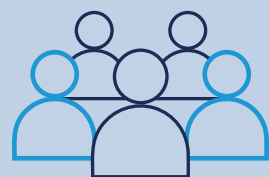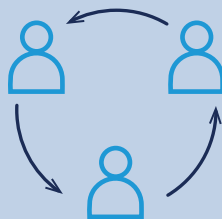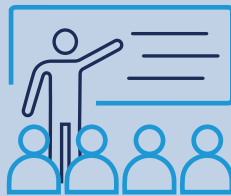# The Self-Help Plus (SH+) training manual

For training facilitators to deliver the SH+ course

World Health Organization

The Self-Help Plus (SH+) training manual

For training facilitators to deliver the SH+ course

Contents

Acknowledgements

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In accordance with WHO procedures all external reviewers completed and signed a standard WHO Declaration of Interest (DOI) form. These were reviewed by the coordinating team. No conflicts of interest were identified.

Glossary

Audio course: The five pre-recorded SH+ audio recordings used to run the five sessions of the SH+ course.

Demonstration: Trainer demonstrates an element of SH+ facilitation in front of trainees.

Facilitator: The person (typically a non-specialist) who runs the SH+ groups for participants. "Facilitator" can refer to either a lead facilitator or a co-facilitator. When needed, the more specific terms "lead facilitator" and "co-facilitator" are used (see Section 4, Part 1 of the SH+ course manual).

Participant: A person participating in SH+ groups.

Role-play: Trainees practise facilitation by playing the role of a facilitator.

Self-Help Plus (SH+) course: The five-session group-based stress management course for adults, in which trained facilitators play the SH+ audio to groups of participants, review the SH+ skills introduced by the audio, provide culturally relevant examples and clarifications and read out discussion questions.

SH+ book (titled Doing What Matters in Times of Stress: An Illustrated Guide): A short, illustrated guide to remind participants of what they've learned in the course. It is given to participants as part of the SH+ course.

SH+ course manual: The SH+ course manual is the main document needed for learning about and running the SH+ course. Part 1 ("Essential Information") provides information on running the SH+ course. Part 2 ("Session Instructions") gives instructions for facilitators to follow while using the pre-recorded audio during each SH+ session. The appendices contain materials that facilitators will need for each session (e.g. images to show participants).

Session Instructions: Part 2 of the SH+ course manual. Facilitators use this during each SH+ session to know when to pause the audio, read out discussion questions and provide information to participants (see description above of the SH+ course manual).

Supervisor: Person who meets regularly with SH+ facilitators to provide supervision. Supervisors are ultimately responsible for ensuring that SH+ groups are facilitated competently and safely. SH+ supervisors should be trained in SH+ and be able to manage safety issues.

Trainee: Person who is in the process of learning to be an SH+ facilitator.

Trainer: Person who teaches trainees to facilitate SH+ groups.

Training manual: This manual, which is for trainers who will teach facilitators to run SH+ groups.

Training workshop: Interactive workshop for training SH+ facilitators.

Part A.

Information on training SH+ facilitators

1. About this training manual

Self-Help Plus (SH+) is a five-session, group-based stress management course for adults developed by the World Health Organization (WHO). It was designed to be delivered to large groups of participants by non-specialist facilitators who have completed a brief training workshop.

This training manual is for people or organizations wanting to train SH+ facilitators. It assumes that trainee facilitators (called trainees in this manual) have no experience in delivering psychological interventions or mental health and psychosocial support. For experienced trainees, it describes options for adapting the training (Section 4.2.1).

This training manual comprises three parts:

- Part A **Information on training SH+ facilitators:** General information on SH+ and training SH+ facilitators.
- Part B **Trainer instructions:** Detailed instructions for running a training workshop.
- Annexes: Supplementary materials, including materials to use in the training workshop.

How to use this training manual

This training manual should be used alongside the SH+ course manual (1) which provides essential information about SH+ (Part 1) and session-by-session instructions for facilitating an SH+ group (Part 2).

