional well-being improved? 	<p>“I also understand that it can be challenging for some people to join an intervention like this.”</p> <ul style="list-style-type: none"> • What are some of the problems for you in joining the intervention? • What will you have to give up or lose if you join PM+? • Will PM+ reduce your time with your family? • Will the intervention take you away from other important duties? <p>Examples:</p> <ul style="list-style-type: none"> • Time away from housework • Having to organize care for children • Could be doing casual work • Giving up personal time • Have to travel a distance to get to the PM+ sessions

7. Explain that in the first session the facilitator asks participants one or more of the questions in this table, to explore what advantages and disadvantages there are for the participant in joining PM+.
8. Explain:

For many participants, PM+ may not be a very desirable intervention to join. It takes up their time; it doesn’t give them medications or money. And talking about emotional problems might be very foreign to them. So, although it may not be quite as undesirable as (name object you used in role play), it might not be all that desirable for them just yet.

So we use a particular technique to help participants really engage in the intervention. There are three steps to doing this:

- e. Discuss the challenges to joining the intervention and be very understanding of these challenges. If these are challenges can be solved do this in the group.
 - f. Discuss why joining the intervention might be really good for them. Emphasise that these reasons might be more important than the challenges.
 - g. Summarise the main challenges and reasons to join PM+ making sure to emphasise the reasons to join.
9. Demonstrate this technique with a volunteer, with the undesirable object from earlier. Show how a facilitator
- talks with the person about the reasons for not wanting the object
 - discusses the reasons and if possible solve them
 - help the person come up with their own reasons for wanting the object (i.e. do not tell the person why they want the object)
 - summarise all the reasons for wanting and not wanting the object, emphasising the reasons for wanting the object.

7.3. Managing stress (20 minutes)

Instructions

1. Describe the strategy briefly. It is teaching participants how to breath in a particular way that promotes relaxation and calmness.
2. Ask trainees to consider what types of problems this strategy is most helpful for (people experiencing anxiety and stress; particularly those who are experiencing physical sensations, such as breathing difficulties).
3. Teach slow breathing to the participants (not including counting the breaths exercise beforehand- you will do this later). Do not worry about how well participants can follow the instructions at this stage.
4. Emphasise the methodology you used to teach slow breathing, including:
 - Give instructions slowly
 - Give instructions in chunks to allow time to demonstrate the skill first and then have participants practice for at least two minutes (i.e. breath from stomach, and breath slowly/to time).
5. Explain that in the intervention, participants will practice Managing Stress daily at home and at the end of every Group PM+ session

8. Closing activity



Reflection



15 minutes



Sticky notes
Posters



To sum up the day

Instructions:

1. Provide a brief summary of the topics covered in today's session. Provide an opportunity to clarify any concepts or to answer questions.
6. Reflection: Give everyone two sticky notes and ask them to write their responses to the questions below on the separate notes. Tell them not to write their names on the notes to remain anonymous.
 - a. What is the most valuable or new thing you learnt today?
 - b. What is something you found challenging or do not understand that you would like more training on?
7. Display two large posters (one titled 'Most valuable things I have learned' and the other 'Areas for further training') and ask participants to stick the notes on these. They can now read and learn from each other.
8. Give information about what will be covered on the next training day and ask participants to come prepared.

Day two

Estimated time (mins)	Activities	Methodology	Materials required	Link to intervention
15	Review of day one	Discussion	Appendix D: Training aides. 1. Training schedule.	
30	Overview of session 2 of Group PM+: Managing problems	Discussion Group activity	Appendix D: Trainer's aides. 3. Managing problems steps Appendix D: Trainer's aides. 4. Handouts. Day two. 2.2 Managing problems steps activity instructions	Chapter 6: Managing practical problems (Session 2)
30	Overview of session 3 of Group PM+: Get going keep doing	Discussion Group activity	STRENGTHS Reference manual for Group PM+ STRENGTHS Reference manual for Group PM+ Appendix C. Group PM+ posters. The inactivity cycle poster Flipcharts and markers	Chapter 7: Time to get going and keep doing (session 3)
10	Overview of session 4 of Group PM+: Strengthening social support	Discussion	STRENGTHS Reference manual for Group PM+	Chapter 8: Strengthening your social support (Session 4)
10	Overview of session 5 of Group PM+: staying well and looking forward	Presentation Group activity	The first case example from the 'Helping others' case examples found in Appendix D	Chapter 9: Staying well and looking forward (Session 5)
20	Break			
115	Basic helping skills	Demonstration role play Discussion Trainee role plays	Appendix D. Trainer's aides. 3. Basic helping skills Slips of paper with different behaviours related to basic helping skills.	Chapter 3: Basic helping skills
60	Lunch			
70	Participant and family engagement meeting	Discussion Role plays	Cases example A, B, C.	Chapter 4: Group PM+ Assessments
20	Break			
60	Group management skills	Discussion Role plays	Appendix D. Trainer's aides. 7. Challenging group situations.	
15	Closing activity		Sticky notes Posters	

1. Review of day one



Discussion



15 minutes



Appendix D: Training aides. 1. Training schedule.



To review the day before and prepare for the day ahead.

Instructions:

1. Welcome the group to the training.
2. Follow up on any practical issues raised the day before.
3. Go through today's training schedule to give an overview of what activities are planned for the day.
4. Explain that today trainees will go briefly over the core contents of the remaining four sessions of the Group PM + intervention, learn basic helping skills, discuss the participant and family engagement meeting and learn some group management skills.

2. Overview of session 2 of Group PM+: Managing problems

	<p>Discussion Group activity</p>		<p>30 minutes</p>		<p>Appendix D: Trainer's aides. 3. Managing problems steps Appendix D: Trainer's aides. 4. Handouts. Day two. 2.2 Managing problems steps activity instructions</p>
	<p>To introduce Managing problems, the main strategy taught in session 2. To learn to use the Managing problems table</p>				

2.1. Introduction to Managing problems (10 minutes)

Instructions

1. Explain that the main strategy taught to participants in Session 2 is Managing problems. This strategy teaches participants a helpful technique for solving their practical problems
2. Ask trainees to give you some examples of practical problems people face in this community.
3. Write responses on a flipchart (this list will be used in the next activity).

Trainer's notes

Be sure to correct trainees if they give an emotional problem and explain that it is okay if they identify unsolvable problems. Explain that many practical problems are caused by emotional problems and vice versa. For example, someone who is depressed may not be able to go to work and this means they do not get paid, so they are also experiencing financial problems; someone who is experiencing conflict in the family, might feel very stressed because of it.

2.2. Managing problems steps (20 minutes)

Trainers notes

During the activity

- Encourage trainees to first choose relatively easy and small problems in order to learn the strategy. Doing this offers trainees a greater chance of solving the problem quickly and feeling confident with the strategy. Larger or more difficult problems may be selected in Session three or four.
- Explain to trainees that as facilitators they should not tell participants solutions but rather use questions to help them identify solutions.
- During the intervention, sufficient time should be given to develop a detailed action plan- if not, then participants will unlikely carry out their chosen solution/s.

Instructions

1. Show trainees the table with the Managing problems steps (Appendix D: Trainer’s aides. Handouts. 3. Managing problems steps).
2. Using the list of problems the trainees created in the last activity to go through the steps to Managing problems (10 minutes). Have a trainee read out the step, then the trainer will briefly explain what happens in each step.

Step	Description
1. Listing problems	<ul style="list-style-type: none"> • List problems as solvable (can be influenced or changed) or unsolvable (cannot be influenced or changed).
2. Choose a problem	<ul style="list-style-type: none"> • Choose an easier (solvable) problem to start with.
3. Define	<ul style="list-style-type: none"> • Choose the elements of the problem that are practical in nature and can be controlled or influenced to some extent. • Keep the explanation of the problem as specific and as brief as possible. • Try not to include more than one problem. • If a problem has many parts, break it down and deal with each part separately.
4. Brainstorm	<ul style="list-style-type: none"> • First, encourage the client to think of as many possible solutions to the problem as they can. Do not worry if the solutions are good or bad at this stage. • Think of what the client can do by themselves and also think of people who can help them manage parts of the problem. • Consider existing personal strengths, resources or support. • Try to encourage the client to come up with ideas rather than directly giving them solutions (remember the strategy of asking what they would say to a friend first, if you are tempted to give advice!).
5. Decide and choose helpful strategies	<ul style="list-style-type: none"> • From the list of potential solutions, choose those that are most helpful to influencing the problem. • Helpful strategies have very few disadvantages for the client and others. • Helpful strategies can be carried out (for example, the person has the financial means, other resources or ability to carry out the solution). • You can choose more than one solution here.
6. Action plan	<ul style="list-style-type: none"> • Develop a detailed plan for how and when the client will carry out the solution(s). • Help them pick the day and time when they will do this. • Help them choose which solutions they will try first if there are more than one.

	<ul style="list-style-type: none"> • Discuss what resources (for example, money, transport, another person and so on) they might need to carry out the solution. • Suggest aids to remind the client to carry out the plan (notes, calendar, schedule activities to coincide with meals or other routine events).
7. Review	<ul style="list-style-type: none"> • This step happens in the next session, after the client has attempted to carry out the plan. • Discuss what they did and what affect this had on the original problem. • Discuss any difficulties they had in acting on the plan. • Discuss and plan what they can do next week to continue to influence and manage the problem, given what they completed in the last week.

3. Explain that trainees will now do an activity in groups to try out using the Managing problems steps. Divide them into groups of three to four in each group and explain they will have 10 minutes to complete the five steps. Give each group a copy of the instructions below:

1. From the list of problems identified by the group, identify which ones are solvable and unsolvable. Discuss reasons for your answers.
2. Choose the most common practical problem you think participants in your PM+ groups are likely to experience and want help with.
3. Work through the Managing problems step with the one problem.
4. Think of at least four potential solutions, regardless of how effective or feasible they may be.
5. Develop an action plan that is broken down into manageable steps. Identify any resources needed.

4. Explain participants’ Action Plans will be reviewed in the next session when home practice is discussed.

3. Overview of session 3: Get going keep doing

	Discussion Group activity		30 minutes		STRENGTHS Reference manual for Group PM+ STRENGTHS Reference manual for Group PM+ Appendix C. Group PM+ posters. The inactivity cycle poster Flipcharts and markers
	To introduce Get going keep doing strategy. To introduce the inactivity cycle. To practice the Get going keep doing steps.				

3.1. Introduction to Get going keep doing and the inactivity cycle (15 minutes)

Instructions

1. Tell participants Get going keep doing is the main strategy taught in session 3. This strategy helps people to increase their engagement in activities, such as hobbies, enjoyable activities and chores or tasks.

2. Explain:

Previously we talked about symptoms of depression. One of the main changes that occurs when people are depressed, are their levels of activity. Imagine someone who is very depressed and someone who does not have depression. Their behaviour and levels of activity would look very different.

3. Ask trainees:

Can you give me some ideas of how their behaviours might be very different?

For example: the person with depression will be inactive/not doing much whilst the person without depression will be more active/engaged in many different things.

4. Show and explain the inactivity cycle to trainees. Give examples of persons you know of that have been caught in the inactivity cycle (remember not to identify them). Explain that many people think they need to wait until they feel better before being active again but the only way to break this cycle is to start being active again. Once someone starts doing things again, they start to feel better.
5. Tell participants that Get going keep doing is a strategy that helps participants choose both an enjoyable activity and a chore or a task that they used to do but are no longer doing and gradually begin doing it again. Explain that in session three, participants will choose an enjoyable activity to start doing again and then in session four they will choose a task or chore they want to engage in.
6. Give examples of enjoyable activities men or women in other places started doing (for example, listening to music, looking at nature, playing with children, seeing friends or family)
7. Ask the group for examples of enjoyable activities their participants might choose.
8. Give examples of tasks men or women in other places started doing (for example, maintenance around the house, cleaning the house, helping in the community etc.).
9. Ask the group for examples of tasks or chores their participants might choose.
5. Explain the main steps of the strategy Get going keep doing:

1. Define different types of activities. Explore enjoyable activities and tasks or chores. Emphasize the importance of both of these types of activities (i.e. to encourage pleasant feelings in the former and a sense of mastery or achievement in the latter).

2. Choose one pleasant activity and/or task. Emphasize that facilitators should not choose any random activity for the participant. Instead, they can ask the participant what was something they were doing previously that they are no longer doing; what is something they need to start doing again; or what is something new they have always wanted/think they now need to do?

3. Break chosen activity down into smaller and more manageable steps. When a person is depressed activities and tasks can seem too big or difficult. Breaking the activity down into smaller steps makes the activity more achievable for the participant.

4. Help participant to schedule tasks and activities to help remember to complete them (for example add reminders in a phone, write tasks into a calendar etc.).

