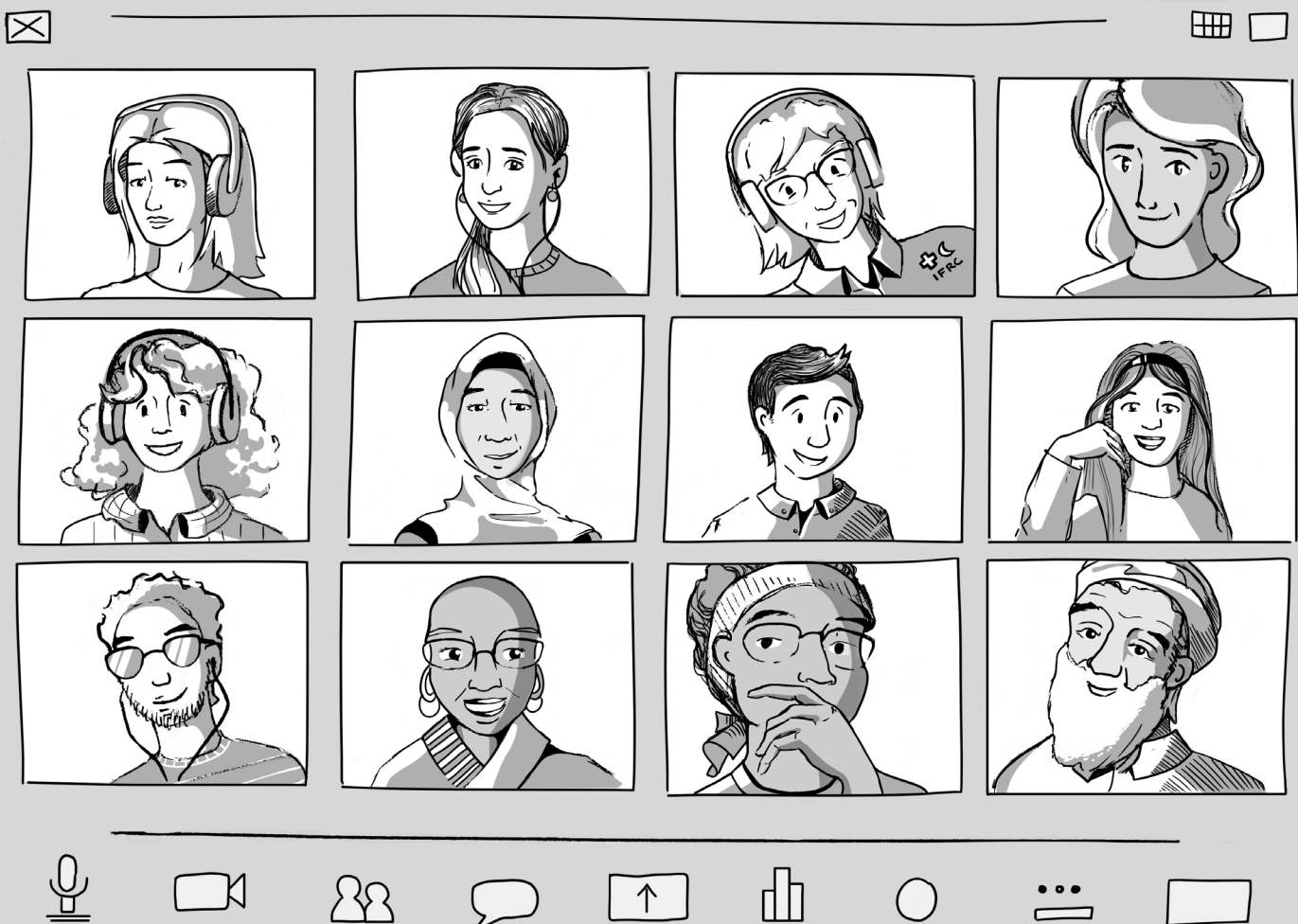


ON-LINE TRAINING OF TRAINERS IN PSYCHOLOGICAL FIRST AID



On-line Training of Trainers in Psychological First Aid during COVID-19, IFRC PS Centre, 2021.

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Translations and adaptations

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“

Psychological first aid (PFA) is a first entry point to assist people in acute distress. It is a simple, yet powerful way of supporting someone, to feel calm, safe and supported, and to link to more specialised support if needed. Learning PFA skills and understanding reactions to crises empowers the helper not only to help others, but also to apply the same skills to their own crises. Everyone can learn PFA skills, including staff and volunteers who are responding to humanitarian needs as well as at-risk communities themselves.

”

See the many resources on psychological first aid including training manuals and tools for online training at pscentre.org

INTRODUCTION

All around the world, countries are affected by the corona pandemic in different ways. National Societies are engaged in mental health and psychosocial support services and many have established both direct and remote support; the latter in the form of telephone hotlines or other online services. One outcome of the pandemic is that a lot of training of staff and volunteers has moved to online remote training.

Since the beginning of the pandemic, the IFRC PS Centre has been developing online approaches, guidance, adaptable tools, videos, podcasts, and other materials on MHPSS. The aim is to ensure easy access to tools, methodologies and training materials that can assist National Societies in their training efforts in MHPSS during COVID-19. The materials include guidance on ensuring good learning outcomes of online training.

Online MHPSS training must be conducted in a safe, inclusive, engaging, and fun environment. It is important to create a sense of connectedness between participants to build a safe, supportive, inclusive, participatory, and fun training community. Online training communities will often remain strong after the training has ended.

Online psychological first aid training must ensure that participants learn the needed cognitive, social, and emotional skills and tools. Participants must combine knowledge, understanding, and reflection on psychological first aid throughout the training to ensure they have integrated the skills and can use them no matter which type of response they are involved in.

The online psychological first aid training of trainers is for Red Cross Red Crescent staff and volunteers as well as other humanitarians who are already well trained in psychological first aid and preferably also experienced trainers.

The On-line Training of Trainers in Psychological First Aid during COVID-19 is for National Societies as who will train using the IFRC PS Centre's PFA training Module 2: Basic PFA.

“

PFA is offered to someone in distress and can be used after any short or in a prolonged crisis and is a vital skill set for all humanitarians.

”

PFA SKILLS

Skills acquired in a PFA training can be divided into cognitive, social and emotional skills. UNICEF operates with the working definitions of the three in *Global Framework on Transferable Skills*. 2019.

COGNITIVE SKILLS have to do with “thinking” and include the ability to focus; problem-solve, make informed choices, and set plans and goals.

SOCIAL SKILLS have to do with interaction with others including the ability to communicate, collaborate, resolve conflicts, and negotiate.

EMOTIONAL SKILLS have to do with skills that relate to understanding and regulating one’s own emotion, cope with stress, understanding emotions of others, and the ability to empathize with others.

PLANNING THE TRAINING

PLANNING

Planning an online training requires minutely preparation as there is less option for improvisation during a digitally run training. In advance of the training days, all background materials should be uploaded to a shared drive, online co-working boards, and exercise sheets finalized and uploaded, and different groups for communication established. Please contact the PC Centre should you wish a copy of a sample agenda for the ToT.

MAIN AND DIGITAL FACILITATORS

The main facilitator/s are responsible for planning the entire training including announcements, selection of trainees, acceptance letters, creating working documents, deciding on training buddy teams, developing evaluation, moderates the post training mobile group, etc. in close collaboration with the digital facilitator.

The digital facilitator ensures a smooth running of communication and digital parts of the training. The overall tasks of the digital facilitator are to plan, design digital boards, and run the digital content of the online training in collaboration with the main facilitators. The digital facilitator is often the main responsible for the communication with trainees.