For organizations and supervisors

Organizations should make an overall plan for implementing SH+ in their local context, as outlined in WHO's psychological interventions implementation manual (2). SH+ supervisors and programme managers in implementing organizations should be familiar with at least Part A of this manual and Sections 1–4 of the SH+ course manual.

Supervisors should understand how to facilitate the SH+ course and how to ensure safety and competence. Supervisors can also be SH+ trainers, but do not need to be. For more information on supervision, see Section 3.2 of the SH+ course manual and WHO's psychological interventions implementation manual.

Approach to development

This training manual was developed to support the training of facilitators delivering the SH+ course. An initial draft was developed for use in research trials of the intervention and this was iteratively adapted and improved with each successive trial. The final version was further edited for clarity and brevity. The SH+ course of which this manual is part, is consistent with WHO guidelines on stress management (3).

Note on translation and adaptation of this training manual

WHO has available, on request, a set of materials for translating and adapting this training manual (as well as the SH+ course) into different languages. To avoid duplication of translations, please consider contacting WHO Press through https://www.who.int/about/policies/publishing/copyright before beginning a new translation.

2. About Self-Help Plus (SH+)

2.1 Overview of SH+

SH+ is delivered to groups of participants by trained facilitators using three sets of materials:

- **SH+ course manual** *(1)*: Facilitators follow the SH+ Session Instructions in the SH+ course manual to play the pre-recorded audio, review SH+ skills introduced by the audio, provide examples and clarifications, and read out discussion questions.

- **SH+ audio:**[1] Pre-recorded audio provides participants with information and instruction on the SH+ skills for managing stress. Each SH+ session lasts approximately 90–100 minutes, including around 50 minutes of audio and 30–40 minutes of discussions and other activities.

- **SH+ illustrated book (Doing What Matters in Times of Stress: An Illustrated Guide)** *(4)* **and accompanying audio files:**[2] The book summarizes all the SH+ course content, and can be used by participants between sessions to review and practise their newly learned SH+ skills. The accompanying audio files provide brief SH+ exercises to practise. It is possible to deliver SH+ without the book if literacy is too low or the cost of producing books too high.

Most of the course content is delivered through the pre-recorded audio, with minimal support from SH+ facilitators. Facilitators read out short scripts, encourage participants to use the SH+ skills and ensure participants' safety (i.e. responding to safety issues such as imminent risk of suicide). They do not provide counselling or lengthy explanations.

This approach helps to:

- reduce training and supervision demands, compared with many other psychological interventions;
- keep the emphasis on participants learning to help themselves;
- keep SH+ sessions short;
- ensure consistency in how participants receive SH+ content; and
- enable delivery to large groups (e.g. 30 people).

For more information, see Section 2 of the SH+ course manual.

2.2 Is SH+ safe and effective?

Many aspects of SH+ are designed to help participants feel safe, including the course-like format of SH+ groups, no expectation to share personal information and reminders that participants can skip activities they do not want to do.

SH+ has been found to be safe and effective for diverse participants experiencing psychological

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1   SH+ audio files are available on the WHO SH+ website: https://www.who.int/publications/i/item/9789240035119

2   Audio files for Doing what matters in times of stress are available on the WHO website: https://www.who.int/publications-detail-redirect/9789240003927.

distress and adversity in various contexts, including humanitarian settings. It has been translated into many languages and has been reported to be relevant and useful for many groups.

SH+ has been tested in three randomized controlled trials (RCTs) with 883 adult refugees and migrants from more than six countries, living in countries representing all income levels *(5,6,7)*. Many participants had experienced severe adversity and potentially traumatic events, including physical and sexual violence, as well as ongoing problems such as unstable living conditions and financial insecurity. The individual RCTs showed that SH+ was effective in reducing moderate to severe psychological distress, reducing symptoms of common mental disorders, improving functioning and subjective well-being and, in some studies, preventing the onset of mental disorders. In one study *(4)*, most participants (84%) met study criteria for severe psychological distress, but immediately after the intervention only 33% of those who had received SH+ continued to experience severe psychological distress, compared with 58% of participants who had not received SH+. In another study *(6)*, participants who received SH+ were 53% less likely to have a mental disorder six months after SH+, compared with those who did not receive SH+. No negative events related to SH+ were reported in the studies, and the SH+ facilitation approach was found to be feasible and safe.