3.2. Breaking an activity down into smaller steps (15 minutes)

Instructions

1. Tell the trainees that they will now do a group activity to practice one of the Get going keep doing steps, breaking an activity down into smaller steps.
2. Divide the group into small groups of no more than four trainees each. Each group should move to a corner of the room. Give each group a flipchart and markers.
3. Explain to trainees that the hardest part of Get going keep doing is breaking an activity down into small, manageable steps. So everyone is going to practice this.
4. Each group will have five minutes to think of as many steps that were needed to 'Attend the training today'.
5. Ask them to think of all the things they needed to do in order to be present at the training today and to write them down in order. It doesn't matter how small each step is. In fact, the smaller the better. The aim is to be the group with the most steps.
6. Give the groups five minutes to do this and then ask each group to present their steps. Acknowledge the group with the most steps.
7. Summarise:

You might be surprised by how many steps you had to perform in order to get here today. But imagine you were feeling very depressed and had difficulty getting started in the morning. The task at hand might be very overwhelming. Which do you think it would be easier for you to do if you felt this way: come to training today or just do the first step on your list? Of course just doing the first step would be easier. Now it doesn't necessarily mean you were able to come to training, but you might feel better for doing something. Then when you feel a bit better, you might decide you can do step 2 or 3 and by the end of the week you might have been able to get yourself to training. But if you didn't break this task into small steps you may never have come to training, because it just seemed too hard.

4. Overview of session 4: Strengthening social support

	Discussion		10 minutes		
	To understand what Strengthening social support is about				

Instructions

1. Tell trainees that Strengthening social support is the final strategy taught of PM+ and is taught in session four.
2. Ask trainees: *Do you think people in your community who are experiencing emotional and practical problems are good at asking for help or support from others? Why or why not?*
3. Reflect with trainees on their answers to your questions
 - **If they believe people are good at seeking support:** Many participants might already have strong social supports that they are using. If this is the case, you would still teach them Strengthening social support and encourage them to continue using it.
 - **If they believe people are not good at seeking support:** Strengthening social support is a strategy that will help participants to seek out appropriate support. We know that having good social support can help reduce the burden of emotional and practical problems.
4. Define Strengthening social support:

“Strengthening social support is about connecting with others to be more supported and able to manage problems better.”

5. Emphasise that Strengthening social support is not only being social, it is also about finding support to manage emotional and practical problems.
6. Conclude by explaining that often Strengthening social support will be reviewed in other strategies (for example, as a solution in Managing problems). If this is the case it is still important to talk about this strategy (i.e. the importance of Strengthening social support and how to continue to do this)

5. Overview of session 5: Staying well and looking forward

	Presentation Group activity		10 minutes		STRENGTHS Group PM+ Reference Manual. Appendix D. Helping others case examples.
	To understand the aim of Session 5: Staying well and looking forward.				

Instructions

1. Explain that the final session reviews home practice for all of the strategies, reviews the strategies to make sure participants understand them well, and prepares participants for the future.
2. Explain that facilitators explain to group participants that everyone will have mild feelings of low mood, stress etc. in the future. And everyone will encounter practical problems in the future. This is normal. An important task for facilitators is to strongly encourage participants to continue to practice their PM+ strategies to manage problems in the future and help to prevent them from experiencing more severe levels of emotional distress.
3. Explain that Group PM+ gently tests participants understanding of the strategies by using stories of people who are having problems. Participants discuss these people’s problems and decide which PM+ strategies would be most helpful to address their problems.
4. Read out the first case example from the STRENGTHS Group PM+ Reference Manual. Appendix D. Helping others case examples.

The case reads:

NAME is a woman in her 30s and lives in a very dangerous village with a lot of violence. Her husband was killed in a fight six months ago and she is now left to care for her three children on her own. Her mother has recently moved in with her because NAME is refusing to leave the house and is not caring well for her children. She no longer sees her friends. Most days she doesn’t get out of bed and has lost a lot of weight from not eating regularly. She cries most days and feels very lonely. However, she doesn’t know how to go about helping herself.

5. Explain how the Group PM+ strategies will be helpful for this person. Explain that facilitators will go through case examples like this with participants and invite them to identify what PM+ strategies can help. This is a way of testing if they have understood what the PM+ strategies are and how they can help.

Break (20 minutes)

6. Basic helping skills

	Demonstration Discussion Role play		115 minutes		Appendix D. Trainer's aides. 3. Basic helping skills Slips of paper with different behaviours related to basic helping skills.
	To define basic helping skills and understand why they are important.				

6.1. Role play to demonstrate poor helping skills (5 minutes)

Instructions:

1. Explain to the group that the first meeting with the PM+ participant is often the most important.
9. Trainers take role of facilitator and participant. (If there is only one trainer, invite a participant to take part in the role play. They should be the PM+ participant and the trainer be the facilitator)
10. Mimic a typical counselling setting for your local context (meeting in a primary health care centre or in someone's home etc.).
11. Facilitator introduces himself or herself and begins to talk to the participant about why they were referred, the purpose of the first session today and a little bit of information about PM+.
12. Facilitator uses very poor basic helping skills. Consider any of the following:
 - using a loud voice
 - not telling the participant from which organization they are from
 - sitting too close the participant
 - keeping too little or too much eye contact
 - being distracted by their phone, when the participant is talking
 - dismissing or minimizing the participant's difficulties (for example "I know someone who has a worse off situation than you.")
 - telling the participant that they **have** to do PM+
 - smiling when the participant looks distressed.

6.2. Discussion of demonstration (20 minutes)

Instructions:

1. Invite trainees to talk about their reactions to the role play; help them think about how they might have felt being the participant.
2. Invite "participant" to describe how he or she felt in that situation. Try to emphasise the key basic helping skills that were not demonstrated and what effect the absence of these had on things such as trust, rapport, motivation to join the group etc.
3. Invite any trainees to show the group how they would improve on this introduction with the participant. Ask them to show this by role playing the same action as you did (by introducing themselves and discussing PM+).
4. Only allow them to role play for two minutes. As a group reflect on what the volunteer did that was good.

6.3. Types of basic helping skills (40 minutes)

Trainer's notes:

Print out the basic helping skills and cut them so you can give different ones to each group. See Appendix D. Trainer's aides. 3. Basic helping skills.

Instructions:

1. Divide trainees into seven groups – one for each basic helping skill. If there are not enough participants to make up seven groups, one or more of the groups will role play two helping skills.
2. Give each group one of the key basic helping skills listed below. See Appendix D. Trainer's aides. 3.. Basic helping skills for descriptions of the different skills.
 - Keeping confidentiality
 - Communicating concern
 - Non-verbal skills
 - Praising openness
 - Validating
 - Putting aside personal values
 - Not giving advice
3. Explain they have 10 minutes to prepare a two-minute role play with a facilitator and a participant that demonstrates the basic helping skill. They can either demonstrate good use of the skill or poor use of the skill.
4. At the end of the role play the trainees will have one minute to explain why this skill is important and the whole group will have another two minutes to discuss this skill further and reflect briefly on the role play.

6.4. Role play: The importance of basic helping skills (25 minutes)

Trainer's notes:

Prepare slips of paper with one behaviour related to basic helping skills written on each. Have enough slips of paper for half the number of people in your group. This means some behaviours are written two or three times.

Examples of behaviours are:

- Posture: sitting in a stiff and upright position with arms folded
- Posture: sitting in slouched position
- Personal space/position: sit facing the person but too far from them
- Personal space/position: sit facing the person but too close to them
- Personal space/position: sit next to the person so that you are both facing the same direction
- Tone of voice: speak in a quiet voice
- Tone of voice: speak in a loud voice
- Eye contact: stare at the person for long periods of time
- Eye contact: give minimal eye contact to the person (look away from them)

Instructions:

1. Ask trainees to form pairs – one is person A and one is Person B.
2. Ask person A to pick a piece of paper with a behaviour written on it, and without telling person B what it is, they should act out this behaviour in their interaction with person B.
3. Instruct person B to talk about a recent situation (ideally a problem they had).
4. Person A listens and communicates with Person B as they naturally would but also acts out the behaviour on their piece of paper.
5. Explain that person B should reflect on their personal reactions to person A's behaviour (for example, feelings, thoughts, behavioural reactions).
6. After 1 minute, ask the pair to swap roles.
7. Follow the same instructions for the new roles. They also have 1 minute.
8. Return to the large group and spend 15 minutes of discussion and reflection on
 - a. What behaviour did they notice in their partner?
 - b. What did it feel like for them to have their partner behave in this manner when they were trying to share something personal?

6.5. Discussion (10 minutes)

Instructions:

1. Ask trainees *"Thinking about the previous activities, why are basic helping skills so important in PM+?"*
2. Write responses on a flipchart.

Examples are:

Basic helping skills help to

- build rapport with your participant
- make participants feel more comfortable in a potentially uncomfortable situation (i.e. talking with a stranger about personal things)
- build trust in the relationship
- make participants who might feel ashamed to disclose their exposure to trauma (for example intimate forms of violence) or who lack trust due to previous experiences feel more comfortable
- improve the chances of the participant engaging with the PM+ strategies and being motivated to stay in the intervention.

6.6. Special considerations (15 minutes)

Instructions:

5. Explain there are situations where some basic helping skills are needed more prominently. Ask trainees *"What basic helping skills they think would be particularly important with participants with a history of severe trauma (such as sexual abuse, torture, imprisonment)?"*

Examples are: communicating concern, praising openness, validating.

6. Now ask trainees *"What basic helping skills would be particularly important with participants with a history of sexual assault?"*

Examples are: keeping confidentiality, praising openness, non-verbal skills, validating.

Lunch (60 minutes)

7. Participant and family engagement meeting

	Discussion Demonstration role play Trainee role play		70 minutes		Appendix D: Trainer’s aides. 4. Case examples (Cases example A, B, C)
	To understand the purpose and contents of the participant and family engagement meetings. To learn how to conduct participant engagement meetings. To practice how to engage family members.				

7.1. Discussion on participant engagement meeting (20 minutes)

Instructions

1. Inform trainees that prior to Group PM+, they will meet with each group participant individually.
2. Explain the reasons for this meeting:
 - Get to know each participant individually
 - Inform them of the group they are in: where the group will meet; time and day the group will meet; check whether there are any reasons they cannot join that group (for example, if they cannot meet on that day, there is a family member in the same group or someone who might cause conflict)
 - Give basic information about Group PM+ programme such as the types of practical and emotional problems that will be addressed.
 - For some participants it might be important to meet their family and help engage them in the PM+ project. This may be important to ensure the participant will be able to attend the sessions.

7.2. Demonstration role play (20 minutes)

Trainer’s notes

Develop and practice the role plays for engagement meetings with participants and a family member in advance of the training. Use examples that are relevant and likely to occur during implementation of Group PM+.

If you are training on your own ask a trainee to play the other half of the role play with you.

Instructions

1. Do a brief five-minute demonstration role play on how to conduct the engagement meeting with a participant. Using points above about the reasons for the meeting, demonstrate how to discuss these points.
2. Then do a brief five-minute demonstration role play on how to conduct the engagement meeting with a family member. The demonstration should include how to give appropriate level of information about Group PM+ to a family member.
3. Finally, do a 10-minute demonstration role play on how to conduct the engagement meeting with a difficult family member using these roles:
 - One of the trainers will act as a family member who does not want their wife to attend Group PM+ because they will not have time to complete all the housework.
 - Trainer playing facilitator must:
 - show understanding of husband's concerns and then give reason why it would be helpful for the woman to come
 - provide trainees with a script they can learn (or bullet points of information they can include) so they can feel confident in responding to family members.

Sample script for engagement meeting with a difficult family member:

"Yes, I understand your concerns. The group meets for a large portion of the day. However, the group will only meet five times. We have also found that Group PM+ has really helped many families because the women have actually become more active in their roles around the home. So I hope that you can see that it really could be worth it if name came along to Group PM+."

7.3. Practicing how to engage family members (30 minutes)

Trainer's notes

Each group needs a print with all three case examples.

Instructions

1. Ask trainees to form groups of three.
2. In each group, identify someone to play the role of the facilitator, the other a family member, and the third person is to observe and give feedback at the end
3. Each role play will last five minutes each and then each person in the group will swap roles. This will happen three times so everyone has a turn at each role, but with new case examples each time.
4. Those acting as family members will be given information privately so the facilitator has to respond without any prior knowledge- just like in real life situations.
5. Family members should remember not to be too difficult. If they feel the facilitator has done a good job of convincing them to allow the participant to attend the group they should agree.
6. The person observing the role play must comment on the following at the end of the role play:
 - Something the facilitator did well (positive feedback)
 - Identify a basic helping skill the facilitator used
 - Something they could do differently next time (if there is anything)
7. Distribute the examples and start the role plays.
8. Bring trainees back to one group for a 10-minute discussion about the role plays when they have completed all three. Provide positive feedback first. Discuss how facilitators can improve their skills in engaging family members.