The digital facilitator:

- Establishes shared drives and invites parties to join these
- Creates groups on mobile devices and manages these

- Creates the digital meeting set up and send links and reminders of sessions to all
- Upload background and training materials to the relevant drives
- Creates and manages the digital breakout rooms, co-working digital boards, and drives etc. during the training
- Troubleshoots during the training

NUMBER OF PARTICIPANTS

When planning the training, the main facilitator/s will decide upon the size of the group to give each trainee enough time to practice their online facilitation skills as well as to receive useful feedback. It is recommended that a main facilitator is responsible for 12 trainees to ensure each has sufficient time to be supervised when practicing their facilitation skills. If having two main facilitators, parallel facilitation practice sessions will be run with a main facilitator supervising in each of the parallel sessions. This manual describes such a training run with some sessions in the plenary and two parallel facilitation practice session tracks on day two, three and four.

ANNOUNCING THE TRAINING

It will be clearly mentioned that the training builds on blended learning where trainees will take part in a pre-training meeting, study, and prepare before they take part in the training itself. The estimated hours to prepare for a 25-hour online training will be no less than 15 hours excluding the pre-training meeting. The requirements for getting a training certificate should also be mentioned. Trainees will be informed that they will:

- Attend an online pre-training meeting
- Be assigned a partner or group for the full duration of the training
- Study and plan their sessions with their training buddies ahead of the training

And that they are to:

- Have internet, a PC with a camera, and a mobile phone
- Have access to the tech platforms and tech programmes used during the training
- Have the camera on during the training

TRAINING MANUAL AND RESOURCES

In the announcement the below training resources are mentioned:

PRE-TRAINING STUDY MATERIALS:

- *A Guide to Psychological First Aid for Red Cross Red Crescent Societies*
- *Psychological First Aid training module 2.*
- *On-line facilitation in MHPSS*

ADDITIONAL PRE-TRAINING STUDY MATERIALS:

Online training materials:

- *PFA training for COVID-19*
- *PFA training for COVID-19 – additional module: Remote supportive communication*
- *PFA training for COVID-19 – additional module: Loss & Grief*
- *PFA training for COVID-19 – additional module: PFA for children*
- *PFA training for COVID-19 – additional module: Caring for staff and volunteers*
- *PFA training for COVID-19 – additional module: Vaccine hesitancy*

On-line training videos:

- *Psychological First Aid for COVID-19*
- *Psychological First Aid for COVID-19 – Caring for staff and volunteers*
- *Psychological First Aid for children during COVID-19*

PRE-TRAINING MEETING

The pre-training meeting is an integral part of the training, lasts approximately 90 minutes, and is scheduled two weeks ahead of the training.

The pre-training meeting serves several purposes, as it introduces trainees to:

- The main trainers and fellow trainees,
- The online training format they will use during their practice sessions,
- The feedback system,
- The buddy system used in the training,
- The digital systems and communications channels used,
- Expectations and preparatory requirements, and
- A safe, inclusive, and fun training ambience.

If it is not possible to run a pre-training meeting, the key information about the training can be sent in a recorded session or be sent to participants in written form ahead of the training. It should also be ensured or checked that participants have read and understood the requirements and the basic things covered in the opening session.

The below plan outlines the pre-training meeting:

- Presentation of main and digital facilitators, trainees, programme, and training schedules. Trainees can be asked to make a drawing of what they like to do to calm themselves when distressed. Mention, that knowing what to do to calm oneself is a great tool to build resilience. Next, they show the drawing when introducing themselves by name, position, National Society and what they do to calm themselves.

- Introduce and do a short practice of IT tools and communication channels used.
- Create of a group charter: The group charter describes the values of the group as these will be practiced and seen in action. The group charter is formulated in the present tense and in the positive. Ask trainees: What words best describe the group and its values we will create during the training? An example of what could be in a charter is: *We listen to each other.*
- Introduce the buddy system (See appendix 3)
- Assign the facilitation practice sessions to the training buddies.
- Present guidelines for how to run sessions on-line:
 - All training buddies will take active part in the facilitation practice.
 - All sessions will have interactive activities as a role-plays.
 - When beginning the session, the training buddies will explain: In which setting the session is planned to take place. Who is the intended target group.
- Introduce to the model for evaluation of facilitation practice in Appendix 1.
- Introduce the template for participant's and main facilitator's feedback in Appendix 2.
- General rules about confidentiality, GDPR etc.
- Inform trainees that they are to prepare an energizer, preferably from the greatest hits from their National Society.
- Questions and answers






OVERVIEW OF THE FACILITATION PRACTICE SESSIONS

An example of the division of facilitation practice sessions where participants train using *Psychological First Aid Module 2: Basic PFA*.

The training outline below is for two parallel tracks for the facilitation practice sessions.

- **GROUP 1 AND 2** - cover "Distressing events" (exercise 3) and "Reactions to distressing events" (exercise 4)
- **GROUP 3 AND 4** - cover " Look" (exercise 6.2) and "Identifying who needs help" (exercise 6.3)
- **GROUP 5 AND 6** - cover "Listen" (exercise 6.4), "Calming someone in distress" (exercise 6.5) and "Active listening" (exercise 6.6)
- **GROUP 7 AND 8** - cover "Linking someone with help and support" (exercise 6.8) and "PFA role play" (exercise 7)
- **GROUP 9 AND 10** - covers "Examples of complex situations and reactions" (exercise 8.1), "Psychosocial triage" (exercise 8.2)

ICON INDEX

ICONS AND THEIR MEANING	
	The aim of the activity or workshop
	Tools, documents or materials needed
	Duration of the activity
	Format of the online activity (breakout rooms, plenary ect.)
	Important notes

GLOSSARY

TRAINING GLOSSARY

MAIN FACILITATORS are the trainers of the ToT in PFA

MAIN FACILITATION TEAM consists of a technical facilitator and the main facilitators

TRAINEES are those trained in the ToT in PFA

TRAINING BUDDIES are pairs or triads who prepare and conduct their sessions together

PARTICIPANTS are trainees that act as participants in the training sessions run by fellow trainees

PFA PROVIDER is the term for someone who offers PFA

RECIPIENTS receives PFA from a PFA provider

DAY ONE

1.1 INTRODUCTION TO DAY ONE



Aim of the session: To create a safe and comfortable on-line training environment, and for trainees to reconnect after the pre-training meeting



Tools and materials: The training plan, buddy talk questions in appendix 3



Format: Plenary, chat, breakout room, and plenary

Welcome to the training. We will go over the plan for the day and have a round of introductions. There will be time for questions, should any questions have come up since the pre-training meeting.

Conduct a round of presentations. The presentation can be done in alphabetical order or in another order chosen by the main facilitators. After the presentation, comment on a few things that characterizes the group as a whole.

Ask if anyone has used the calming techniques since the pre-training meeting. If time allows, let trainees write in the chat what method they have used. Comment on what is noted.

Show and go over the group charter prepared by trainees in the pre-training meeting. Ask: *Does everyone still agree to the group charter?*

Inform trainees of a Wish list to be found in the shared drive where they can note wishes for topics the main facilitators should address in an open and to be planned session on day four. Remind trainees to be ready for energizers or relaxers.

Ask the group if there are any comments or questions, before introducing the buddy talks.

The questions for the buddy talk this morning are:

- *Are you ready for the day?*
- *Anything you need to park before we begin the training day?*

The questions can be sent to trainees in the chat as they go into breakout rooms or can be sent as a message to the breakout rooms.

1.2 PREPARE FOR PFA



Be aware of personal strategies to prepare for PFA, be able to recognize the different types of stress, discuss selfcare strategies, and who to turn to in time of secondary stress



Plenary, chat

In the next exercises, we will focus on aspects of the LOOK principle. How to prepare for PFA, on the Let's move on and touch upon the different types of stressors that can affect people as well as humanitarians as PFA providers during COVID-19.