A meta-analysis *(8)* of the three RCTs confirmed that SH+ was associated with significant improvements in depressive symptoms, self-identified problems and well-being at mid-term follow-up (5–6 months post-randomization). SH+ was more effective for participants with lower baseline well-being and who were unemployed. The authors concluded that "SH+ appears to be an appropriate intervention for the management of depressive symptoms among refugees and asylum seekers".

For more information on who SH+ is for, see Section 2.2 of the SH+ course manual.

3. SH+ trainers

3.1 Your role as a trainer

As a trainer, your main responsibilities are to:

1. Plan training activities, considering trainees' previous experience and training needs (see Section 4.2.1 and 6.4).

2. Teach trainees to facilitate the SH+ course safely and competently.

3. Help trainees feel confident in their ability to deliver SH+, including through helpful feedback (see Section 7.3 and Annex 5).

3.2 Requirements for SH+ trainers

SH+ trainers should ideally:

• Have a background in mental health (e.g. a mental health professional). People without a mental health background but with experience of facilitating or supervising SH+ can run trainings if they are supported by a mental health professional.

• Be experienced and competent in delivering SH+ or other mental health interventions.

• Be able to demonstrate the core SH+ facilitator competencies (see Section 4.1.1) and train facilitators in these during a training workshop. Trainers do not need an in-depth understanding of acceptance and commitment therapy (ACT), on which SH+ is based.

• Have experience in training and be able to train others (e.g. giving effective presentations, leading group discussions, providing helpful feedback and setting up role-plays).

• Speak the same language as trainees, or use an interpreter during the training workshop (see Section 5).

Ideally, two trainers run an SH+ training workshop together, so it is easier to do demonstrations and manage training activities.

The requirements above are based on experiences of delivering SH+ in research and real-world settings. They point to the type of person who may be able to run an SH+ training and may vary by setting.

3.3 Training to become an SH+ trainer

There is no formal WHO process or certification to become an SH+ trainer. Ultimately, the trainer and the organization implementing SH+ must decide whether they are prepared for their role.

Mental health professionals who meet the requirements in Section 3.2 may be able to train themselves as SH+ facilitators (see Section 4.2.1), using the course manual and forthcoming SH+ orientation course, and then as trainers, using this manual.

Alternatively, prospective trainers could attend a training of trainers (TOT) workshop if available in their setting. This is not essential but offers some advantages over self-training, including:

- increased confidence and motivation to train others in SH+;

- hands-on practice of running a training workshop;

- networking with other trainers; and

- opportunities for implementing organizations to observe future trainers.

An SH+ TOT workshop could be led by an SH+ trainer who has the necessary expertise and experience for delivering TOTs.

An SH+ TOT can include three main activities:

1. Learn and practise how to be an SH+ facilitator.

2. Improve general training ability (e.g. giving effective presentations, leading group discussions, etc.).

3. Practise delivering parts of the training workshop as a trainer, using Part B of this training manual.

The content and duration of a TOT should be based on the existing experience and capabilities of prospective trainers. WHO has not published a manual on how to run a TOT for SH+ or other psychological interventions. After a TOT, trainees may still need additional practice with facilitating SH+ and leading an SH+ training workshop, before they are fully able to deliver a training.

4. SH+ facilitators

4.1 Requirements for SH+ facilitators

SH+ was designed to be delivered by briefly trained, non-specialist facilitators without previous experience of delivering psychological interventions (e.g. volunteers, community workers, university graduates in psychology without clinical training).

SH+ facilitators should:
- Speak the same language and ideally have a similar cultural background to that of participants. Running an SH+ group with interpretation is possible (see Section 5).
- Be able to read and write (preferably having completed high school education).
- Have a genuine interest in helping others.
- Be willing to learn and practise the SH+ skills in their own lives.