Break

8. Group management skills

	Discussion Role play		60 minutes		Appendix D. Trainer’s aides. 7. Challenging group situations.
	To learn about the importance of group management. To practice skills to manage different group dynamics.				

8.1. Discussion on group management (10 minutes)

Instructions

1. Tell the trainees, that just like basic helping skills, managing a group well is a critical foundation of Group PM+. Facilitators might be very good at teaching their participants the different strategies, but if they cannot manage their group and the different dynamics in it, participants might not learn anything.
2. Share that facilitators will encounter all sorts of people from various backgrounds and with different personalities in their groups. Sometimes different people in the same group will clash and if not managed well, this can disturb the group.
3. Ask trainees: *What are some examples of participants’ differences that might require good management by the facilitator?*

If the trainees do not bring up these differences in participants themselves, be sure to discuss:

- Personality differences, for example shy and extroverted people
- Cultural and political differences
- Differences in traumatic experiences (participants who have experienced very traumatic events might judge or minimise other participant’s problems or participant’s may not feel like sharing their problems because they feel they are small compared to other’s problems)
- Marital status
- Age (participants from different generations may not respect each other’s points of view)

8.2. Practising skills to manage different group dynamics (50 minutes)

Trainer's notes

Instructions

1. Introduce the aim of the activity to practice skills to manage different group dynamics.
2. Divide the trainees into groups of five.
3. Each group will role play how to manage all of the challenging situations listed below (A – E).
4. Before each challenging situation is given to the group – ask them to choose who will be the facilitator from each group.
5. Ask all the 'facilitators' to leave the room while you give instructions to the rest of the trainees who will be role playing participants in a group PM+ session. If you have a co-trainer she or he can give instructions to the trainees that will be the facilitators when they return to the groups. The instructions are in Appendix D. Trainer's aides. 7. Challenging group situations.
6. Each group is given a specific challenge that may arise in a group situation. They should follow the instructions when the 'facilitator' comes back to the group, so that he or she has to handle this challenging situation.

The challenging situations are:

- A. Keeping to time without cutting short valuable group discussion
 - B. Managing dominant participants
 - C. Encouraging discussion with a quiet group
 - D. Managing distressed individuals
 - E. Managing group discussions that go off topic or examples of unhelpful strategies or those outside of PM+
7. The role plays should take maximum five minutes.
 8. After the role plays gather everyone in one group again.
 9. Go through each of the challenging situations and discuss how the 'facilitators' handled the difficult situation. Discuss what worked or did not work, and any other suggestions on how to handle the specific situation. See the discussion points below for each of the challenging situations in Appendix D. Trainer's aides. 7. Challenging group situations.
 10. If there is enough time, discuss the following two topics as well.
 - F. Participants disclosing too much information
 - G. What to do if a participant drops out, attends late or irregularly etc.

9. Closing activity



Reflection



15 minutes



Sticky notes

Posters



To sum up the day

Instructions:

1. Provide a brief summary of the topics covered in today's session. Provide an opportunity to clarify any concepts or to answer questions.
2. Reflection: Give everyone two sticky notes and ask them to write their responses to the questions below on the separate notes. Tell them not to write their names on the notes to remain anonymous.
 - a. What is the most valuable or new thing you learnt today?
 - b. What is something you found challenging or do not understand that you would like more training on?
3. Display two large posters (one titled 'Most valuable things I have learned' and the other 'Areas for further training') and ask participants to stick the notes on these. They can now read and learn from each other.
4. Give information about what will be covered on the next training day and ask participants to come prepared.

Day three

The following is a suggested schedule. You may choose to adjust the structure of the time slots, but note that the progression through Group PM+ needs to be completed across days 3 and 4.

Estimated time (minutes)	Activities	Methodology	Materials required	Link to intervention
20	Review of day two	Discussion	Schedule for training days three and four.	
25	Session 1: What is PM+?, Individual goals	Experiential learning	STRENGTHS Reference manual for Group PM+.	Chapter 5: Understanding PM+ and managing stress (Session one)
45	Session 1: What is adversity?, Managing Stress	Experiential learning		
20	Break			
15	Review of how to deliver Session 1	Discussion and reflection	STRENGTHS Reference manual for Group PM+.	Chapter 6: Managing practical problems (Session 2)
40	Session 2: Review Managing Stress, Managing problems- Education and Example	Experiential learning		
45	Session 2: Managing problems- participant problems, Managing Stress	Experiential learning		
60	Lunch			
15	Review of how to deliver Session 2	Discussion and reflection	STRENGTHS Reference manual for Group PM+.	Chapter 7: Time to get going and keep doing (session 3)
65	Session 3: Review Managing Stress, Review Managing problems, Get going keep doing- Education and Example	Experiential learning		
20	Break			
40	Session 3: Get going keep doing- participant problems, Managing Stress	Experiential learning	STRENGTHS Reference manual for Group PM+.	Chapter 7: Time to get going and keep doing (session 3)
15	Review of how to deliver Session 3	Discussion and reflection		
15	Closing activity		Sticky notes Posters	

1. Review of day two

	Discussion		20 minutes		Training schedule Finalised schedule for training days three and four prepared by trainers.
	To welcome trainees back to day three and review day two. To introduce the experiential training methodology for days three and four.				

Trainer’s notes

During days three and four trainers will role play the five sessions of Group PM+ where they are facilitators and trainees are PM+ participants.

Prepare the schedule for days three and four in advance and present it where everyone can see it. Note that you may need to adjust the schedule slightly as you move along if extra time is needed to address questions or discussions on any of the facilitation role plays. If necessary you can do session five at the beginning of day five.

If you are two trainers, divide facilitating the sessions between you. Make notes of the key points that you wish to emphasise next to the major topics in your manuals.

Make it clear when a new session starts and ends.

Allow trainees to follow with their manuals if this is helpful

At the end of each of the following core concepts/strategies, allow 15 minutes for trainees to ask questions about the strategy or how you delivered it.

- What is PM?
- What is Adversity
- Good reasons and challenges to joining PM+
- Goals
- Managing stress
- Reviewing home practice for Managing stress (start of Session 2)
- Get going keep doing
- Reviewing Get going keep doing (start of Session 3)
- Managing problems
- Reviewing Managing problems Action Plan (start of Session 4)
- Strengthening social support
- Looking Forward

Try to time the breaks after a topic has been completed (i.e. avoid breaking in the middle of teaching Managing stress). This might mean your breaks are at slightly different times. If so, notify trainees that this may happen.

It may be helpful for the trainer to wear an article of clothing when (s)he is being the PM+ facilitator. This can easily be taken off when (s)he is acting as the trainer to teach the trainees something.

Instructions

1. Welcome the group and briefly summarise the topics covered on day two. Allow time for participants to ask questions.
2. Give general instructions for days three and four. You can say:

Today and tomorrow we will go through the five sessions of Group PM+. I/we will role play being the facilitator and you will role play being participants of the Group PM+ intervention. You can role play as yourselves and discuss person problems or you can make up problems that you know are common to Syrian refugees here in this community. The aim of these two days' role plays are for you to experience what it feels like being a Group PM+ participant, whilst also learning how the intervention is delivered. You have to wear two hats, both as a Group PM+ participant and as a Group PM+ facilitator trainee.

3. Explain you will stop the role plays at regular intervals to explain or review the core concepts of each strategy and time will be allocated for reflection and questions. Emphasise that trainees are welcome to ask questions about the strategies or how something was delivered during the reflection time but during the role play they should remain in role as Group PM+ participants.
4. Highlight that trainees should pay particular attention to the use of basic helping skills and how the facilitator manages the group or difficulties that arise in the session.
5. Present the schedule you have prepared for day 3 and 4.
6. Finally, let trainees know that the breaks will be timed after a topic has been completed. This might mean breaks are at slightly different times or will move a bit.

2. Demonstration of Group PM+ session 1, 2 and 3

	Demonstration		Rest of day following prepared schedule.		STRENGTHS Reference manual for Group PM+.
	To demonstrate the Group PM+ sessions 1, 2 and 3				

Instructions

1. Follow the prepared schedule for the day and role play Group PM+ sessions 1,2 and 3, with allocated time for reflection and questions after each session is complete.

3. Closing activity



Reflection



15 minutes



Sticky notes

Posters



To sum up the day

Instructions:

1. Provide a brief summary of the topics covered in today's session. Provide an opportunity to clarify any concepts or to answer questions.
2. Reflection: Give everyone two sticky notes and ask them to write their responses to the questions below on the separate notes. Tell them not to write their names on the notes to remain anonymous.
 - a. What is the most valuable or new thing you learnt today?
 - b. What is something you found challenging or do not understand that you would like more training on?
3. Display two large posters (one titled 'Most valuable things I have learned' and the other 'Areas for further training') and ask participants to stick the notes on these. They can now read and learn from each other.
4. Give information about what will be covered on the next training day and ask participants to come prepared.

Day four

The following is a suggested schedule. Your progression through Group PM+ only need to be completed across days three and four.

Estimated time (mins)	Activities	Methodology	Materials required	Link to intervention
20	Welcome and review of day three	Discussion	Training schedule	
30	Session 4: Review Managing Stress, Managing problems, and Get going keep doing	Role plays Feedback	STRENGTHS Reference manual for Group PM+.	Chapter 8: Strengthening your social support (Session 4)
50	Session 4: Strengthening social support- Education and participant support, and Managing Stress	Role plays Feedback		
20	Break			
20	Review of how to deliver Session 4	Discussion	STRENGTHS Reference manual for Group PM+.	Chapter 8: Strengthening your social support (Session 4)
40	Session 5: Review all home practice and review PM+	Role plays Feedback		
40	Session 5: Staying well and looking forward	Role plays Feedback		Chapter 9: Staying well and looking forward (Session 5)
60	Lunch			
15	Review of how to deliver Session 5	Discussion	STRENGTHS Reference manual for Group PM+	Chapter 9: Staying well and looking forward (Session 5)
15	Instructions for Group PM+ role play	Presentation	Schedule for role plays that will be facilitated by trainees.	
15	Break			
90	Review how to deliver aspects of Group PM+	Free time with support from trainers as needed	STRENGTHS Reference manual for Group PM+	
15	Closing activity		Sticky notes Posters	

1. Review of day three

	Discussion		20 minutes		Training schedule
	To welcome trainees back to day four and review day three				

Instructions

1. Welcome the group back and briefly summarise the topics covered on day three and allow time for participants to ask questions.
2. Review the programme for day four.

2. Demonstration of Group PM+ session 4 and 5

	Demonstration		Rest of day following prepared schedule.		STRENGTHS Reference manual for Group PM+.
	To demonstrate the Group PM+ sessions 4 and 5				

Instructions

1. Follow the prepared schedule for the day and role play Group PM+ sessions 4 and 5, with allocated time for reflection and questions after each session is complete.

3. Instructions for Group PM+ role plays

	Presentation		15 minutes		Schedule for role plays that will be facilitated by trainees.
	To instruct the trainees on how they will role play parts of the Group PM+ interventions in the next two days of training.				

Trainer's notes

Prepare some printed copies of the schedule for role plays or prepare flipcharts. Insert the names of the trainees role playing the facilitator in advance or as you present the overview.

Instructions

1. Explain that over the next two days, trainees will take turns in facilitating small parts of the Group PM+ intervention as they are learning more about the core strategies. When the trainees role play as the facilitator, the other trainees will act as Group PM+ participants, either playing the role of a typical

Syrian refugee or as themselves. There will be 15 minutes after each role play for reflections and feedback.

2. Present the overview of the content of the sessions to be role played by trainees and check that all trainees understand who is doing what and when they are doing it. Page references are to the STRENGTHS Reference manual for Group PM+.

Table 2: Overview of the content of the sessions to be role played by trainees

Session and content to be facilitated	Role play length (mins)	Name of trainee to role play facilitator	Day of training
Session 1: Discuss reasons participants have come to Group PM+ (pages 33-36) and What is Adversity? (pages 38 -40)	30		5
Session 1: Managing Stress (pages 40 - 42)	25		5
Session 2: Managing problems: Participant Problems (pages 49-51)	50	2 facilitators:	5
Session 3: Get going keep doing: Education and case example (pages 58-61)	25		6
Session 3: Get going keep doing: Participant Activities (pages 61-64)	35		6
Session 4: Strengthening social supports: Education and case example (pages 74-77)	20		6
Session 4: Strengthening social supports: Participant supports (pages 77-79)	25		6

4. Review how to deliver aspects of PM+



Reflection



90 minutes



To prepare for delivering parts of the Group PM+ sessions.