1.3 PARKING WORRIES



Become aware of preoccupations that would prevent a trainee to be mentally present during the session.



Plenary, chat

In the buddy talk, you discussed if you needed to mentally park something before the training begins. You had a partner for this 'Are you ready talk', whereas a PFA provider is often on his, her or their own. Therefore, a crucial question to ask oneself before beginning a session, offering PFA or answering a call is 'Am I ready for offering PFA?' or 'What prevents me from being fully present now?' Should you become aware that something is bothering you, it is easier to put it aside and to be mentally present. Ask trainees: How do you check in with yourself? Please note in the chat what you do or will do. Look at the answers in the chat and comment on them.

1.4 STRESSORS DURING COVID-19 THAT MAY AFFECT PFA PROVIDERS



Practice distinguishing between different types of stress and creating awareness of personal reactions to stressors



Exercise template in Appendix 4



In pairs or groups using an online collaboration tool

Show the template for the exercise. *In this pair/group work exercise, the task is to move the examples of stressors to the category they belong to. In the groups you will probably not agree on where each of the stressors belong, as different people react differently to a stressor. If you disagree on where to place a stressor, it can be noted several places and is an example of how we react differently based on our experience, resilience, and personalities.*

The groups will be notified when it is time to move to the second part of the exercise, where each of you fill in an example of a stressor that could affect you in each of the categories.

Any questions?

Send a message to the pair/groups x minutes before the time is up: *X minutes to note a personal stressor in each category before you return to the plenary.*

1.5 HOW TO HANDLE BEING AFFECTED BY SECONDARY STRESS



Ensure trainees have a plan for how to react if affected by secondary stress



Pen and paper



Plenary discussion

Lead a plenary discussion on how trainees will react if affected by secondary stress.

Do you know what your red lines are when it comes to being affected by secondary stressors? What should you look out for?

Let us discuss how you will react and what you can do if you are being affected by secondary stress. First, take a moment to list some of your:

- *Inner protective resources,*
- *Outer protective resources,*
- *And note who can you link with if affected by secondary stress?*

Lead a discussion in the Plenary on what trainees can do to if affected by secondary stress.

1.6 OPTIONAL EXERCISE : NEEDS AND EXPECTATIONS OF A PFA RECIPIENT



Be aware of the needs and expectations a PFA recipient may have



A digital board with the following headings : 1) Needs of a PFA recipient and 2) Expectations of a PFA provider



Small groups and plenary discussion

We will discuss what a PFA recipient could expect from a PFA provider. I will ask you to think of someone who needs PFA. You can maybe think of someone:

- *Calling in on a helpline,*
- *Who is in a vaccination centre,*
- *A relative to someone in a hospital, where you volunteer, or*
- *Someone you have supported with PFA and clearly remember.*

I will ask you to work in pairs/small groups for ten minutes where you note the needs and expectations for a category of PFA recipient you choose. Next, please go to the common digital board and note your responses under the heading: What are the needs of a PFA recipient and what does a recipient expect from a PFA provider. The board has headings for needs and expectations for the above mentioned categories of PFA recipients.

After this part of the exercise, go over the board with trainees. Comment on what is mentioned and draw out some common needs and expectation, underlining the need to be listened to and to be heard.

Ensure the following needs and expectations are mentioned:

- To be listened to
- To share experiences and stories
- To ventilate strong emotions such as worry, fear, anger, helplessness, or powerlessness
- To regain focus
- To be and feel supported
- To regain some power over the situation
- To become aware of needs
- To get in touch with internal and external resources
- To ask questions, get answers or know where to find them

Ask: *In what ways are a person in distress interested in the PFA provider as a person?*
Discuss the responses.

Ask the group: *What was the most important take away from this session. Think for a minute and write one word on a piece of paper and show to the group.*

1.7 BREAK



1.8 INTRODUCTION TO LAYERS IN CONVERSATION



Get an understanding of layers in conversation and how to use them during PFA



Questions in the chat and handwritten posters with the names of each the layers



Plenary, questions in the chat, breakout rooms with the same fellow trainee throughout the exercise interchanging with plenaries

Until now we have touched upon how to prepare for a session, on stressors and signs for needs for self-care. All this is part of the principle of LOOK. We are now moving into the LISTEN principle. In this session we will introduce some more aspects of LISTEN that can be used to train in PFA.

We will first look at some of the different layers we can use in communication. You will work in breakout rooms with a partner and in the plenary with four different scenarios. At the same time as you talk in each of the different layers, notice the following:

- What type of information is shared,
- Which topics are talked about,
- How you relate to one another, and
- How comfortable you are with this layer of communication.

Post the questions in the chat and instruct trainees to note them down. Mention that the main facilitators may visit the breakout rooms with their cameras off to get a sense of how the exercise is going.

SMALL TALK



Introduce small talk, the superficial layer in conversations, by saying: *We will begin an exercise where you will imagine that you are in the departure lounge and stand in line to board a bus, train or plane to go to a Red Cross Red Crescent training. You are traveling alone and do not know anyone else in the queue. There is an announcement over the loudspeaker saying: "Ladies and gentlemen and those of any other genders. I am terribly sorry to have to announce that the boarding is a few minutes delayed. We will begin shortly. Apologies for the delay. Please stay in line." After a moment of silence followed by some sighs of annoyance, you will strike up a conversation with a person next to you.*

Instruct trainees to join a breakout room still imagining they are in the queue and that they will begin to talk. They have five minutes to strike up a conversation and see how this unfolds. When they are back, ask the following questions in the plenary:

- How did you initiate the conversation?
- What did you talk about and?
- How did you feel when making small talk?

Take a couple of answers and explain the importance of small talk, saying: *Some are awkward when it comes to small talk, others enjoy it. PFA providers must be good at small talking as it creates and maintains social contacts and relations. Small talk is how we initiate conversations, connect, and keep connected. When small talking, we also communicate a wish to enter or to stay in contact. Small talk keeps the social fabric together. In PFA it is useful when you need to calm someone by bringing them to the here and now. This may be needed if they need to be calmed and one way is to engage them in daily conversation on everyday and mundane matters. If someone is very stressed and the provider needs to make them able to function and respond coherently, asking them small talk questions is a good tool.*

Draw small handwritten posters with the five points below on what can you do to strike up a conversation, giving examples of each categories as shown.

- | | |
|-------------------------------------|-------------------------------|
| • Ask for something | Do you know where ... |
| • Offer information | the latest information is ... |
| • Share personal information | I am always ... |
| • Offer help | Can I give you ... |
| • Comment the situation both are in | The weather ... |

PERSONAL CONVERSATIONS



Introduce personal conversations, another layer by saying: *I am going to give you the next scenario that you will role-play in the breakout rooms. Imagine that you are now on the bus, train or flight and find out that the person you talked to in the queue is sitting next to you. You discover that both of you are from the Red Cross Red Crescent and are on your way to the same training venue, but going to different trainings. Talk for few minutes about what you would usually talk about in situations like this where you will have one or several hours sitting next to each other.*

Allow the breakout rooms discussion to go on for at least five minutes, before calling trainees back to the plenary for another discussion of which topics it would be typical to talk about in such situations also discuss how comfortable trainees are with this layer.