4.1.1 SH+ facilitator competencies

Competencies are things a person demonstrates when they integrate knowledge, skills and attitudes into how they perform a task *(9)*. In other words, competencies can be seen and observed. They are trainable, durable, and measurable. Facilitators need to demonstrate the following:
- **SH+-specific facilitation competencies.** These include:
  - Following the step-by-step Session Instructions (Part 2 of the SH+ course manual).
  - Using a minimal support approach (e.g. not providing counselling or long in-depth responses) when speaking with participants individually or responding to questions or disruptions.
- **Foundational helping competencies.** These apply to all psychological interventions and include:
  - Basic helping skills, such as maintaining confidentiality, validating and acknowledging emotions, using appropriate non-verbal communication and avoiding giving advice (Section 5 of the SH+ course manual).
  - Knowing how to address immediate safety issues, including imminent risk of suicide (Section 7 of the SH+ course manual).

Facilitators also need to be familiar with SH+ course content. While most SH+ content is delivered by the pre-recorded audio, facilitators need to understand the SH+ skills sufficiently to answer basic questions during SH+ sessions (see Appendix 1 of the SH+ course manual).

Since SH+ uses pre-recorded audio, which can be tiring to listen to, facilitators are essential for ensuring that the course is interesting and engaging. Practice and familiarity with the course help to ensure that facilitators deliver it in an engaging way.

Facilitators' competencies should be assessed, including through structured role-plays and direct observation, as part of training and supervision (see Section 7 for more details).

4.2 Training to become an SH+ facilitator

There is no formal WHO process or certification for SH+ facilitators. Ultimately, the implementing organization and supervisor are responsible for ensuring that SH+ is delivered competently and safely and that facilitators are ready for their role.

In general, learning to facilitate SH+ takes less time compared with other psychological interventions, because facilitators do not need to explain concepts in depth or engage with participants for long periods of time. Training activities include:

1. **Preparation:** Becoming familiar with the SH+ course content and materials, including the SH+ course manual, SH+ audio recordings and SH+ illustrated book.

2. **Attending a training workshop:** Instruction and hands-on practice of SH+ facilitation (see Section 6).

3. **Practice and ongoing supervision:** After the training workshop, facilitators will likely need further practice with using the audio, SH+ course manual and minimal support approach, before running one or more practice groups. Ongoing supervision and support are required while delivering SH+.

4.2.1 Trainees with previous experience of providing mental health or psychological interventions

If trainees have previous experience of providing other mental health or psychological interventions, training can potentially be adapted. For instance, if trainees are already experienced in using basic helping skills and responding to safety issues, a shorter training workshop could be considered focusing on SH+-specific competencies, including practice facilitating SH+ using the audio (see Annex 2). A competency assessment (Annex 1) can be held before the training to assess trainees' existing competency levels and the results of this assessment used to inform the adaptation of training materials.

Alternatively, depending on their level of prior experience, trainees may be able to teach themselves to facilitate SH+ by completing the forthcoming online SH+ orientation course, reading the SH+ course manual and practising how to facilitate SH+ on their own. This self-training approach lacks many of the advantages of a workshop. A hybrid of self-training and a shorter training workshop may also be possible. Ongoing supervision and consultation are still recommended.

While mental health professionals can facilitate SH+ groups, it may be more efficient for them to train and supervise non-specialists. The minimal support and pre-recorded format of SH+ can be challenging for more experienced people because it is a very different way of working that limits interaction with participants.

5. Language and interpretation

Thinking about language and interpretation is particularly important for SH+, since it is largely delivered through pre-recorded audio.

For implementation, the SH+ audio and illustrated book (Doing What Matters in Times of Stress) should be available in a language that is understood by participants. If this is not possible, implementing organizations may consider other approaches, such as simultaneous interpretation of the SH+ audio into the participants' language or facilitators reading out a translated SH+ audio script. These options will likely lessen the effectiveness of the course and make it longer and harder to understand. They have not been tested in prior implementations of SH+ so would need careful piloting to see the effects of these changes before use.

If facilitators do not speak the participants' language, interpreters can be used to simultaneously interpret the audio into a language understood by facilitators and to interpret between facilitators and participants. This has been tried in a limited implementation setting, but would need piloting before use.