Instructions:

1. Provide a brief summary of the topics covered in today's session. Provide an opportunity to clarify any questions trainees may have about the parts of the Group PM+ sessions they will be facilitating.

5. Closing activity



Reflection



15 minutes



Sticky notes

Posters



To sum up the day

Instructions:

1. Provide a brief summary of the topics covered in today's session. Provide an opportunity to clarify any concepts or to answer questions.
2. Reflection: Give everyone two sticky notes and ask them to write their responses to the questions below on the separate notes. Tell them not to write their names on the notes to remain anonymous.
 - a. What is the most valuable or new thing you learnt today?
 - b. What is something you found challenging or do not understand that you would like more training on?
3. Display two large posters (one titled 'Most valuable things I have learned' and the other 'Areas for further training') and ask participants to stick the notes on these. They can now read and learn from each other.
4. Give information about what will be covered on the next training day and ask participants to come prepared.

Day five

Time (mins)	Activities	Methodology	Materials required	Link to intervention
20	Review of day four	Discussion	Training schedule	
20	Review of Group PM+	Presentation	Session-by-session overview from the pages 10 – 13 in STRENGTHS Reference manual for Group PM+	
20	Break			
85	Group PM+ facilitator role plays: Session 1	Role plays and feedback	STRENGTHS Reference manual for Group PM+	Chapter 5: Understanding PM+ and managing stress (Session 1)
60	Lunch			
20	Managing participants with suicidal thoughts and/or intentions	Role play Discussion	Appendix D. Trainer's aides. 4. Handouts. Reasons to live and reasons to end my life table	Appendix A of the STRENGTHS Reference manual for Group PM+.
60	Introducing Managing problems	Demonstration role play and reflection	Flipchart and markers	Chapter 6: Managing practical problems (Session 2)
20	Thinking of solutions	Small group activity	Flipcharts and markers	
20	Break			
65	Group PM+ facilitator role plays: Session 2: Managing problems	Role plays	STRENGTHS Reference manual for Group PM+	Chapter 6: Managing practical problems (Session 2)
15	Closing activity			

1. Review of day four

	Discussion		20 minutes		Training schedule
	To welcome trainees back to day five and review day four				

Instructions

1. Welcome the group back and briefly summarise the topics covered on day four and allow time for participants to ask questions.
2. Review the programme for day five.

2. Review Group PM+

	Presentation		20 minutes		Session-by-session overview from the pages 10 – 13 in STRENGTHS Reference manual for Group PM+.
	To review the structure of the Group PM+ intervention and its individual sessions				

Instructions

1. Ask the trainees to look at the session-by-session overview of the 5 Group PM+ sessions
2. Review the following key points on Group PM+:
 - five group sessions
 - sessions ideally happen once a week
 - each session last for about two hours
 - if possible there can be an event to closing the group in the last session, such as a shared meal.
3. Highlight that all the sessions include the elements:
 - group teaching and activity time
 - introduction of and education about a PM+ strategy
 - information on why each strategy is important
 - activities such as role plays, rehearsals, partner and group exercises and discussions on how to help apply each strategy to one's life
 - steps to complete each strategy
 - a case example
 - that is used in throughout the intervention in every session with accompanying scripts and pictures
 - group discussions
 - sharing of personal stories and experiences of using each strategy

- discussions about common problems faced and how to overcome these
- Individual – facilitator discussions
 - Participants will have the chance to speak with facilitators about how to apply a PM+ strategy to their personal life

4. Ask if trainees have questions.

Break (20 minutes)

3. Group PM+ facilitator role plays: Session 1

	Role plays		85 minutes		STRENGTHS Reference manual for Group PM+.
	To practice implementing parts of session 1 on the Group PM+ intervention				

Trainer’s notes

Invite the nominated trainee to start their role plays. Ask them to manage time carefully.

Prepare a piece of paper saying “5 mins” and “2 mins” that you can hold up to help trainees manage time during role play.

3.1. Session 1: Discuss reasons participants have come to Group PM+ (page 33-36) and What is adversity? (page 38 - 40): 45 minutes

Instructions

1. Start the role play and observe its progress, take notes if needed.
2. Stop the role play after 30 minutes and facilitate the feedback and reflection session (15 minutes)

3.2. Session 1: Managing stress (page 40 - 42): 40 minutes

Instructions

1. Start the role play and observe its progress, take notes if needed
2. Stop the role play after 20 minutes and facilitate the feedback and reflection session (15 minutes)

Lunch (60 minutes)

4. Managing participants with suicidal thoughts and/or intentions

	Role play Discussion		20 minutes		Appendix A of the STRENGTHS Reference manual for Group PM+. Appendix D. Trainer’s aides. 4. Handouts. Reasons to live and reasons to end my life table
	To apply using motivational interviewing with participants who may have suicidal thoughts or intentions.				

Instructions:

1. Tell trainees:
There may be times when a participant experiences thoughts of suicide. They might wish they could fall asleep and never wake up or that their life would be taken from them. Most participants may not share this with you because they feel ashamed of having these kinds of thoughts, for various reasons. But as facilitators you need to be prepared in case a participant does tell you this information.
2. Ask participants how they think they should respond if a participant tells them they are having thoughts of ending their life or wanting to die.
3. Correct any inappropriate responses
4. Tell trainees that if the person is only having thoughts and not wanting to act on them (i.e. in the low risk category), they can use the good reasons and challenges to joining PM+ table to motivate a participant to stay alive. Distribute the handout with this table.
5. Conduct role play with one trainer acting as the ‘suicidal participant’ and one as the ‘facilitator’. Demonstrate how to use this table (see adaptation of table below)
6. The ‘facilitator’ should demonstrate how to give a summary of this discussion: PM+ is designed to help you better manage and reduce these problems. If you stayed in PM+, and if these problems decreased, would this be a good reason to stay alive now?
7. Remind trainees that when participants have a plan to end their life in the future, you need to contact your supervisor and follow the guidelines in Appendix D of the STRENGTHS Reference manual for Individual PM+.
8. After hearing the ‘participant’s’ responses, summarize their main reasons to live and not to live, emphasizing their reasons to live. Repeat the ‘participant’s’ reasons why PM+ will be helpful for them. This advice is for participants who do not have plans to end their life in the near future.
9. Give trainees a copy of the Handout: Reasons to live and reasons to end my life.

Break

5. Introducing Managing problems



Discussion
Role play



60 minutes



Appendix D: Trainer's aides. 3.
Managing problems steps.



To discuss common errors facilitators do when delivering the Managing problems strategy in PM+

To educate facilitators on the steps for Managing problems

5.1. Role play: Delivering Managing problems (60 minutes)

Trainer's notes:

The aim of this role play is to demonstrate how to deliver the Managing problems session **poorly**. Do not tell trainees you are purposely doing the role play poorly. The most common facilitator error in delivering Managing problems is **being too direct or telling the participant what they should do** to solve the problem. This should be demonstrated in the role play by the facilitator telling the participant the solutions rather than helping them identify solutions themselves.

Instructions:

1. The trainer will play the role of a PM+ facilitator. Ask a trainee to volunteer and play the role of a participant.
2. Ask the observing trainees to look at the table with the Managing problems steps in Appendix D: Trainer's aides. 3. Managing problems steps and to follow the facilitator's behaviour as he or she goes through the steps with the participant in the role play.
3. Ask the 'participant' to identify three practical problems they are currently having in their life. These can include minor problems or indecisions. If the trainee does not feel comfortable sharing personal problems, they can make up a problem or share a problem that has occurred in the past or a problem they know someone else is having.
4. Role play going through the Managing problems steps with the 'participant' but demonstrate this poorly. Be directive and tell the participant what they should do to address the problem, as well as demonstrate at least two of the following errors:
 - Skip first step of listing all the problems, and just start working on the first problem the person mentions
 - Give a general, vague definition of the problem (for example 'financial problems')
 - Show judgment of the participant's potential solutions
 - Give advice about what solutions you think about good
 - Choose the solution you think is best even though it is one that the person is unlikely to be able to do due to lack of resources
 - Don't break the task down into smaller steps
 - Don't make an action plan to address the problem
5. When the role play is over discuss what happened in the role play. Ask the trainees what the facilitator did badly or poorly?
6. Ask the volunteer who was the participant to reflect on:

- their reactions and feelings during the role play
- any particular behaviour of the facilitator that affected them more
- if they felt part of the process of managing the problem
- how they felt towards the facilitator
- if there was anything they would have preferred their facilitator to do

7. Ask the observing trainees to:

- Discuss how they might have felt if they were the participant in this situation.
- Identify what was done poorly in the role play
- Identify what they would do differently if they were the facilitator?

8. Summarise by highlighting:

- Being direct or giving advice to the participant is the most common facilitator error made when delivering Managing problems
- It is normal to want to tell someone what solutions you think they should follow to manage their problems, but this is not helpful for the participant as they need to find their own solutions.
- Facilitators can be use questions to prompt participants to think of potential solutions to their problems. These questions will help them avoid giving direct advice. For example: What would you suggest to a friend with the same problem? Could this work for you? What have you tried in the past? What have others suggested you do when you have shared this problem with them?

6. Thinking of solutions

	Small group activity		20 minutes		Flipcharts and markers
	To practise thinking of solutions in the Managing problems steps.				

Instructions

1. Divide the group into teams of three to five people.
2. Read out the following problem that needs to be solved:

A participant has a number of bills to pay and is feeling overwhelmed and does not know how to deal with them all. He has put off looking at the bills because it makes him feel anxious but he also knows that he needs to start dealing with the problem.

3. Now give the teams five minutes to think of as many potential solutions for this problem. One person in the group can act as the scribe and write the solutions down for presentation later. Remind them there are no right or wrong solutions. All ideas are welcome.
4. Review the teams’ ideas, making special comment on variety of ideas and highlight that at this stage all ideas are important, even if they are not the ones that succeed at the end.

Break

7. Group PM+ facilitator role plays: Session 2

	Role plays		65 minutes		STRENGTHS Reference manual for Group PM+
	To practice implementing parts of session 2 on the Group PM+ intervention				

Trainer’s notes

Invite the nominated trainee to start their role plays. Ask them to manage time carefully.

Prepare a piece of paper saying “5 mins” and “2 mins” that you can hold up to help trainees manage time during role play.

7.1. Session 2: Managing problems: Participant Problems (page 49-51): 70 minutes

Trainer’s notes

Two facilitators should have been allocated this session, as it is long. They should split the facilitation so they get roughly the same amount of practise time. Note there are five minutes extra for feedback as there are two facilitators to give feedback to.

Instructions

1. Start the role play and observe its progress, take notes if needed
2. Stop the role play after 50 minutes and facilitate the feedback and reflection session (20 minutes)

8. Closing activity



Reflection



15 minutes



Sticky notes
Posters



To sum up the day

Instructions:

1. Provide a brief summary of the topics covered in today’s session. Provide an opportunity to clarify any concepts or to answer questions.
2. Reflection: Give everyone two sticky notes and ask them to write their responses to the questions below on the separate notes. Tell them not to write their names on the notes to remain anonymous.
 - a. What is the most valuable or new thing you learnt today?
 - b. What is something you found challenging or do not understand that you would like more training on?

3. Display two large posters (one titled 'Most valuable things I have learned' and the other 'Areas for further training') and ask participants to stick the notes on these. They can now read and learn from each other.
4. Give information about what will be covered on the next training day and ask participants to come prepared.

Day six

Time needed (minutes)	Activities	Methodology	Materials required	Link to intervention
15	Review of day five	Discussion		Training schedule
45	Thinking of solutions role plays	Role plays and reflection	Case examples I and J. Flipchart and markers	Chapter 6: Managing practical problems (Session 2)
50	Group PM+ facilitator role plays: Session 3	Role plays and feedback	STRENGTHS Reference manual for Group PM+	Chapter 7: Time to get going and keep doing (session 3)
20	Break			
50	Group PM+ facilitator role plays: Session 3	Role plays and feedback	STRENGTHS Reference manual for Group PM+	Chapter 7: Time to get going and keep doing (session 3)
75	Group PM+ facilitator role plays: Session 4	Role plays and feedback	STRENGTHS Reference manual for Group PM+	Chapter 8: Strengthening your social support (Session 4)
60	Lunch			
45	Difficulties with Strengthening social support	Discussion and trainee activity	Paper and pens	Chapter 8: Strengthening your social support (Session 4)
15	Break			
40	Reviewing individual action plans and home practice	Small group activity and discussion		
30	Preparing for day 7/8 role plays	Presentation Discussion and practice	Presentation of the schedule used for the role plays	
15	Closing		Sticky notes Posters	

1. Review of day five

	Discussion		15 minutes		Training schedule
	To welcome trainees back to day six and review day five.				