Ask trainees to pop like popcorn, and take responses to each of the questions:

- *What did you talk about and how did the conversation develop?*
- *If the conversation had gone on for longer, which topics would you have covered?*
- *How intimate and personal can this type of become?*
- *How do you feel when making personal talk?*

Sum up by saying that in the layer of personal information, we often talk about: work and Red Cross Red Crescent experiences, what we like to do, interests outside work as hobbies, movies, books, political views etc., our family situation, as well as dreams, aspirations and plans in life. This conversational layer is where we share personal information, learn more about each other, and discover more about the personal traits of the other. In psychological first aid, this layer is used when people are not too distressed. Imagine you are with a person waiting for assistance and have calmed down after an incident. The PFA recipient will easily understand any psychoeducation the PFA provider may give, based on the situation and needs.

GOSSIP

In the next layer where gossip is introduced, trainees stay in the plenary.

We are moving on to a layer in conversation where we talk about others as we do when we gossip. Imagine that you are still next to the same person as before and have discovered that you both know some of the same people. You are happy to share some juicy gossip about someone that you don't think highly of. Take a minute to think about it. Imagine the feeling, body language, tone of voice that you use when gossiping about others.

In the plenary, ask trainees:

- *What characterizes a conversational exchange of gossip?*
- *In which type of situations do people gossip?*
- *How does it make you feel when you gossip?*
- *What type of body language, tone of voice do you use when gossiping?*

Say: Gossip is a normal conversation level that brings two or more people closer at the cost of distancing them to a third party. When gossiping, people often lean towards each other, lower their voices and the tone of voice changes and is somewhat more righteous, and there can be glances around to see if someone else is listening. Gossip is not a common part of PFA, and a provider shouldn't gossip about clients. Sometimes we gossip to get release from internal pressures and gossip can have other functions as releasing pressure for example in situations where it is not possible to speak one's mind. A PFA provider should not enter into gossip with a recipient of PFA.

INTIMATE CONVERSATIONS

The final layer in a conversation can be characterized as a genuine and unreserved type of communication. It is characterized by honesty, trust, self-reflection, and genuine interest. It is without pretense and is characterized by direct contact between two human beings.

Now imagine you have arrived at the venue of the training and there is time for a tea or coffee before the respective trainings begins. The communication between you flows and becomes a genuine meeting without reservations. You still talk about your experiences, feelings, aspirations, dreams, and fantasies, talk about yourself and the other, and also about how you relate to each other.

Inform trainees that they will go back to the breakout rooms and talk in a special way: *In the next couple of minutes, each statement will begin with an "I feel, I think, I notice, I suggest, or I wish .. etc." You will talk directly to your partner saying something about yourself and the other. One example could be*

saying: *I am so glad to see you again, the talk on the way really made me think about my work and how I feel about it. How do you feel about our meeting? See how it unfolds for a few minutes.*

Call trainees back after a few minutes and ask:

- How did you feel when using this form of direct and personal communication?
- How is this type of conversation relevant when offering PFA?

Explain, that this unreserved layer is what the PFA provider will very often have to enter directly into and be comfortable with. Someone in distress will often communicate from this layer and they will talk about themselves and what they have experienced. The PFA provider needs to be able to enter straight into this layer to listen and respond to very intimate the concerns and queries.

Discuss with trainees their experience with the different layers of communication and when each layer is useful in PFA.

1.9 USELESS AND USEFUL RESPONSES TO SOMEONE DISTRESSED



Know about useless and useful responses



Handwritten poster of useless and useful responses



Chat, ball throw and plenary discussion

Ask trainees to note a typical example of a statement they would find it difficult to respond to in the chat. Pick one of the examples to use for the following exercise. *Someone tells you that they (insert the chosen sentence) ...*

Examples of sentences to use :

- I lost my job this morning due to COVID-19
- My close family member does not want to get the COVID-19 vaccinations
- My house was destroyed by a flash flood
- My dog just died
- The doctor diagnosed me with COVID-19, and I'm really frightened

Explain that you will now look at typical useless responses that could be given in to such a statement. One of the main facilitators can note down the different types of useless responses to use in the plenary after the round useless responses.

The other main facilitator leads a round, as if throwing a ball to a trainee, who catches it from the other side of the camera, and gives a useless response. Next the trainee throws the ball to a fellow

trainee, calls their name, repeats the chosen sentence and listens to a useless response. The main facilitator ends the ball throw when a number of trainees have had a chance to give an example of a useless response.

Ask the group:

- How did you react and how did you feel when someone gave you a useless response?
- Why were the responses useless?

Discuss the reasons for giving a useless response to someone in distress.

The main facilitator who noted the useless responses during the ball throw can sum up by giving examples of the worst and most common useless responses such as:

- Calm down
- Don't worry it will pass
- Just pull yourself together
- I am so glad it didn't happen to me

CATEGORIES OF USELESS RESPONSES	EXAMPLES OF USELESS RESPONSES
Advising	I think you should do/should have done...
Questioning	Why did you do...? or Why didn't you?
Consoling	Oh, dear, it wasn't your fault, you did the best you could
Talking about yourself	I am reminded of when I was in the same situation
Archaeological	When did this begin? Was it the same when you were a child?
Saviorizing	So glad you tell me this; I can help you
Moralizing	If only you had been a better humanitarian it wouldn't have happened....

Ask trainees for examples of useful responses that would be better in the case example. A main facilitator notes them down and discusses with trainees why these useful responses are better suited to support someone in distress. Examples can be:

- I understand you are distressed
- I am so sorry to hear this
- Please tell me a bit more
- Sorry to hear you had to experience this

1.10 BREAK**1.11 LISTEN AND CLARIFY**

Practicing distinguishing between and clarifying content, feelings, or needs



Break out rooms for pairs and WhatsApp messages



Handwritten poster with: content, feelings and needs. Exercise in the plenary

Explain that when listening there are three major categories that a PFA provider can clarify and respond to. They are:

- **THE CONTENT** of what is being said. The PFA provider also notices his or her own reactions to the content. It may resonate with an experience of the PFA provider or the provider may have a reaction to the content.
- **THE FEELINGS** that is explicit or implicit in the body language, tone of voice or manners of speech. The PFA provider also notices own reactions that can be bodily, emotional, or cognitive.
- **THE NEEDS** that are explicitly or implicitly expressed. The PFA provider notices personal reactions that can be impulses to act or having ideas for suggestions to the recipient.

Ask trainees to imagine the following scenario: A colleague comes to the office in the morning in visible distress and says the following: *“I am a bit upset as I locked myself out of the door this morning and forgot important papers for the meeting we have today.”*

To make the three categories clear to trainees, take one or more responses in each category to this sentence. Once the different categories are understood by trainees, it is time to practice. Ask for volunteer role playing a PFA provider clarifying and responding to content only, whilst a main facilitator or a trainee role plays the person in distress. Only the two role-players will keep their camera on. After some exchanges ask for a new trainee to clarify and respond only to the feelings, and finally ask for a trainee to clarify and respond only to needs.

After this part of the exercise, discuss what the observers noted. Ask about the different outcomes of the three ways of responding. Discuss which type of clarification and responses were the most useful.

If relevant point out, that when someone is stressed, they cannot think clearly, and when they cannot think clearly, they do not always know they are stressed, upset, or shouldn't act right now! The PFA provider may also need to repeat key information or other messages several times.

If time allows, let trainees practice a case in breakout rooms. They will either roleplay the case of a volunteer talking to a team leader, as the volunteer is very affected by a conflict with fellow volunteer. The volunteer will say: *We were on the hotline the other day taking calls and several times a volunteer I haven't met before interrupted me and once took over the call. I was completely taken by surprise and didn't know how to react. After the first time I was fuming inside and then it happened again. I didn't say anything and when the shift was over, I was too upset... what should I do??*

When trainees are back from their practice, discuss how it went, and how they can make use of these techniques.