For the training workshop and supervision, interpreters can be used. If using interpreters, consider the following points:

1. Using interpretation may lengthen the duration of the training or reduce the trainers' ability to give prompt and accurate feedback. Allow enough time for interpretation and use simultaneous interpretation if possible.

2. Use the SH+ audio in the trainees' language, rather than the trainers' language.

3. Give interpreters information to make their job easier. For example:
    a. An overview of SH+ (e.g. Sections 2.1 and 2.6 of the SH+ course manual), in both languages
    b. Key terms used in SH+ (e.g. Glossary of this manual), in both languages
    c. Training workshop materials (e.g. slides)
    d. A copy of the SH+ audio script in the trainers' language (to be used while the audio is playing).[3]

5. Assigning pre-workshop preparation to trainees (see Section 6.1) may help compensate for any additional time required when delivering a training workshop with interpretation.

6. Where possible, have at least one trainer who speaks the same language as trainees to increase engagement and support accurate assessment of competencies.

7. If possible, use at least two interpreters to allow for breaks and rest.

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[3]   The SH+ audio script is part of a translation package from WHO and is available on request from psych_interventions@who.int.

6. The SH+ facilitator training workshop

For non-specialists with little or no experience of providing psychological interventions, the SH+ facilitator training workshop may take 4–5 days (32–40 hours). See Annex 2 for an example of an SH+ training workshop schedule. This will vary depending on group size and the prior experience of trainees. Trainees with previous experience of providing psychological interventions may require a shorter training time (see Section 4.2.1).

Training activities may begin before the workshop starts (e.g. providing materials to review before the workshop). Training continues after the workshop ends (e.g. continued practice), and trainers or supervisors should ensure that facilitators are competent before facilitating real groups. To plan and prepare for these training activities, trainers can use the workshop planning checklist in Annex 3.

6.1 Trainee preparation before the workshop (optional)

To support learning during the workshop, trainees can be asked to:
- **Review key sections of the SH+ course manual:**
    - Part 1 (and relevant appendices)
    - "How to use the Session Instructions" at the beginning of Part 2
    - Session 1 instructions (in Part 2).
- **Practise using the Session 1 instructions along with the audio.** This will help trainees become familiar with the format of SH+.
- **Read the illustrated SH+ book (Doing What Matters in Times of Stress).** This will help trainees understand the SH+ content and SH+ skills. Trainees can use the book to practise some of the SH+ skills.

The trainer will need to check that preparatory work has been completed and may still need to cover the same information in training.

6.2 During the workshop

For a checklist of materials to bring to each day of the workshop, see Annex 4.

A pre- and post-workshop self-assessment of trainees can be conducted. Self-assessments can be completed in any way that meets the needs of the implementing organization. Example self-assessment statements include:
- I can answer basic questions about the five SH+ skills.

- I understand the role of an SH+ facilitator.
- I understand how to facilitate an SH+ course.

Trainees can respond to these statements in various ways, for example by raising hands or using a scale ranging from 0 (not at all) to 10 (completely) in a questionnaire. A "dartboard assessment" can also be used, which can provide a visual assessment of the training group as a whole. In this method, the trainer draws a large circle and divides it into segments representing the self-assessment statements. The centre of the circle indicates a maximum rating and the edge indicates a minimum rating. Trainees take turns drawing a mark in each segment to indicate how they feel about each statement.

During the training workshop, trainers cover a broad range of topics to ensure that trainees are familiar with the SH+ course content and can demonstrate SH+-specific facilitation and foundational helping competencies. Trainees learn through:

- **First-hand experience:** trainees experience part or all of the SH+ course as participants.
- **Instruction:** this includes presentations, discussions, group reading of the SH+ course manual and demonstrations.
- **Practice:** trainees practise in role-plays and receive constructive feedback.

Annex 2 provides an example workshop schedule. Part B provides detailed instructions for the trainer.