Instructions

1. Welcome the group back and briefly summarise the topics covered on day five and allow time for participants to ask questions,
2. Review the programme for day six. Explain that similar to the programme for the day before, they will take turns in facilitating parts of the intervention, and take part in some other learning activities in between.

2. Thinking of solutions role play

	Discussion		45 minutes		Case examples I and J. Flipchart and markers
	To learn to use questions to prompt participants to think of potential solutions to manage their problems.				

Instructions:

1. Ask trainees to form pairs with a person they have not been in pairs with yet.
2. Explain they will again role play with one person as the PM+ facilitator and the other the participant using a case example. After a brief reflection, they will swap and repeat the procedure with another case example.
3. Give the pairs case example I and ask them to read it together. They should then role play Step 4 of Managing problems: thinking of solutions. They have 10 minutes to do this.

Note: The participant's role is to have difficulties coming up with ideas (i.e. gives no response or says 'I do not know') The facilitator's role is to **use questions** to help the participant think of ideas without giving them direct advice. They should use the following questions they are also given with their case example printouts:

Questions that encourage ideas

Main questions:

- What would you suggest to a friend with the same problem? Could this work for you?
- What have you tried in the past (even if it has not worked)?
- What have others suggested you do when you have shared this problem with them?

When all of the above questions have not worked:

- Is there any support you can get from friends or family that might help manage this problem?
 - Could you talk to someone about this problem? Who might that be?
4. They have two minutes after to reflect on the role play, still in their pairs.
 5. Swap and repeat the procedure with the other person being the facilitator and using case example J.
 6. Spend the last 15 minutes discussing the role plays in the large group.
 7. Specifically, discuss how the questions helped to prompt participants to think of ideas when previously they could not. Invite facilitators to identify additional questions to add to the list.
 8. Reflect on the application of these role plays to PM+ sessions with real participants:

For example:

- c. these kinds of questions can help participants who are having difficulties thinking of their own solutions
- d. using these questions can help facilitators avoid putting their personal values onto their participants.
- e. some participants might find the questions frustrating as they really want the facilitator to give them an answer. Discuss how facilitators can manage such situations

3. Group PM+ facilitator role plays: Session 3

	Role play		90 minutes		STRENGTHS Reference manual for Group PM+
	To practice implementing parts of session 3 on the Group PM+ intervention				

Trainer’s notes

Invite the nominated trainee to start their role plays. Ask them to manage time carefully.

Prepare a piece of paper saying “5 mins” and “2 mins” that you can hold up to help trainees manage time during role play.

3.1. Session 3: Get going keep doing: education and case example (page 58-61): 40 minutes

Instructions

1. Start the role play and observe its progress, take notes if needed.
2. Stop the role play after 25 minutes and facilitate the feedback and reflection session. (15 minutes)

Break (15 minutes)

3.2. Session 3: Get going keep doing: participant activities (page 61-64): 50 minutes

Instructions

1. Start the role play and observe its progress, take notes if needed.
2. Stop the role play after 35 minutes and facilitate the feedback and reflection session. (15 minutes)

Lunch (60 minutes)

4. Group PM+ facilitator role plays: Session 4

	Role play		75 minutes		STRENGTHS Reference manual for Group PM+
	To practice implementing parts of session 4 of the Group PM+ intervention				

Trainer’s notes

Invite the nominated trainee to start their role plays. Ask them to manage time carefully.

Prepare a piece of paper saying “5 mins” and “2 mins” that you can hold up to help trainees manage time during role play.

4.1. Session 4: Strengthening social support: education and case example (page 74-77)

Instructions

1. Start the role play and observe its progress, take notes if needed
2. Stop the role play after 20 minutes and facilitate the feedback and reflection session (15 minutes)

4.2. Session 4: Strengthening social support: participant supports (page 77-79)

Instructions

1. Start the role play and observe its progress, take notes if needed
2. Stop the role play and facilitate the feedback and reflection session (15 minutes)

Lunch

5. Difficulties with Strengthening social support

	Discussion		45 minutes		Paper and pens
	To consider which types of Group PM+ participants might have difficulty with Strengthening social support				

Trainer's notes

Print a case example for each group

Instructions:

1. Ask trainees form groups of three.
2. Tell them that in this exercise, they have to think of an example of a participant who would find Strengthening social support a challenging strategy to engage in.
3. Read the case example below to give them an idea:

A 21-year-old female student shares she has feelings of worthlessness and low mood. She is very quiet and reserved in the sessions and you discover that she has very few friends. She does not go out with her peers or do things expected of someone her age. She spends a lot of time studying and staying at home. When it comes to Strengthening social support, she tells you that she does not trust anyone outside of her family since an old boyfriend sexually assaulted her and then spread awful rumours about her. This happened three years ago. After the event, no one wanted to be her friend and they did not believe that she was sexually assaulted. Only her family believed and supported her. She tells you that she cannot trust others with personal information anymore.

The facilitator decides that it might be good for her participant to begin to spend time with her peers and gradually learn to trust people again. But she decides that it is not a good idea for her participant to share personal information with people straight away. They decide to start very gradually. The participant believes she could begin by talking to a girl who sits next to her in class and asking her a question about their upcoming assignment. So they decide to start with this.

4. Give the groups 15 minutes to come up create a case example that includes any of the following:
 - Information about the main reason Strengthening social support would be a difficult strategy for this participant.
 - A history of what has occurred in the participant's life that may have contributed to this difficulty (for example, previous traumatic experience, problems with confidence, socially anxious personality).
 - Describe how they might act in session with their facilitator.
 - Describe how they facilitator could adapt Strengthening social support to help this participant engage with the strategy.
5. Ask one person from each group to reads out their case example to everyone.
6. Discuss each case example, paying particular attention on to how to adapt Strengthening social support to suit the participant (keep in mind the strategy should not be altered too much so that it doesn't cover all the key aspects).

Highlight the following important points about Strengthening social support:

- Ensure as much as possible the person or organization the participants is encouraged to seek support from can be trusted.
- This strategy should be practised in a very gradual way. Break the task down into smaller steps so the participant gradually confronts the situation (i.e. trusting someone, seeking support from someone)

6. Reviewing individual actions and home practice

	Small group activity and discussion		40 minutes		Flipchart and markers
	To address challenges that may arise with reviewing individual action plans and home practise.				

Instructions

1. Tell participants that a common challenge facilitators have had in the past is how to complete individual Managing problems, Get going keep doing and Strengthening social support plans in a group setting, especially if some of the participants are illiterate. Similarly, reviewing home practice in a group setting under time pressure can be challenging. Facilitators will want to make sure everyone has had a chance to talk about their individual plans or practice, this might be impractical under the time restraints.
2. Divide participants into four groups.
3. Give each group on of the following sections of the manual to review:
 - Managing problems: Participant problems, developing the action plan (session 2)
 - Managing problems Review and continuing the strategy (beginning of session 3)
 - Get going keep doing: Participant activity, developing the action plane (session 3)
 - Get going keep doing Review and continuing the strategy (session 4)
4. Give each group a flip chart and a marker.
5. Tell participants they are facilitating a group where half of the participants are illiterate, while the other half are somewhat confident writing. All their participants have identified different problems or activities they wish to focus on or their action plans and home practice.
6. Tell participants they have 15 minutes to review the instructions in the manual and to write a list of ideas for how they can complete the tasks given the dynamics of their group
7. Tell participants to be as creative as they can be and that in this activity it is okay to amend the instructions in the manual (you will discuss later whether these amendments are appropriate)

6.1. Reflection and discussion (20 minutes)

Instructions

1. Invite one person from each group to present their top three ideas from the above activity. The trainees should give an explanation for why they thought this idea was appropriate and helpful for the participants.
2. Provide feedback as to whether their ideas are appropriate and uphold adherence to PM+.
 - Appropriate ideas include:
 - Choosing one problem or activity to demonstrate how to develop and action plan or for reviewing home practice in front of the group (preferably for a person who is illiterate)
 - Checking on individual's action plans before they leave the group but after finishing the session
 - Prioritising review of participant's home practice who encountered difficulties

- Managing different participant’s home practice at once if they all encountered similar obstacles
- Partner literate and illiterate participants together to complete individual action plans and walk around the room to offer assistance
- In one trial of Group PM+, facilitators were able to keep all participants together to help some participants to continue with the same problem or activity and then to help other participants work on a new problem or activity. This was a slight amendment to the manual, but because it still adheres to the overall goals of the session, it was deemed appropriate.

Break

7. Preparing for trainee role plays

	Presentation Discussion and practice		30 minutes		Presentation of the schedule used for the role plays Flipcharts, pens, markers
	To prepare trainee role plays				

Trainer’s notes

Trainers may use the example schedule below or develop their own. In the example given here meal breaks are accounted for in the times. Page numbers are for the English manual and will need to be adjusted for the Arabic manual.

Prepare to be able to present the schedule by using print outs or writing the schedule on a large sheet of paper.

If you are using mock participants, i.e. persons that are not part of the training but have volunteered to role play participants, role plays will start after the mock participants have been prepared. During this time, facilitators are expected to set up the room (or their space) as though they were preparing for a real group session.

Instructions

1. Tell participants that the whole of day seven (and possibly part of day eight) will be devoted to them role playing an entire PM+ session.
2. Explain: Two trainees will facilitate a session- one will be leading while the other is observing their colleague. They are not to interrupt the facilitator leading the group, but can offer some assistance if asked. Otherwise their job is to observe and prepare some feedback for their colleague (following the steps to giving helpful feedback guidelines).
3. Trainers will observe the role plays and also provide feedback after the co-facilitator.
4. Tell participants they will have this afternoon to begin preparing for the role play and ask questions if necessary.

Table 3: Example of schedule if using mock participants

Group PM+ trainee role plays					
Day	Time	Trainee	Training Manual Section	Duration (mins)	Group PM+ Manual Page Number
7	9:20-10:05am	Trainee A	Session 1: First half	45	30-38
	10:05-11:00am	Trainee B	Session 1: Second half	55	38-43
	11:00-11:10am	Trainees A and B: Feedback and reflection			
7	11:25-12:10pm	Trainee C	Session 2: First half	45	44-49
	12:40-1:25pm	Trainee D	Session 2: Second half	55	49-52
	1:25-1:35pm	Trainees C and D: Feedback and reflection			
7	1:35-2:45pm	Trainee E	Session 3: First half	65	53-61
	2:45-3:25pm	Trainee F	Session 3: Second half	50	61-65
	3:25-3:35pm	Trainees E and F: Feedback and reflection			
8	9:15-10:10am	Trainee G	Session 4: First half	55	66-74
	10:10-11:10am	Trainee H	Session 4: Second half	60	74-80
	11:10-11:20am	Trainees G and H: Feedback and reflection			
8	11:55-12:40pm	Trainee I	Session 5: First half	45	81-84
	12:40-1:25pm	Trainee J	Session 5: Second half	55	84-88
	1:25-1:35pm	Trainees I and J: Feedback and reflection			

8. Closing activity



Reflection



15 minutes



Sticky notes
Posters



To sum up the day

Instructions:

1. Provide a brief summary of the topics covered in today's session. Provide an opportunity to clarify any concepts or to answer questions.
2. Reflection: Give everyone two sticky notes and ask them to write their responses to the questions below on the separate notes. Tell them not to write their names on the notes to remain anonymous.
 - a. What is the most valuable or new thing you learnt today?
 - b. What is something you found challenging or do not understand that you would like more training on?
3. Display two large posters (one titled 'Most valuable things I have learned' and the other 'Areas for further training') and ask participants to stick the notes on these. They can now read and learn from each other.
4. Give information about what will be covered on the next training day and ask participants to come prepared.

Day seven

Time needed (minutes)	Activities	Methodology	Materials required
20	Prepare mock participants (if applicable)	Presentation	Trainees facilitating sessions are responsible for all identifying and ensuring availability of all materials required.
45	Trainee A role play Session 1: First half	Role plays	
55	Trainee B role play Session 1: Second half	Role plays	
10	Trainees A and B: Feedback and reflection	Feedback	
15	Break		
45	Trainee C role play Session 2: First half	Role plays	Trainees facilitating sessions are responsible for all identifying and ensuring availability of all materials required.
30	Lunch		
45	Trainee D role play Session 2: Second half	Role plays	Trainees facilitating sessions are responsible for all identifying and ensuring availability of all materials required.
10	Trainees C and D: Feedback and reflection	Feedback	
70	Trainee E role play Session 3: First half	Role plays	
40	Trainee F role play Session 3: Second half	Role plays	
10	Trainees E and F: Feedback and reflection	Feedback	
15	Break		
30	Spare time if required to continue role plays and reflection		
15	Closing		Sticky notes Posters

1. Trainee role plays

	Trainee role plays		All day		Copy of Steps to giving helpful feedback (Appendix B of this training manual) for all trainee and (mock) participants Presentation of the schedule used for the role plays
	To practice implementing the Group PM+ sessions				

Trainer’s notes

Day seven is dedicated to trainee role plays. Make sure every participant has a copy of the Steps to giving helpful feedback (Appendix B of this training manual).