1.12 FEEDBACK MODEL



Practice the feedback model (Appendix 2)



The model shared with trainees in advance or to be found in the shared drive

Depending upon the level of experience of the trainees, the session can be used to practice the model for feedback. It is suggested to begin with a repetition of the different parts of the model. Next, trainees can be asked to practice feedback to the main facilitators using examples from sessions they have conducted so far.

1.13 BUDDY TALK



Training buddies to use a systematic buddy talk to evaluate the day and prepare for the rest of the day



The buddy talk questions in the shared drive



Breakout rooms

Explain: *You will now have a buddy talk with your training buddy. You have xx minutes to discuss the following questions:*

- *How was the day for you?*
- *What was the most important learning of the day?*
- *Any self-care plans for the rest of the day?*

Post the questions in the chat or send them to the breakout rooms. Mention, that the questions are also to be found in a file shared ahead of the training.

1.14 CLOSING THE DAY



Finish the day as a group with a common understanding of main learning outcomes of the day



Paper and markers



Plenary and a roll call

Say: We have come to the end of the day and we would like for you to take a moment to make a drawing of a light bulb moment during the day. Take a minute to make a drawing of this light bulb moment.

When ready, ask all trainees to show the drawing and each to briefly mention what their light bulb moment was. Remind trainees of the wish list and go over the plan for day two. Thank trainees for their efforts during the sessions and wish them a good rest of the day.

DAY TWO

2.1 INTRODUCTION TO DAY TWO



Get ready for the day, exchange information, and create group cohesion



Buddy talk using the questions from Appendix 3



Plenary and breakout rooms

Welcome trainees to the day. Ask for a trainee to conduct an exercise like a stretch or an energizer.

Ask trainees to share stories about the situation, challenges and best practices developed in their National Society during COVID-19. This is something they would usually do during break and mealtimes in a face to face training.

The main facilitators can either leave the floor free for anyone to share or can I advance ask someone to talk about the situation in their country and National Society.

- *What is the current situation in your country?*
- *What are the best practices you have developed in MHPSS in the National Society?*
- *What do you think will be the next step for mental health and psychosocial supporters?*

Next, trainees talk with their buddy in breakout rooms using the following guiding questions:

- How are you today?
- Is there anything that prevents you from being fully present today?
- Is there anything that you need to mentally put aside?
- What can you do to get the most out of the work today?
- Do you need any support from me today?

If time allows, ask trainees if the buddy talk was useful in getting ready for the day.

2.2 PFA TO THE WORRIED



Know about how to provide support to someone worried due to COVID-19



Worry tree, worry time, and worry schedule



Presentation and practice in breakout rooms

IMPORTANT

The following session can be adapted to suit the current phase of the COVID-19 pandemic. The below scenario can for example be interchanged with a scenario to support someone who is vaccine hesitant. If so, use the PFA for vaccine hesitancy module for the adaptation.

In this session we will discuss how to work with someone who worries so much it makes it hard for them to function in their daily life. The worry time technique helps to show that it is possible to direct one's attention to a worry or away from it. In short, it is possible to choose where to direct one's attention. It will take some effort to learn for most. It is also important for us as humanitarians as we may need to park worries which we practiced in the opening buddy talk. You may already know or have read about in the IFRC PS Centre guide Remote PFA during COVID-19? If so, ask a trainee to explain the technique and how it has been used.

Ensure the following is mentioned: Worry time is a time when a person can give full attention to worries that they have. If possible, the worry time is scheduled at the same time every day avoiding the time before going to sleep. The recommended duration of a worry time is 20 to 45 minutes. If someone experiences persistent and distressing worries for more than six months, further support might be required.

Another useful technique is to use a worry template. Whenever someone notices a worry, they are instructed to immediately notice it, and next notice when they will do something to handle the worry. Having noted the worry, they are asked to mentally set it aside, and focus on whatever they are doing. If a worry needs more time to consider, they can decide to postpone thinking about it till the planned worry time.

Show an example of worries in a worry template and ask trainees to copy the worry template or to look up the template in the common drive.

EXAMPLES OF WORRIES OF AN OLDER ADULT

WORRIES	NATURE OF WORRIES	WHAT TO DO AND WHEN
A	Worry about my son and his family all the time	Call with him tonight
B	How to register for the next vaccination as the online system is very difficult to navigate in	Ask X to help with registering Friday when we meet for tea

C	Worry day and night if he and the family should fall ill	Refer to the daily worry time slot
D	I haven't heard from my best friend/ neighbor in four days. Wonder if anything is wrong?	Contact my best friend/ neighbor by mail or text now

EXAMPLES OF WORRIES OF A YOUNG ADULT

WORRIES	NATURE OF WORRIES	WHAT TO DO AND WHEN
A	About the upcoming exam next week. So many classes have been online - can I pass the exam?	Create a study plan tomorrow morning at 8am before classes
B	Worry about my mother who worries about me and it stresses me	Call her and explain how to use these techniques and that I am fine and will plan for my exam
C	Can I get a job as the situation is so uncertain with the pandemic?	Refer to the daily worry time slot - and focus on study plan now
D	Miss my close friend who went abroad to study last year and worry that my friend is still there for me	Contact my best friend by mail explaining the situation

End by saying that both techniques are used to assist someone who is worrying a lot to regain some control over the situation, handle racing worrying thoughts and to take action instead of procrastinating.

Tell trainees that they will practice the uses of the techniques in a role-play. One will role-play a PFA provider and the other a worrying person. They can use the below scenario to develop a situation from a vaccination centre. The provider will practice offering PFA to the worrying person.

Explain the scenario: *Both are in a vaccination centre led by National Society. The scenario takes place in charge. The scenario takes place in the post vaccination waiting room. Decide on the age and gender of the PFA recipient, who just received a vaccine. The PFA provider is assisting those in the post vaccination room and notices someone who seems to need assistance. When beginning the role-play, imagine that the*

provider has introduced him-or herself and asked permission to sit with the recipient, who says he/she is worried and anxious. The provider has done a gentle calming exercise and have now asked if the person would like to say a bit about the worries. The person is happy to do so. The recipient says that the family says he/she worries too much and the provider asks about the worries. This is the starting point of the role-play. The recipient lists the worries and the provider will now use the techniques.

2.3 BREAK



2.4 GETTING READY FOR THE SESSIONS



Trainees finalize their sessions



Breakout rooms

Remind trainees of the structure of the facilitation practice sessions. The training buddies introduce the topic of their session, instruct participants on which target group they represent during the session. Mention the time allocation to the facilitation practice and the format for feedback.

Next, the training buddies have some time to fine tune their facilitation practice during which time they can consult the main facilitators.

FACILITATION PRACTICE SESSION 1

GROUP 1 AND 2: DISTRESSING EVENTS AND REACTIONS TO DISTRESSING EVENTS



Facilitation practice



One or two separate breakout rooms with a main facilitator in each

EVALUATION IN GROUPS FOR TRAINERS AND TRAINEES RESPECTIVELY



Practice evaluation tools and skills



Evaluation sheet (Appendix 1)



Training buddies in a separate WhatsApp call, while participants stay with the main facilitators

- Training buddies of the session go to a call to discuss how the session went using questions in the evaluation sheet.
- Participants stay in the breakout room and discuss the session using the questions in the evaluation sheet with support of the main facilitators.

FISHBOWL FEEDBACK



Practice verbal evaluation tools and skills



Evaluation sheet (Appendix1)



First only trainees who ran the facilitation practice are on camera and participants from the session are off camera and then vice versa

When back, trainees discuss how their facilitation practice went using a fishbowl fashion where the rest listen with their camera off.

Next, the participants turn their camera on, and the trainees theirs off. Participants give their feedback to the trainees using the SOFA model.