Key considerations when leading a workshop include the following:

- More time should be spent on practice and activities than on presentations or discussions.
- Throughout the workshop, feedback given to trainees should be specific and supportive, not vague, critical or judgemental. Section 7.3 and Annex 5 provide practical tips on providing helpful feedback.
- Regular breaks and brief energizing activities are required to keep motivation and energy high during the training. See Annex 6 for example energizers.
- Competency assessments (see Section 7 and Annex 1) should be completed at the end of the workshop, or after the workshop but before trainees run a practice group. They can also be used during the workshop whenever relevant role-plays are used.

6.3 After the training workshop

After the workshop, trainees continue their training through:

- **Practice with using the audio and manual.** Trainees will likely need to spend some time practising using the audio along with the SH+ course manual to become familiar with this approach and to be able to deliver SH+ in an engaging way.
- **Practice groups.** Before delivering their first SH+ group to distressed participants, trainees should run at least one practice group covering all five SH+ sessions, preferably with people with no or low levels of distress (e.g. colleagues).
- **Ongoing supervision and support.** Supervision is critical to ensure that groups are run competently and safely. It provides an opportunity for facilitators to discuss any questions about

SH+, receive support with delivering groups or interacting with individual participants and to continue developing their SH+ facilitator competencies described in Section 4.1.1. For more information on supervision, see Section 3.2 of the SH+ course manual and WHO's psychological intervention implementation manual *(2)*.

6.4 Adapting the training workshop

This training was developed to provide the core information needed to run an SH+ training. Trainers can adapt it to their style and make it more engaging or interactive by changing how different components of the training workshop are delivered, as long as they cover content that will lead to the SH+ facilitator competencies described in Section 4.1.1.

Some possible adaptations to the training workshop include:
- Change the workshop schedule based on trainees' needs or existing competencies, e.g. shorten it or combine it with self-training (see Section 4.2.1).

- Change the format of an activity, e.g.:
    - Leading an interactive group discussion instead of trainees reading from the SH+ course manual.
    - Asking trainees to first discuss a question in pairs, before discussing with the entire group.
    - Asking trainees to summarize key learnings from a training activity, instead of trainers providing a summary.
- Use slides, handouts, a whiteboard or a flipchart to provide information.

- Run the workshop in smaller sections over several weeks instead of over continuous days.

- Change the balance between how much trainees experience SH+ as participants and how much they deliver the course as facilitators (for more details, see Annex 2).

7. Competency-based training and assessment in SH+

The use of competency-based training and assessment in SH+ is designed to help trainees develop the competencies they need to deliver the intervention effectively. The approach used by EQUIP (Ensuring Quality in Psychosocial and Mental Health Care)4 is integrated into the training, with a focus on enhancing learning outcomes and assessing observable behaviours by pairing the use of an assessment tool with role-plays during and after training.

In this approach, assessments are not used to pass or fail trainees but instead to monitor their progress, identify areas where they need more practice and guide feedback for improving their performance. Rather than viewing competency as something that can be achieved and assessed once, at the end of training, this approach recognizes that a person's competency continually evolves and is something to be maintained and continuously developed through assessment and support, including after training, through ongoing supervision *(10)*.

7.1 What is the SH+ facilitator competency assessment tool?

The SH+ competency assessment tool in Annex 1 is used by SH+ trainers during role-plays to observe and rate their trainees' competencies in delivering SH+. It measures SH+-specific group facilitation competencies and six foundational helping competencies from EQUIP's ENACT tool (ENhancing Assessment of Common Therapeutic factors) *(11)*.

There are some differences in the terms used by the SH+ competency assessment tool and the SH+ course manual. For example, the assessment tool talks about foundational helping competencies and the SH+ course manual talks about basic helping skills, when referring to the same demonstrated behaviours (e.g. non-verbal and verbal communication skills). This is because the assessment tool was developed later, by EQUIP, using a different approach and language than was available when SH+ was developed. All of the competencies in the SH+ competency assessment tool are covered in the SH+ training workshop, even though some (e.g. ENACT Item 6: Demonstration of empathy, warmth and genuineness) are not specifically named in the SH+ course manual.

The SH+ competency assessment tool and the full ENACT tool can be found on the EQUIP website (https://equipcompetency.org), where a wide range of other general resources is available to help trainers and supervisors deliver competency-based training and supervision.