1.1. Prepare mock participants (if applicable) (20 minutes)

Instructions

1. Welcome the mock participants and thanks them for coming
2. Review the schedule for the day
3. Give practical information as relevant
4. Review the steps to giving helpful feedback and stress the important of this
5. Inform them, that if they feel uncomfortable for any reason during any time during the role plays they can ask to be excused without having to give a reason. Let them know that you or the co-facilitator are a hand to support them and that their comfort is very important to you.
6. Ask if mock participants have any questions

1.2. Trainee role plays (remainder of day)

Instructions

1. If relevant, introduce the group of mock participants and the trainees
2. Explain that the day will be spent role playing and ask everyone to respect the schedule
3. Start the role plays

2. Closing activity



Reflection



15 minutes



Sticky notes
Posters



To sum up the day

Instructions:

1. Provide a brief summary of the topics covered in today's session. Provide an opportunity to clarify any concepts or to answer questions.
2. Reflection: Give everyone two sticky notes and ask them to write their responses to the questions below on the separate notes. Tell them not to write their names on the notes to remain anonymous.
 - a. What is the most valuable or new thing you learnt today?
 - b. What is something you found challenging or do not understand that you would like more training on?
3. Display two large posters (one titled 'Most valuable things I have learned' and the other 'Areas for further training') and ask participants to stick the notes on these. They can now read and learn from each other.
4. Give information about what will be covered on the next training day and ask participants to come prepared.

Day eight

Estimated time (mins)	Activities	Methodology	Materials required
20	Prepare mock participants (if applicable)	Presentation	Trainees facilitating sessions are responsible for all identifying and ensuring availability of all materials required.
55	Trainee G role play Session 4: First half	Role plays	
60	Trainee H role play Session 4: Second half	Role plays	
10	Trainees G and H: Feedback and reflection	Feedback	
15	Break		
45	Trainee I role play Session 5: First half	Role plays	Trainees facilitating sessions are responsible for all identifying and ensuring availability of all materials required.
55	Trainee J role play Session 5: Second half	Role plays	
10	Trainees I and J: Feedback and reflection	Feedback	
60	Lunch		
60	Review of role plays	Feedback and discussion	
15	Break		
15	Supervision	Presentation and discussion	
20	Ongoing training	Discussion	
60	Concluding the training		Information on electronic evaluation forms. STRENGTHS training certificate for each trainee

1. Trainee role plays (cont.)

	Trainee role plays		The first half of the day until lunch.		Copy of Steps to giving helpful feedback (Appendix B of this training manual) for all trainee and (mock) participants Presentation of the schedule used for the role plays
	To practice implementing the Group PM+ sessions				

Trainer’s notes

A big part of day 8 is dedicated to trainee role plays. Make sure every participant has a copy of the Steps to giving helpful feedback (Appendix B of this training manual).

1.1. Prepare mock participants (if applicable) (20 minutes)

Instructions

1. Welcome the mock participants and thanks them for coming.
2. Review the schedule for the day.
3. Give practical information as relevant.
4. Review the steps to giving helpful feedback and stress the important of this.
5. Inform them, that if they feel uncomfortable for any reason during any time during the role plays they can ask to be excused without having to give a reason. Let them know that you or the co-facilitator are a hand to support them and that their comfort is very important to you.
6. Ask if mock participants have any questions.

1.2. Trainee role plays (until lunch)

Instructions

1. If relevant, introduce the group of mock participants and the trainees.
2. Explain that the day will be spent role playing and ask everyone to respect the schedule.
3. Start the role plays.

1.3. Ending the role plays (10 minutes)

Instructions

1. When the role plays are complete, thank the mock participants for their time and engagement and bid them goodbye before you give feedback to the trainees.

Break (after Trainees G and H: Feedback and reflection)

Lunch

2. Review of role plays

	Feedback and discussion		60 minutes		
	To allow trainees to reflect on their role play and identify difficulties they encountered To give helpful feedback to trainees				

Trainer’s notes

Ensure you have already selected several major topics most facilitators had difficulties with in their role plays. When discussing these topics, make sure you refer to:

- what was observed
- why this was incorrect or may have caused problems in their group and
- how to improve.

Allow time for trainers to demonstrate how to deliver this section better.

Manage time carefully so all trainees get feedback.

Instructions

1. Open by giving general feedback on all the sessions:
 - Trainers give general feedback about trainees preparation and organisation (for example, did they sound like they had read the manual and prepared well for the session?), use of basic helping skills and group management skills
 - Invite trainees to identify any difficulties they encountered related to these topics
2. Follow by reviewing each session:
 - Ask trainees who role played session X to describe their experience and any difficulties they encountered
 - Give feedback about Session X

Break

3. Supervision

	Presentation		15 minutes		
	To present the importance of supervision and what is expected of supervisors and facilitators in supervision.				

Instructions

1. State that supervision is an important ingredient to providing effective psychological treatment to people.
2. Emphasise that when supervision is conducted regularly and well, it helps to ensure quality delivery of Group PM+, prevents facilitator burnout, and helps people feel well supported and confident in managing challenging client presentations and problems.
3. Explain what supervision involves:
 - Talking about what is happening in your groups- debriefing, sharing positive stories
 - Getting advice from your supervisor and peers about managing different difficulties in your group
 - Training (as discussed previously)
 - Role play and practice to enhance learning
4. Inform that facilitators will be required to complete supervision forms prior to supervision. This will help them think about their groups and the challenges they are facing in them
5. Stress that facilitators are expected to attend (or notify the supervisor if they cannot attend and arrange alternatives), have their supervision forms completed prior to the supervision, be ready to actively participate in supervision etc. If it is already known, you can inform facilitators when and where supervision will occur.
6. Ask trainees if they have questions about supervision.

4. Ongoing training

	Presentation Discussion		15 minutes		
	Give trainees an opportunity to ask questions about the training process, including in-field training (practice cases) and competency assessments.				

Instructions

1. Share relevant information about the training process after this training
2. Give trainees an opportunity to ask questions about the training process, including in-field training (practice cases) and competency assessments.

5. Concluding the training (60 minutes)



Discussion



60 minutes



Information on electronic evaluation forms.

STRENGTHS training certificate for each trainee



To do a brief evaluation of the training and receive information on how to complete a more detailed evaluation.

To learn about the STRENGTHS PM+ training network.

To receive certificates of completion of training

To conclude the training.

Instructions:

1. Thank trainees for their participation in the training and congratulate them on completing this eight-day training on Group PM+.
2. Review the aims of the training and reflect on goals you believe the group has achieved (areas where they have improved etc.).
3. Highlight those areas that remain a challenge and encourage trainees to monitor their progress with these and to continue to talk with peers and in supervision about these issues. Encourage trainees to focus particularly on these areas when they begin practice their practice cases.
4. In a big circle ask participants to say one word that reflects how they feel about the training. This is a short evaluation for the trainers to ensure that everyone is feeling okay at the end of the training.
5. Give trainees information on where they can complete the electronic evaluation form for the training.
6. Provide trainees with information on the STRENGTHS training network and encourage them to join this network. Explain that you will send them details on how to sign up for this electronically.
7. Distribute certificates and conclude the training.

Appendix A: Ice breakers and energizers

Clapping name game

Everyone starts with the rhythm of clapping (hand – knee). To this rhythm the leader starts with their name and then calls out someone else's name. This continues to the rhythm- only skipping one clap at a time.

Mirroring of movements

In pairs mirror the movements and facial expressions of your partner and then swap over

Fact or Fiction

Ask everyone to write down 3 things about themselves, 2 of which are true. They read them out and the group votes which are true or false

The question web

Standing in circle, one person holding a ball of wool. One person hold the end of the yarn and throws the ball to someone and then asks him or her a question. This continues until there is no wool left and a web is created. Comment at the end that we all played a part in creating this unique web and if one person was gone it would look different. In the same way it's important that we all take part to make the group what it is, unique and special.

Tall stories

The trainer starts a story with a sentence that ends in "suddenly". The next person has to add to the story with his or her own sentence that ends in "suddenly". Continue the story until everyone has contributed. If you can, tape it and play it back at the end.

Add Words

The first person says a word (For example: "The"). The second person says the first word and adds a second word of their choice, and so on. At the end you might have a complete sentence.

Country/village names cut in half or threes

Write country or villages names of pieces of paper and cut them in half or threes. Give one-half to a person who has have to find their partner to form a country/village. Use places that the trainees will be familiar with.

Trusting each other

One person falls back with eyes closed and rest of group catches the person.

Trust games are good for activities that might reflect main themes, core values of the workshop

- *Example script:*

This training will require you to trust each other as well as yourself. We will be learning new skills together and so it is important for you to feel comfortable with each other, and especially to feel comfortable making mistakes in front of each other. So to help establish some trust between you all we are going to play a trust game. [then give instructions]

There are many ways to play the trusting each other game. Alternatives include:

6. Working in pairs, blindfolding one person and allowing the other person to guide them around an obstacle course
1. Get a rope and get one small group at one end, another small group at the other end, and get each group to lean back on the rope – trusting each other and the other side to not let go and thus lose balance

Knots- Standing in a circle with eyes closed, everyone puts their arms out and grabs onto a hand (monkey grip) of someone across from them. Then the group has to try to unravel the web of interlocking arms without letting go of anyone's hands. They have 3 minutes to do it.

Wink murder

The group sits in a circle and one person leaves the room. A person from the circle is selected to be the wink murderer. When the person returns from the room the murderer will catch the eye of someone and wink at them. Then that person must die (can be in a theatrical way). The person out of the circle has 3 attempts to guess who the murderer is

Appendix B: Steps to giving helpful feedback

These steps are a general guide. Follow the steps when giving feedback to trainee facilitators, for example, after observing a role play.

Give positive feedback first

- Be specific with your praise
 - Avoid only saying “It was good”. Be specific with your praise.
 - Describe what was positive – For example that you used the basic helping skills appropriately; you had good eye contact and you were able to reflect back what the participant was saying in a way that normalized their feelings.
- Give an example of when you noticed that behaviour
 - For example when the client was reluctant to engage in Get going keep doing, you reflected back her concerns in a gentle and understanding way. Then you revisited the education for this strategy in a way that made sense to her and helped her see that this strategy would be helpful for her. You then reassured her that you would help her increase her activity slowly.
- Describe how this positively affected the participant (in the role play)
 - For example by demonstrating basic helping skills and revising the education for Get going keep doing the client felt their concerns were valid and listened to. It also helped them understand and engage in the strategy.