FACILITATORS' FEEDBACK



2.5 BREAK



2.6 CLOSING DAY TWO



Finishing the day with the main learning outcomes of the day



Plenary, paper, pen and markers




Say: We have come to the end of the day and we would like for you to take a moment to make a drawing of a light bulb moment during the day that you will use in your own future trainings. Take a moment to make a drawing of this. Next show the drawing and briefly mention what the moment was.

Conduct a roll call and a discussion of main learning points. Remind trainees to note wishes for the session in the Wish list. Ask trainees if they have any questions that need to be answered. Thank trainees and wish them a good rest of the day.

DAY THREE

3.1 INTRODUCTION TO DAY THREE



-  Begin the day and highlight a learning point from day two
-  The group charter
-  Plenary

Welcome trainees to day three of the training.

Comment on something that stood out from the day before.

Show the group charter and go over how it is being followed and if any adaptations are needed.

Check if there are any questions and if the training teams are ready for their sessions for the day.

MAKING CONNECTIONS AT A DISTANCE AN EXAMPLE OF COMMENTING ON WHAT STOOD OUT FROM DAY TWO



One of the things that stood out yesterday was the sense of sharing how you, the National Society and country is doing in the pandemic. It made such an impact hearing about the different and challenging situations and it was mentioned that this sharing made us feel part of a community. The connectedness of a community of Red Cross Red Crescent trainers gathered here is powerful and important. The psychologist Carl Rogers, who taught us to listen actively, always said: "The important thing about psychotherapy is the relationship and the empathy, the genuineness, and the unconditional positive regard that the therapist brings to it."

The relationship that a PFA provider has to a recipient can be the most important factor of all as I see it. Therefore, we need to learn to engage online just as we engage when in a room with someone.

If you nod when listening to someone, you have to nod a bit more. If you smile, smile broader! Look at participants. In a study of students from primary and secondary schools taught online, 90 % mentioned that they missed their friends most of all, next they missed their school and teachers. One thing they all craved was individual attention and acknowledgment from the teacher in each session.

When you sit in front of your screen, look at your participants, connect to each of them and also acknowledge them as a group. Please try it out in your facilitation practice sessions. Now, I invite you to share something you have learned from being on-line in the pandemic on how to create connections at a distance...

FACILITATION PRACTICE SESSION 2

GROUP 3 AND 4, SESSION 2

6.1 LOOK, LISTEN, LINK 6.2 LOOK AND 6.3 IDENTIFYING WHO NEEDS HELP



Facilitation practice



One or two separate breakout rooms with a main facilitator in each

EVALUATION IN GROUPS FOR TRAINERS AND PARTICIPANTS RESPECTIVELY



Practice evaluation tools and skills



Evaluation sheets (Appendix 1)



Training buddies in a separate WhatsApp call, while participants stay with the main facilitators

- Training buddies of the session go to a call to discuss how the session went using questions in the evaluation sheet.
- Participants stay in the breakout room and discuss the session using the questions in the evaluation sheet with support of the main facilitators.

FISHBOWL FEEDBACK



Practice verbal evaluation and feedback skills



Evaluation sheet (Appendix1)



First only training buddies are on camera and participants off and then vice versa

With everyone back in the breakout room, trainees discuss how the session went in a fishbowl fashion where the rest listen without camera on. Next, the participants turn their camera on, and the trainees theirs off. Participants give their feedback using the feedback model. Finally, the facilitators add their feedback.

MAIN FACILITATORS' FEEDBACK



3.2 BREAK



FACILITATION PRACTICE SESSION 3

GROUP 5 AND 6 SESSION 3

6.4 LISTEN, 6.5 CALMING SOMEONE IN DISTRESS AND 6.6 ACTIVE LISTENING



Facilitation practice



One or two separate breakout rooms with a main facilitator in each

EVALUATION IN GROUPS FOR TRAINERS AND PARTICIPANTS RESPECTIVELY



Practice evaluation tools and skills



Evaluation sheets (Appendix1)



Training buddies in a separate WhatsApp call, while participants stay with the main facilitators

- Training buddies of the session go to a call to discuss how the session went using questions in the evaluation sheet.
- Participants stay in the breakout room and discuss the session using the questions in the evaluation sheet with support of the main facilitators.

FISHBOWL FEEDBACK



Practice verbal evaluation and feedback skills



Evaluation sheet (Appendix1)



First only training buddies are on camera and participants off and then vice versa



MAIN FACILITATORS' FEEDBACK



3.4 BREAK





3.5 CHALLENGES IN TRAINING PFA MET SO FAR

-  Assess the challenges met by trainees so far
-  Breakout rooms and plenary

Divide trainees in to random breakout rooms of three. Instruct them to discuss what challenges they have come across so far when training online. They each have two minutes to talk about their challenges that can relate to content, technical issues or their training skills. Next, each group has two minutes more to sum up their challenges that they will then present in plenary.



3.6 BUDDY TALK

-  Take stock of how the learning going in relation to what buddies wanted to learn
-  Buddy talks in breakout rooms

Explain: *You will now have a buddy talk with your training buddy. You have xx minutes. You can add the question of what you will do to overcome some of the challenges previously raised.*

Post the questions in the chat or send them to the breakout rooms. Mention, that the questions are also to be found in Appendix 3 shared ahead of the training.

3.7 ENDING DAY THREE

-  Finish the day with a common understanding of main learning outcomes of the day
-  Plenary, paper, pen and markers

Say: *We have come to the end of the day and we would like for you to take a moment to make a drawing of a light bulb moment during the day that you will use in your own future trainings. Take a moment to make a drawing of this. Next show the drawing and briefly mention what the moment was.*



Alternatively, trainees can be asked to write ideas for further PFA exercises in a document in the shared drive.

Conduct a roll call and a discussion of main learning points. Thank trainees and wish them a good rest of the day.

DAY FOUR

4.1 INTRODUCTION TO DAY FOUR



-  Beginning the day as a group and briefly run through day three
-  Plenary

Welcome trainees to day two of the training and briefly give an overview of day three. Comment on something that stood out from the day before.



Ask a volunteer to lead an exercise as a stretch or an energizer. Remind trainees to note any wishes on the Wish list in the shared drive. Ask if there are any questions and if the training teams are ready for their facilitation practice for the day.

FACILITATION PRACTICE SESSION 4

GROUP 7 AND 8, SESSION 4




6.8 LINKING SOMEONE WITH HELP AND SUPPORT AND PFA ROLE PLAY



-  Facilitation practice
-  One or two separate breakout rooms with a main facilitator in each

EVALUATION IN GROUPS FOR TRAINERS AND PARTICIPANTS RESPECTIVELY






-  Practice evaluation tools and skills
-  Evaluation sheet (Appendix1)
-  Training buddies in a separate WhatsApp call, while participants stay with the main facilitators

- Training buddies of the session go to a call to discuss how the session went using questions in the evaluation sheet.
- Participants stay in the breakout room and discuss the session using the questions in the evaluation sheet with support of the main facilitators.

FISHBOWL FEEDBACK



-  Practice evaluation tools and skills
-  Evaluation sheets (Appendix1)
-  First only training buddies are on camera and participants off and then vice versa

With everyone back in the breakout room, trainees discuss how the session went in a fishbowl fashion where the rest listen without their camera on. Next, the participants turn their camera on, and the trainees theirs off. Participants give their feedback using the feedback model. Finally, the main facilitators add their feedback.