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4   EQUIP is a WHO and UNICEF project aimed at supporting trainers to improve the competency of helpers and the consistency and quality of training and service delivery.

7.2 When and how to use SH+ competency assessments

Competency assessment is a continuous process. SH+ competency assessments can be run throughout training and into supervision. As detailed in Part B, many role-plays are used throughout the training workshop. The SH+ competency assessment tool can be used with any of these to obtain an indication of trainee competency.

It is important to introduce SH+ competency assessments to trainees, explain how they work and emphasize that the focus is not on passing or failing, but on understanding trainees' strengths and identifying areas for improvement so that they can develop as effective SH+ facilitators.

Details on how to score the SH+ competency assessment can be found in Annex 1.

Before the workshop (optional)

You can choose to run a pre-training competency assessment. Pre-training assessments identify trainees' existing competencies and can help you tailor your training to the areas where trainees need most practice. They are especially useful if trainees have already been trained in delivering other psychological interventions. For example, before training, role-plays 2 and 3 (see Annex 1) could be used to assess each trainee's foundational helping competencies.

During training

- At the start of the workshop, print out a competency assessment record form for each trainee (see Annex 1). This will be used throughout the training.

- During each role-play observe one or two role-play pairs and use the SH+ competency assessment tool to assess the relevant competencies of specific trainees.

- Depending on the group size and competency level of your trainees, you can choose to give immediate and specific feedback to individual trainees or role-playing groups; or wait and give more general feedback to the whole training group at the end of the exercise.

Aim to assess every trainee on as many competencies as possible during the training.

At the end of training

- At the end of training, each trainee should take part in three structured role-plays:
    - Role-play 1: SH+ group facilitation
    - Role-play 2: Talking to individual participants using the SH+ minimal support approach and demonstrating basic helping skills
    - Role-play 3: Responding to imminent risk of suicide.
- Annex 1 includes detailed instructions on conducting these role-plays.
- Role-play 1 should be held in a group setting, while role-plays 2 and 3 should be held in a private room and run individually for each trainee.

- You can use other trainees or independent people ("actors") to play the role of SH+ participants, or you can take on that role yourself (in addition to rating the trainees' competencies using the SH+ competency assessment tool).

- If you are using actors, make sure that they have been trained to follow the Annex 1 instructions for role-playing an SH+ participant.

- Extra assessors can also be used to rate competencies in role-plays if trainee numbers are high and the resources are available.

After each trainee's final role-play, take 10 minutes to give them brief feedback to support their development.

Once you have run all the trainee role-plays, run a group feedback session and give trainees the opportunity to reflect on their experience.

If time is short, end-of-training assessments can be conducted after the training workshop but before trainees run their first real SH+ group.

After training (ongoing supervision)

After training, supervisors can continue to use the SH+ competency assessment tool to help trainees to develop. Supervisors can monitor trainees' progress, and tailor their supervision and practice plans based on the results of the assessments.

As well as SH+ competency assessments using role-plays, you may choose to use the SH+ competency assessment tool during live or recorded sessions with real SH+ participants. These in-field practice assessments can be particularly useful as they show SH+ delivery in a real-world setting.

7.3 Providing feedback

Feedback is central to SH+ competency assessments. To be useful, feedback must provide specific, supportive and personalized information on a trainee's performance or progress so that they can improve and reach their competency goals.

Feedback can be given to individuals or groups.
- **Individual feedback**. When providing feedback to individuals, focus on what they did well before highlighting anything they could improve on. When discussing areas for improvement, link back to why that specific SH+ facilitator competency is important and give the trainee concrete suggestions for how to improve and opportunities to practise. Always end feedback on something positive.

- **Group feedback.** The principles for individual feedback also apply to group feedback, although you should not identify individuals. Instead, focus on trends observed across the group.

In both cases, remember to check in with trainees regularly to hear them reflect on the feedback and ask questions. For more details on giving helpful feedback, see Annex 5.