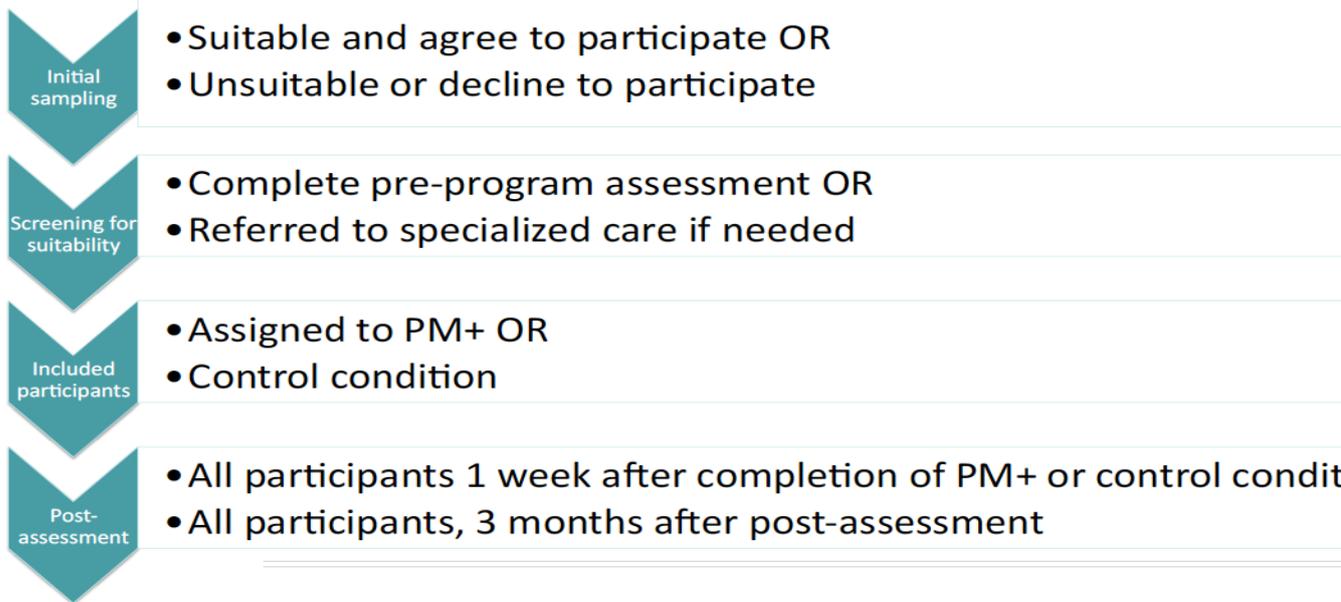
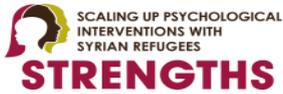
Invite reflections from the trainee

- Ask the trainee to reflect on the following:
 - What they thought they did well (in the session or in the role play)
 - What they would change if they could (for example what would they have done differently or included)

Provide feedback about areas to improve (only if necessary)

- If there is an area that you believe the trainee needs improvement in or you need to make a correction of some kind, do so gently and using your basic helping skills
- As with praise, be specific, give an example and discuss how this may have negatively affected the participant (or is not how PM+ should be delivered)
- Invite the trainee to respond
 - For example: “What do you think? Would you agree or disagree with this comment?”
- You can follow this up with a wider group discussion or a role play
 - For example supervisors modelling the skill/strategy or facilitators practicing the improved/correct way of delivering the strategy

Appendix C: Research chart



Appendix D: Trainer’s aides

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3. Managing problems steps	83
4. Handouts	84
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1. Training schedule

Overview of training

Day	Topics
One	Opening the training Common mental health problems PM+ overview STRENGTHS research Role of PM+ facilitator Participant – facilitator relationships
Two	Understanding adversity Giving helpful feedback Strategy 1: Managing stress
Three	Strategy 2: Managing problems
Four	Strategy 3: Get going, keep going Challenges to using basic helping skills
Five	Strategy 4: Strengthening social support
Six	Staying well and looking forward Preparing for role plays on day seven
Seven	Role plays to practise delivering PM+
Eight	Review PM+ Supervision

Daily training schedule

Estimated time (mins)	Activities	Link to intervention
Day one		
60	Opening the training	
30	Common mental health problems	
20	Break	
20	PM+ overview	Chapter 2: The PM+ intervention
50	STRENGTHS research Exclusion criteria	
60	Lunch	
60	Role of the Group PM+ facilitator	Chapter 3: Basic helping skills
15	Overview of session 1 of Group PM+: Psychoeducation	Chapter 5: Understanding PM+ and managing stress (Session 1)
20	Break	
50	Overview of session 1 of Group PM+: Reasons for and challenges to joining PM+ Managing stress	Chapter 5: Understanding PM+ and managing stress
15	Closing the day	
Day two		
15	Review day one	
30	Overview of session 2 of Group PM+: Managing problems	Chapter 6: Managing practical problems (Session 2)
30	Overview of session 3 of Group PM+: Get going keep doing	Chapter 7: Time to get going and keep doing (session 3)
10	Overview of session 4 of Group PM+: Strengthening social support	Chapter 8: Strengthening your social support (Session 4)
10	Overview of session 5 of Group PM+: staying well and looking forward	Chapter 9: Staying well and looking forward (Session 5)
20	Break	
115	Basic helping skills	Chapter 3: Basic helping skills
60	Lunch	
70	Participant and family engagement meeting	Chapter 4: Group PM+ Assessments
15	Break	
60	Group management skills	
15	Closing activity	
Day three		
20	Review of day two	

Estimated time (mins)	Activities	Link to intervention
25	Session 1: What is PM+?, Individual goals	Chapter 5: Understanding PM+ and managing stress (Session one)
45	Session 1: What is adversity?, Managing Stress	
20	Break	
15	Review of how to deliver Session 1	
40	Session 2: Review Managing Stress, Managing problems- Education and Example	Chapter 6: Managing practical problems (Session 2)
45	Session 2: Managing problems- participant problems, Managing Stress	
60	Lunch	
15	Review of how to deliver Session 2	
65	Session 3: Review Managing Stress, Review Managing problems, Get going keep doing- Education and Example	Chapter 7: Time to get going and keep doing (session 3)
15	Break	
40	Session 3: Get going keep doing- participant problems, Managing Stress	Chapter 7: Time to get going and keep doing (session 3)
15	Review of how to deliver Session 3	
15	Closing activity	
Day four		
20	Welcome and review of day three	
30	Session 4: Review Managing Stress, Managing problems, and Get going keep doing	Chapter 8: Strengthening your social support (Session 4)
50	Session 4: Strengthening social support- Education and participant support, and Managing Stress	
15	Break	
20	Review of how to deliver Session 4	Chapter 8: Strengthening your social support (Session 4)
40	Session 5: Review all home practice and review PM+	Chapter 9: Staying well and looking forward (Session 5)
40	Session 5: Staying well and looking forward	
45	Lunch	
15	Review of how to deliver Session 5	Chapter 9: Staying well and looking forward (Session 5)

Estimated time (mins)	Activities	Link to intervention
15	Instructions for Group PM+ role play	
15	Break	
90	Review how to deliver aspects of Group PM+	
15	Closing activity	
Day five		
20	Review of day four	
20	Review of Group PM+	
20	Break	
85	Group PM+ facilitator role plays: Session 1	Chapter 5: Understanding PM+ and managing stress (Session 1)
60	Lunch	
20	Managing participants with suicidal thoughts and/or intentions	Appendix A of the STRENGTHS Reference manual for Group PM+.
60	Introducing Managing problems	Chapter 6: Managing practical problems (Session 2)
20	Thinking of solutions	
20	Break	
65	Group PM+ facilitator role plays: Session 2: Managing problems	Chapter 6: Managing practical problems (Session 2)
15	Closing activity	
Day six		
15	Review of day five	
45	Thinking of solutions role plays	Chapter 6: Managing practical problems (Session 2)
50	Group PM+ facilitator role plays: Session 3	Chapter 7: Time to get going and keep doing (session 3)
20	Break	
50	Group PM+ facilitator role plays: Session 3	Chapter 7: Time to get going and keep doing (session 3)
75	Group PM+ facilitator role plays: Session 4	Chapter 8: Strengthening your social support (Session 4)
60	Lunch	
45	Difficulties with Strengthening social support	
15	Break	
40	Reviewing individual action plans and home practice	
30	Preparing for day 7/8 role plays	
15	Closing	
Day seven		
20	Prepare mock participants (if applicable)	

Estimated time (mins)	Activities	Link to intervention
45	Trainee A role play Session 1: First half	
55	Trainee B role play Session 1: Second half	
10	Trainees A and B: Feedback and reflection	
15	Break	
45	Trainee C role play Session 2: First half	
45	Lunch	
45	Trainee D role play Session 2: Second half	
10	Trainees C and D: Feedback and reflection	
70	Trainee E role play Session 3: First half	
40	Trainee F role play Session 3: Second half	
10	Trainees E and F: Feedback and reflection	
15	Break	
30	Spare time if required to continue role plays and reflection	Reflections on role plays.
15	Closing	
Day eight		
20	Prepare mock participants (if applicable)	
55	Trainee G role play Session 4: First half	
60	Trainee H role play Session 4: Second half	
10	Trainees G and H: Feedback and reflection	
20	Break	
45	Trainee I role play Session 5: First half	
55	Trainee J role play Session 5: Second half	
10	Trainees I and J: Feedback and reflection	
60	Lunch	
60	Review of role plays	
20	Break	
15	Supervision	
20	Ongoing training	
15	Closing	

2. Reasons for and challenges to joining PM+

Reasons for and Challenges to joining PM+.	
Reasons for joining PM+ (advantages)	Challenges to joining PM+ (disadvantages)
<p>“Lots of people have benefited from this intervention.”</p>	<p>“I also understand that it can be challenging for some people to join an intervention like this.”</p>
<ul style="list-style-type: none"> • What do you think you will personally get out of PM+? • What might improve in your life if you join PM+? • What do you think you might be able to do that you cannot do now? <ul style="list-style-type: none"> ○ Household tasks (for example, cleaning, cooking, doing small repair jobs around the house) ○ Self-care (for example, getting out of bed, taking care of personal hygiene and appearance) ○ Pleasant activities (for example, spending time in nature, relaxing and having quiet time) ○ Social activities (for example, spending time with friends, going to picnics and parks with family) • If your emotional problems decrease, how might this be good for other areas in your life? <ul style="list-style-type: none"> ○ For example, your relationships, your work, your other duties • How might your everyday life look if your emotional well-being improved? 	<ul style="list-style-type: none"> • What are some of the problems for you in joining the intervention? • What will you have to give up or lose if you join PM+? • Will PM+ reduce your time with your family? • Will the intervention take you away from other important duties? <p>Examples:</p> <ul style="list-style-type: none"> • Time away from housework • Having to organize care for children • Could be doing casual work • Giving up personal time • Have to travel a distance to get to the PM+ sessions

3. Managing problems steps

Step	Details
1. List the problems	
2. Choose a problem	
3. Define	
4. Brainstorm solutions	
5. Decide and choose helpful strategies	
6. Action plan	
7. Review	

4. Handouts

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Day two. Handout. 2.2 Managing problems steps activity instructions

1. From the list of problems identified by the group, identify which ones are solvable and
2. From the list of problems identified by the group, identify which ones are solvable and unsolvable. Discuss reasons for your answers.
3. Choose the most common practical problem you think participants in your PM+ groups are likely to experience and want help with.
4. Work through the Managing problems step with the one problem.
5. Think of as many potential solutions as possible, regardless of how effective or feasible they may be.
6. Develop an action plan that is broken down into manageable steps. Identify any resources needed

Day five. Handout: Reason to live and reasons to end my life table for Activity 3.

Reasons to live	Reasons to end my life
<ul style="list-style-type: none"> • What is keeping you alive at the moment? • Are there any family members or friends you are staying alive for? • Are there some things that you have enjoyed in life? Recently? Long ago? • Have you always felt this way? If not, what did you used to enjoy in life? • What are some hopes that you have for your future? (Help them to think about solving their practical problems, reducing their emotional problems, etc.) • What if you did not have the problems you are experiencing at the moment, would that change your thoughts about not being alive? 	<ul style="list-style-type: none"> • What is making it hard to stay alive at the moment? • What are some of the reasons you wish to end your life?

5. Basic helping skills

Print and cut to hand out one skill to each group for role play activity.

Keeping confidentiality

This is a very important part of building trust with participants. They need to know that when they speak openly about personal things, that information is going to remain confidential or private. This is especially true for survivors of intimate forms of traumatic experiences and even more so when there is stigma about the events (for example, in the case of sexual assault).

Limits to confidentiality:

- If the participant is at imminent risk of harming themselves or someone else
- Supervision requires you to talk about participants and their progress
- Confidentiality is limited to the group

Communicating concern

Try to understand, as best you can, each participant's situation, including the emotions they are experiencing. At the other extreme, it is also important that you don't get too involved in a participant's feelings and take them on as your own. This can cause you to feel stressed and over-burdened by your work.

Statements that may show you are concerned include,

- "That sounds like it was very challenging/upsetting/frightening (and so on) for you."
- "I can see in your face how painful this was for you."
- "You have experienced many difficulties."
- "You went through a lot."
- "I can hear how sad/frightening this was for you."

Non-verbal skills

Non-verbal skills communicate to the participant that you are listening to them and can also be a way of communicating concern. These include keeping culturally appropriate eye contact, culturally appropriate nodding of your head, and, in most cultures, keeping your posture open (for example, avoiding crossing your arms and sitting with a stiff position or turning away from them). Sometimes showing similar emotions of your participants also shows that you are hearing what they are saying and sympathise with how they are feeling. This might mean expressing sadness on your face when they express sadness (because they have teary eyes). You can also use brief verbal indications that you are listening, such as “uh-huh”, “ok”, “I see” and “mmm”. It is important to remember that there can be wide cultural variations of all the above.

Praising openness

To help a participant feel comfortable talking about personal, difficult or embarrassing topics, try to thank or even genuinely praise the participant for being so open. Throughout the intervention, you may also praise the participant’s efforts to engage in the PM+ strategies and to get better.

Some examples of praising openness:

- “Thank you for telling that to the group/me.”
- “You were very courageous in sharing those intimate feelings with the group/me.”
- “Although it may have been hard to talk about that with me, I think it will be very helpful for your recovery.”
- “I can see that you are really trying to practise ‘Managing Stress’ regularly.”
- Use local proverbs: for example, “You double happiness and half sorrow by sharing what's on your mind.”