MAIN FACILITATORS' FEEDBACK





4.2 BREAK



FACILITATION PRACTICE SESSION 5




**GROUP 9 AND 10, SESSION 5
8.1 EXAMPLES OF COMPLEX SITUATIONS AND REACTIONS AND 8.2
PSYCHOSOCIAL TRIAGE**






-  Facilitation practice
-  One or two separate breakout rooms with a main facilitator in each

EVALUATION IN GROUPS FOR TRAINERS AND PARTICIPANTS RESPECTIVELY





-  Practice evaluation tools and skills
 -  Evaluation sheet (Appendix1)
 -  Training buddies in a separate WhatsApp call, while participants stay with the main facilitators
- Training buddies of the session go to a call to discuss how the session went using questions in the evaluation sheet.
 - Participants stay in the breakout room and discuss the session using the questions in the evaluation sheet with support of the main facilitators.

FISHBOWL FEEDBACK

-  Practice evaluation tools and skills
-  Evaluation sheet (Appendix1)
-  First only training buddies are on camera and participants off and then vice versa

4.3 BREAK**4.4 INNER AND OUTER RESOURCES**



-  Raise awareness on the inner and outer resources trainees have
-  Breakout rooms and plenary

Instruct participants to map their inner and outer resources that can help them plan and execute their own PFA trainings. They can use pen and paper to make a spontaneous list or drawing of these resources. They are given three minutes to do this task.

Next, divide trainees in to random breakout rooms of three where they can talk about their resources. Each has three minutes to present, while the others ask clarifying questions and paraphrase what their partner is saying. Each take a turn in presenting. After this round is conducted, the group has another three minutes to discuss what surprised them most.

Back in the plenary, all trainees show their drawings or lists at the same time to the camera and a couple of trainees are called upon to talk about their main resources.

4.5 CLOSING OF DAY FOUR

-  Finish the day with a common understanding of main learning outcomes of the day
-  Plenary, paper, pen, markers and buddy talks

Say: We have come to the end of the day and we would like for you to take a moment to make a drawing of a main skill learned during the day that you will use and that will have an impact your future participants. Take a moment to make a drawing of this. Next show the drawing and briefly mention what the skill is.

Alternatively ask trainees make a drawing of a skill observed they will use in their own trainings. Conduct a roll call and a discussion of main learning points. Thank trainees and wish them a good rest of the day.

DAY FIVE

5.1 INTRODUCTION TO DAY FIVE



Beginning the day as a group and practice checking in



Plenary

Welcome trainees to day five of the training. Ask for a volunteer to do a bodily check-in exercise. Next, check in how trainees are doing after their facilitation practice.

Say : Yesterday we ended the day with hearing about our own resources. Using our resources is a way to strengthen our resilience. Resilience is not only about who we are, it's also about what we decide to do. We will now take stock of how your mood is today using an "internal weather report". To ask such questions we can use a metaphor. If someone says their inner weather report for today is sunny, you understand that he or she is doing great. Now, make a drawing of your mood. Once finished, show it to the camera – then let us hear one word from you on how the internal weather report is today.

5.2 PLANNING OF TRAININGS IN THE NATIONAL SOCIETIES



Plan how to cascade their trainings in PFA, when, how, for whom, and who can help them plan and train



Instruction in a document shared in the common drive



Group work and plenary

Divide trainees into groups based on their National Societies or other criteria that will enable them to support each other in their upcoming trainings. Refer to *Preparing for the training in Module 2 Basic PFA* on p. 6 and 7. Give groups 35 minutes to prepare a document with the main points for their training. The document should have their names and National Society in the heading.

Inform trainees that they can consult with the main facilitators who will visit the breakout rooms for consultations.

Ask trainees to plan their training, considering as many of the below points as possible:

- Who will they train and when?
- How to assess the participants' learning needs?
- How do they plan to train online?
- The training content and main aims.
- Will they train alone or with a co-trainer?
- When to plan the details of the training?
- How to arrange a follow up of the training?

- Referral pathways in the National Society for participants with further needs.
- Do they need to advocate for PFA in their National Society and if so, when, and how?

Next, send a message to the breakout rooms that groups should upload their plans to the common drive. Assign groups to comment on the planning of another group. They have ten minutes to do so.

Back in plenary, each group presents the comments and suggestions they have made to they rest of the group.

5.3 BREAK



5.4 CREATING INDIVIDUAL LEARNING PLANS



Create individual learning and development plans for trainees



A copy of the questions below in the shared drive



Breakout rooms, paper, pen, markers and plenary

Ask training buddies or groups to interview one another on their next steps and plans for learning more facilitation tools and skills etc.

The questions for the interview are the following:

- Which facilitation skills and tools would you like to develop further?
 - How will you get to learn and practice these skills?
- Which materials on PFA and MHPSS would you like to study further?
 - When do you plan to do this?
- Which self-care strategies you want to implement from now on?
 - How and when will you do this?

Gather trainees and discuss the plans made and how training buddies can support one another in implementing the personal plans.

OPEN SPACE BASED ON NEEDS OR WISHES FROM THE WISH LIST



Develop skills and knowledge in a needs-based session conducted by main facilitators or in self-directed groups.



Based on the list of topics from the wish list, main facilitators chose relevant materials



Group work and plenary

Ahead of the session, the main facilitators discuss how to use this time slot based on what they have observed trainees would benefit from learning more about. They also take a look at the wish list to see if any or all of these wished can be addressed. Some of the wishes may be answered by sharing links to relevant documents and tools, others may need to be integrated in this session.

The main facilitators can choose to:

- Address the wish list and go over each wish with relevant materials or answers to questions posed in the list.
- Conduct a session on the topics the main facilitators have chosen based on their observations. If there are two main facilitators, it's an option to run two parallel sessions with different topics and let trainees choose which session they want to join.
- Can ask trainees to form groups to discuss different topics they each are interested in. A time can be set for each of the topics so trainees can join more groups during the allocated time for Open Space.

During an Open Space, trainees can join and leave sessions as they please following the “law of the two feet”, one of the rules of the Open Space model.

CREATING CERTIFICATES



Create a personalized training certificate



Colour crayons, markers, paper



Individual work

Trainees are given 15 minutes to create a certificate for their training buddy. They can create it any way they like using colours, drawings or they can compose a digital personalized certificate. On the certificate they will write:

- Something they appreciate in their training buddy
- Something they learned from their training buddy
- A wish for their training buddy

CLOSING CEREMONY AND FEEDBACK



Close the training with personal reflections and handout of certificates



Individual certificate to be shown and shared in the WhatsApp group



Plenary

The main facilitators open the session by mentioning some of the highlights of the training. They also comment on the qualities of the group as a whole. They may for example say :*You were a groups that really supported one another when the going was tough. We noticed how you made use of your inner and outer resources so each if you were successful in your training efforts. It was a pleasure to work with such a resilient group and we wish you all the best in your future works as trainers. We will keep in touch through the WhatsApp group where you can ask questions, post stories of your future trainings, and compliment each other on successes.*

Next, ask trainees to share a short reflection about the training e.g., by doing a ball throw. Ensure everyone gets a chance to speak.

Finally, the handout of certificates is done in a participatory manner where buddy pairs hand over their certificate mentioning what they appreciate in their buddy, what they learned from their buddy and what they wish for their buddy.

The main facilitators officially end the training mentioning that an evaluation survey will be sent to trainees.

APPENDICES

APPENDIX 1: EVALUATION OF FACILITATION PRACTICE

QUESTIONS FOR TRAINING BUDDIES

After the session, the training buddies will prepare for the feedback session. They will leave the session and discuss via in private via WhatsApp or a similar platform.

Questions for an overall evaluation of the session:

- How did the session go? What went well? What to change another time?
- Did we reach the aims for the session?
- Did we change anything during the sessions and why did this happen?
- How was the balance between content and interaction with participants?
- How was the balance between focusing on the participants and ourselves?

Each training buddy may also choose a concrete situation from the session.

- Describe what happened
- Why did this situation have an impact on me?
- What did I learn from it – or how did it give me food for thought?

QUESTIONS FOR PARTICIPANTS FEEDBACK

After the sessions, participants stay online and discuss the feedback they will give using the feedback model. The below questions can guide their discussions.

- What did the trainees do to create a connection or dialogue between the content and participants' knowledge and interests?
- How would you characterize the trainees use of methods in the session?
- How was the balance between focusing on the topic and the interaction with participants?
- Are trainees able to connect to all participants?
- Are trainees able to set boundaries if necessary?

MAIN FACILITATORS OBSERVATION DURING FACILITATION PRACTICE

During the session, the main facilitators observe the training buddies execution of the session as well as their interaction with participants. They will use the following points to guide their observations:

- What characterizes the facilitators with regards to their style of facilitation in the:
- Uses of body language and tone of voice? What is transmitted through body and spoken words?
- Structure of the session with regards to progression, choice of examples, uses of on-line tools and methods?
- Balance between the content of the session and the interaction with participants?

What characterizes the facilitators with regards to their style of interacting with participants:

- The types of questions posed and uses of answers
- Feedback to participants
- Creating space for participants and overseeing the session
- Handling challenging situations or difficult participants

What characterizes the facilitators with regards to their style of being a catalyst for learning:

- What was done to promote learning in plenary, group work and individually

APPENDIX 2: FEEDBACK MODEL

GIVING AND RECEIVING FEEDBACK DURING THE ONLINE TOT IN PFA

Many are worried about receiving feedback and some may have had unpleasant experiences during a feedback process where they felt criticized and not supported. Others may find it awkward to give feedback to others as it makes them feel superior and not supportive.

The understanding of feedback in the training of trainers in PFA is based on the understanding that the aims are:

- To encourage the personal and professional growth of trainees
- To give feedback with the intention to support learning
- To conduct feedback in a caring and respectful way.

To support the above aims, the SOFA model used will ensure that feedback is direct and relevant.

The master trainers will ensure that the feedback situation is conducted in the above ambience.

Master trainers will gently remind feedback teams when they stray from the SOFA model (see below). They will also interfere if a trainer is not being treated with respect.

THE SOFA MODEL FOR FEEDBACK

S FOR SITUATION

Feedback should be concrete and specific to be useful for trainees. Providers of feedback will describe what has been observed and give advice and recommendations based on observations. They will keep whatever is described as close to the situation as possible. Providers will abstain from interpretation or guesswork.

When giving feedback on concrete situations, it is easier for the trainee to know exactly what the giver is referring to. The feedback is bound to a situation and is not global and therefore difficult to use. As when saying You did really well in the session – leaving the trainee to think about what was done well!

O FOR OBSERVATION

Providers will use phrases such as: I observed that or I noted that. Verbally this way of phrasing observations will underline that it reflects what the provider has seen. It may not be the full picture or the only understanding of the situation referred to. It will also underline the aspect of being bound to a certain identifiable situation.

Describing the observation with as many concrete examples as possible will make it easier for the trainee to learn. The provider may for example say: I noted you showed the drawing for a few seconds, and that there were many questions related to the drawing.

It can be rather difficult to keep to the observable and to abstain from:

- Interpreting
- Assigning meaning
- Ascribing motive
- Or judging.

To give an example, a provider might say: I noted that you were nervous (this is an interpretation – the observation could have been that the trainer spoke very fast and used a high pitch of voice) and that you waved the paper about as if impatient to get on with it (another interpretation and ascribing motive based on an observation of body language).

F FOR FEELING

When providers use the phrase: I felt that it once more places the ownership of that the statement belongs to the provider as others may have felt differently. A way to express a feeling could be saying: I felt a bit hurried. The situation also made me feel like wanting to ask a question I would have liked your opinion about.

It is also fine to use phrases that discloses something about the provider as for example: I felt hurried however, this may just be me, as I often need more time as others may not have the same disposition to needing ample time to learn.

A FOR ADVICE

The provider will give simple and easy to follow advice. It is important not to overdo, over-explain or complicate advice by adding long preambles of reasoning, or stacks of books to read, advice for meditations or other advisable things to do. The provider will keep the advice bound to the situation and give suggestions for what the trainer can do another time.

Using phrases such as: I would advise you to ask if everyone is ready to move on in this kind of situation makes it easier for the trainee to integrate the advice next time.

The advice givens should also be something that is within the range of possibilities of the trainees. One example could be to say I would advise you not to be nervous in a situation where everyone would feel nervous. Instead, a piece of advice could be Maybe say you are a bit nervous instead of trying to hide it.

Furthermore, the trainee may decide how to act upon all the advice given – in short whether the advice is taken!

RECEIVING FEEDBACK

The trainee listens to the feedback and does not respond, explain, rectify, argue or shoot back at the provider. The trainee can rephrase the key points to ensure having understood the feedback correctly. If things are not understood, the trainee can also ask for clarifications.

Do not Yes, but as a recipient of feedback! This way of listening to feedback ensures that the trainee only decides what to take in and use in the future. In the rare case of a trainee having said or acted in an inappropriate way during a session, the master trainers will address this.

The trainee should be aware of internal resistance to listening to feedback. As mentioned above, such reactions can stem from unpleasant earlier situations or from believing oneself to be a master already!

APPENDIX 3: BUDDY TALKS

An introduction to the buddy system can be found on p. 10 in *Baltic Sea Emergencies - Four-day training in MHPSS* on pscentre.org

AT THE OPENING OF THE DAY

Are you ready for the day?

How are you today?

Is there anything that prevents you from being fully mentally present today?

Is there anything that you need to mentally put aside?

What can you do to get the most out of the work today?

Do you need any support from me today?

ENDING THE DAY

Are you ready to end the day?

How was the day for you?

What was the most important learning of the day?

Any self-care plans for the rest of the day?

APPENDIX 4: STRESSORS DURING COVID-19 THAT MAY AFFECT PFA PROVIDERS

IDENTIFYING WHICH STRESSORS BELONG TO THE DIFFERENT TYPES OF STRESS

A stressor is an inner or outer stressing condition that gives a stress reaction. Stress reactions can be classified as day-to-day stress, cumulative stress, traumatic or

The aim of the exercise is to be able to identify the level of stress in others and yourself.

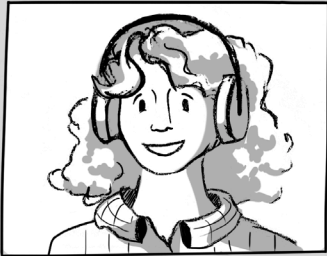
In this exercise move the mentioned stressor to the category it belongs according to your group.

Next, add your personal stressors to each of the categories. You may add more than 3 examples.

STRESSORS AND THEIR CATEGORIES			
DAY-TO DAY	CUMULATIVE	EXTREME/TRAUMATIC	SECONDARY
1. ... 2. ... 3. ...	1. ... 2. ... 3. ...	1. ... 2. ... 3. ...	1. ... 2. ... 3. ...

MOVE THE BELOW EXAMPLES OF STRESSORS TO THE CATEGORY IT BELONGS ACCORDING TO YOUR GROUP

- Not being able to attend the burial ceremony of a best friend
- Working from home during a lock down with a child with special needs
- Death of a pet
- Being pressured by family to visit though not yet vaccinated and partner/colleague is vulnerable
- Being and feeling unsupported by management when working from home
- Having a close colleague who firmly believes in conspiracy theories
- Working for long hours in the health service during COVID-19 test and vaccination
- Deadline to finish a vaccination project proposal
- Being forwarded extremely aggressive/racist/sexist screen shots from a person supported on-line on a hotline
- Arguing with partner on whether to be vaccinated
- Hearing stories of losses during COVID-19



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