Validating

Many participants will feel embarrassed talking about their problems with strangers or in a group setting. They might think no one else feels the same way as them. They may also think that talking about emotions or personal problems is a sign that they are becoming ill, going crazy or that they are weak. Some participants might even blame themselves for how they feel. It is important that throughout the intervention you help the participant to dispel these myths. You can do this by normalising the participant's problems by helping them understand that many other people experience the same reactions, symptoms, and difficulties. This is 'validating' their problems, which means that you are letting them know that their reactions are understandable. This often happens naturally in a group setting because other group members might share similar feelings and problems. Validating is a very good way of communicating concern too.

Some examples of validating include,

- "You have been through a very difficult experience and it's not surprising that you would be feeling stressed."
- "What you have just described is a common reaction people have in these situations."
- "Have other people in the group experienced similar reactions/problems?"
- "Many people I have worked with have also described feeling this way."
- "The reactions you have described are very common."
- "I am not surprised that you are so scared."

Putting aside personal values

Demonstrating the above-mentioned basic helping skills will mean that at all times you will need to respect participants' personal values and beliefs. This can be challenging, especially when you do not agree with your their values or beliefs. However, you should not judge your participants, no matter what they might say to you. This means not allowing your personal beliefs or values to influence how you respond to them. The experience of having someone just listen without judgment might be something a participant has not experienced before and this can help them to trust you.

Not giving advice

You should generally not give advice to participants. Giving advice is different from giving participants important or helpful information (for example, about legal services or other community organisations that might be helpful). Giving advice means telling a participant what to do or not to do (for example, don't talk to your religious leader about a problem).

All group leaders will feel tempted to give advice at some time though. This is a very normal temptation. For example, a participant who is very hopeless and showing signs of depression might find the 'Managing problems' strategy challenging, especially thinking of potential solutions to help with their problems. It would be very tempting to advise the participant what solutions would be good to try. But you should avoid giving direct advice. If a participant has been relying on your advice, they are unlikely to be able to manage their own problems in the future, when they have completed the intervention.

One strategy that can be helpful to use in situations where you are very tempted to give advice, is asking the participant what they would suggest or say to a close friend or family member in a similar situation. For instance, a participant who is very withdrawn and depressed might not seek out social support because they do not want to burden others. Rather than giving advice that they should ask for support, you might ask them, "*What would you say to a close friend or family member who was thinking the same? Would you want them to be alone with their problems or ask you for help? And would you feel burdened by that?*" This type of questioning may help the participant to think about their concerns and behaviours from a different viewpoint, without you directly telling them to do something different.

See education about Managing problems strategy (Session 2) for more information about giving advice.

6. Case examples

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Day two: Case example A, B and C for Activity 7.3: Practising how to engage family members

Case example A

The participant is a female who has problems with depression. Her depression has caused her to be very inactive and reserved. She no longer does the housework and is often in her bed.

Tell the husband (without anyone else hearing): the husband is concerned about his wife's health and lack of activity and wants her to receive help. However, he is concerned about her attending a group and private information about their family being shared with others. In particular, he is worried this information will be shared with other wives' families and people in the community will treat him and his wife differently.

Case example B

The participant is a young man who is working in his father's shop. He is very anxious and stressed about his health (he has been very unwell recently) and how he will be able to provide for his family.

Tell the father (without anyone else hearing): the father believes the son should be treated by a physician but all the doctors have not been able to help him. They tell him that the problem is psychological. He doesn't want his son to attend the group because of stigma about a psychological treatment and he needs his son's help in his shop.

Case example C

The participant is a mother of four children whose husband died a year ago. She is still grieving her husband's death and is feeling depressed. She lives with her parents-in-law. Tell the father-in-law (without anyone else hearing): the father-in-law is concerned about his husband's daughter and wants her to get help. But he doesn't want her attending the sessions because it means his wife will have to look after the children and she is too frail.

Day six: Case examples I and J for activity 2.: Thinking of solutions role play

Case example I

Carmen is unemployed and living with her husband and four children at her in-laws' home in very cramped conditions. Her family was forced out of their home when they could no longer pay the rent. Her in-laws have very strict rules about what she and her children are allowed to do in the house. Her children are often getting into trouble for being too loud or disruptive. They also expect her to complete all of the household chores and cooking for the family. Some days, she is unable to do this adequately as well as spend time with her children, which causes conflict between her and her in-laws. She is feeling increasingly sad about her living situation and the effect it is having on her children. She and her husband are also beginning to argue about his parents.

As she discusses the problem with her facilitator, they identify several problems: problem of cramped living conditions; problem of in-laws expectations on children; problem of in-laws expectations on her; arguing with her husband about these problems.

Carmen is most worried about the effect her in-laws are having on her children and so she decides this is the problem she would like to work on first.

Problem: Manage my in-law's expectations on my children and their behaviour in the house

Questions that encourage ideas

Main questions:

- What would you suggest to a friend with the same problem? Could this work for you?
- What have you tried in the past (even if it has not worked)?
- What have others suggested you do when you have shared this problem with them?

When all of the above questions have not worked:

- Is there any support you can get from friends or family that might help manage this problem?
- Could you talk to someone about this problem? Who might that be?

Case example J

Mohammed is married with five children under 10 years of age. Since leaving Syria, he has worked at the same factory, but it was closed down six months ago. Since then he has not been able to find permanent work.

He did not finish school and was disabled from an injury he sustained in the war, which restricts his mobility. This has made it difficult for him to find work. His wife has tried to sell materials at the markets to support the family financially. However, they have started to have troubles paying bills, such as rent, electricity and food.

He identifies two large problems: unemployment and financial problems. While he needs to find work, he decides that he first needs to manage the smaller problems related to paying his bills.

Problem: Manage my finances so I can pay the rent and electricity bill that is due in two weeks.

Questions that encourage ideas

Main questions:

- What would you suggest to a friend with the same problem? Could this work for you?
- What have you tried in the past (even if it has not worked)?
- What have others suggested you do when you have shared this problem with them?

When all of the above questions have not worked:

- Is there any support you can get from friends or family that might help manage this problem?
- Could you talk to someone about this problem? Who might that be?

7. Challenging group situations

Challenging group situations A, B, C, D and E for activity 8.2. Practising skills to manage group dynamics

Print one for each group. Cut the instructions so that the instructions are given to the group participants and the 'facilitators' separately. They should not know what the other's instructions are.

Instructions for group participants (to be read to them by the trainer)

Case example A: Keeping to time without cutting short valuable group discussion

1. In your group you will discuss your favourite music, singers, bands. The facilitator will be asked to shift the discussion to your favourite sports, but you should remain passionately on the topic of your favourite music.

Case example B: Managing dominant participants

1. In your group discuss whether you think single-sex schools are better than mixed gender schools. Half of the group should be in favour of single-sex schools and the other half are in favour of mixed gender schools.
2. Choose one participant from each of these two sides to be a dominant participant (i.e. they speak more frequently than others in the group, they talk over the top of other participants, they speak in a louder voice).

Case example C: Encouraging discussion with a quiet group

1. In your group discuss which of the PM+ strategies you like the best.
2. Choose one participant from the group to act as a quiet participant (i.e. they do not speak unless specifically invited to, they do not say much, they may agree with others and not share own opinion)

Case example D

Managing distressed individuals

1. In your group you will discuss problems faced by people in your community.
2. Choose one participant from the group to act as a distressed participant. After an appropriate amount of time (i.e. not immediately), this participant will talk about a problem they or someone they know has faced and this causes them to become very upset.

Case example H

Managing group discussions that go off-topic or examples of unhelpful strategies or those outside of PM +

1. Tell the trainees the group will be discussing the best places to eat in this area.
2. Choose one participant from the group to take the discussion off-topic. For example, tell them to begin talking about their favourite place to eat and then start talking about how they went there with a friend last week and the friend told them they just bought a bird as a pet. The participant will continue talking about the bird and the reasons why everyone should have a bird as a pet.

Instruction for facilitators (to be read to them by the trainer)

Case example A

1. Your task is to facilitate the conversation the group are having on to the topic of their favourite sports.

Case example B

1. Your task is to facilitate a discussion about whether single-sex or mixed gender schools are best and to ensure everyone participates and feels included.

Case example C

1. Your task is to facilitate a discussion around which of the PM+ strategies the group participants like the best and to ensure everyone participates and feels included.

Case example D

1. Your task is to facilitate a discussion around what problems people face in this community.

Case example H

1. Your task is to facilitate a discussion around where the best places to eat in this area are.

Notes for trainers to help discussions on managing group situations

A. Keeping to time without cutting short valuable group discussion

- Remind participants about time schedules throughout the programme.
- Encourage participants to use break times for further group discussions
- If a discussion is very important you may decide to continue with and shorten another section of the session.

B. Managing dominant participants

- Use basic helping skills when managing dominant participants. You may need to manage them in them in front of the group and talk to them on their own:

In front of the group, you can thank the person for their contribution and then invite others to share:

“Thank you (name). What you are saying is very interesting but I’d also like to hear from others in the group. Has anyone else had a similar or different experience?”

On their own during a break or at the end of a session, always use a positive approach:

“You have been very engaged in the intervention which is good. But it is very important that everyone in the group has an opportunity to speak. And I have noticed this is not happening at the moment. So I will ask you to watch that you are respecting everyone in the group, not talking over the top of others and giving everyone a chance to talk. This might mean waiting and letting someone else talk first when there is a discussion. Does this sound okay to you?”

- Try to find out why the person is dominating and once you know what the reasons are, try to help the participant and the group to manage these. Reasons may include that they do not like other participants from different backgrounds, they believe they need the most help in the group, the group believes they should be dominant or speak for others because of their position in the community or age. You can say:

“Are there any problems you are having in the group that is causing you to talk over the top of other participants? I would like to be able to help you manage these if this is possible.”

C. Encouraging discussion with a quiet group

- Case examples are good for encouraging group discussion. Many people feel more comfortable talking about cases instead of their own personal experiences or problems.
- Share examples you are familiar with from the community or previous groups you have led, that relate to the group you are leading. This can help to make the group participants feel more comfortable because you already know a little about their situation. Be sure not to include real people’s names or stories that might easily identify who they are. This will break confidentiality.
- Talk to quiet participants individually to help them become more comfortable. You can say

“I have noticed you are very quiet in the group. Is there anything I can do to help you engage more in the discussions?”

D. Managing distressed individuals

- **Communicate concern and validate that the participant is in distress.**
- **Giving the participant time to calm down.** Being quiet and not moving the discussion on or to another topic is one way of allowing space for this to happen. Oftentimes other participants will help the distressed person (for example, , by putting an arm around them, acknowledging their distress).
- If the participant is having difficulties calming down by themselves, **you can ask them if they would find it helpful if the group practices the breathing activity from Managing stress together.**
- **If a participant's distress is very strong and interferes with the group** and you have a co-facilitator, ask him or her to take the participant out of the group and manage the distress separately. This way you can continue with leading the group. If you are on your own, you might take ask the group to take a 10-minute break and sit with the participant on their own. After 10 minutes the participant might decide to re-join the group or take some time away from the group to calm down on their own. If you do this, be sure to encourage him/her to come back to the group, or check on the person after 30 minutes if (s)he has not returned.

E. Managing group discussion that go off-topic or examples of unhelpful strategies or those outside of PM+.

- Be firm when re-directing group discussions but also use your basic helping skills! You can say

"I can see this is an interesting discussion but we have moved away from the focus. Let's come back and we can discuss this topic during the break."

Additional topics if time permits

F. Participants disclosing too much information

- Sometimes participants will share very personal information. This might make other participants uncomfortable. Facilitators need to decide if the information being shared in the group is too much or too personal. If a participant is sharing too much information or it is too personal, facilitators can do one or all of the following:
 - Ask participants not to share things that are very personal in the group.
 - Agree that you will gently cut them off when they are sharing too much information (for example, *"Thank you (name) for sharing this. It sounds like it has been very difficult for you. I wonder whether others would like to share their experiences."*)
 - Decide on a secret sign you can give participants if they are sharing too much information so they can stop (for example, raising your hand)

G. What to do if a participant drops out, attends late or irregularly etc.

- Speak with participants who are not engaging in the intervention. They might be regularly showing up late or leaving early or missing sessions.
- Find out what the reason is for their disconnection
- Review the discussion on Advantages and Disadvantages of joining the group and also their individual goals. This discussion might motivate them to be more engaged in the group. Or it might help them decide to drop out of the group.
- If participants drop out, this is okay. PM+ Group will not be suitable for everyone. If this happens, be sure to write down in your notes the reason for their dropping out. Try to get them to complete the post-treatment assessment as soon as possible too. This information will be very important to gather.