At the end of the training workshop, you can give trainees any completed competency checklists. They can then use these in further training and supervision to provide opportunities to continue to develop competency.

Part B.

Trainer instructions

8. How to use the trainer instructions

The trainer instructions have been designed to avoid repeating information in the SH+ course manual. The content of the training can be adapted based on the local context and trainees' needs. **Trainers can also adapt how the content is delivered based on their own training style and experience (e.g. making the presentations and discussions more interactive).**

Trainer instructions are formatted as follows:

Title of training section

Objectives	The objectives of the section
Duration	Approximate length of the activity, which can be adapted to suit trainees' needs.
Format	Activity format, e.g. discussion, role-play, etc.
Materials	Materials needed to run the section.
Preparation	Activities that need to be done beforehand.

Slides/information for trainees

The left-hand side of the page contains information that can be used as slides,5 written on a flipchart, or simply used as notes for the trainer's reference.

Trainer instructions

The right-hand side of the page contains instructions for trainers.

For example:

Welcome to the Self-Help Plus (SH+) training workshop

- Welcome the trainees.
- Introduce yourself and the co-trainer.
- Ask the group to introduce themselves.

5   A slide deck with all of the slides from Part B of this manual can be accessed on the WHO SH+ training manual webpage. Trainers can adapt these slides as needed.

[No slide]

(indicates there is no slide; trainers follow instructions on right-hand side)

• Lead an icebreaker game (pick one of these two options or use a locally preferred option).

Terms used in the "Trainer instructions" (right-hand side)

Introduce topic	Briefly introduce the topic and orient trainees on what you will be doing, in 1–2 sentences. Sometimes an example introduction will be provided.
Review slide	Review the points listed on the left-hand side of the page (the slides).
Explain	Explain a concept, or a scenario that you're about to demonstrate or a role-play. Sometimes an example explanation will be provided, which can be rephrased if needed.
Discuss	Primarily refers to running a group discussion, using the questions on the slide. Try to ask just one question at a time.
Ask	A suggestion for a short question you can ask while giving an explanation to keep trainees engaged. You will expect a short answer, not a long discussion. If no answer is given quickly, briefly provide the answer and move on.
Summarize	Briefly summarize a topic (or the day) with a few sentences to make sure that trainees understand the main message.

Formatting used in this manual

<u>**Underline**</u>	<u>Briefly introduce the topic and orient trainees on what you will be doing, in 1–2 sentences. Sometimes an example introduction will be provided.</u>
Italics	*Review the points listed on the left-hand side of the page (the slides).*

9. SH+ training workshop
Day 1

Welcome and introduction

Objectives	• Introduce trainers and trainees to each other • Set expectations for this training
Duration	20–30 min
Format	Discussion and icebreaker
Materials	Nametags; something to throw around for icebreaker (e.g. pen, ball, hat, toy); copies of the workshop schedule for each trainee
Preparation	None

Slides/information for trainees

> **Welcome to the Self-Help Plus (SH+) training workshop**

Trainer instructions

If not done already:
- Welcome the trainees.
- Introduce yourself and the co-trainer.
- Ask trainees to introduce themselves.
- Provide nametags (optional).

[No slide]

Lead an icebreaker game (use examples below or use your own):

Stand in a circle and throw a ball/other object from one person to another.

- Person 1 says their name and a fact about themselves and then throws the ball to Person 2.

- Person 2 says Person 1's name and fact.
Then they say their own name and a fact about themselves and throw the ball to Person 3.

- Repeat until everyone has participated.

Alternative icebreaker:

- Each person finds one person they do not know well.

- Each pair talks for up to 5 minutes sharing their names and other basic information. They find at least two things they have in common.

- Everyone takes a turn presenting their partner to the group and sharing one of the things they have in common.

SH+ training workshop

- Aim: To learn how to facilitate SH+ groups

- Duration

- During this workshop, you will:
    o Learn about SH+

    o Practise facilitating the SH+ course

    o Practise responding to challenging situations that may occur during the course.

- Review slide

- Explain what trainees should be able to do by the end of the workshop:
    o *E.g. run a practice group, and after 1–2 practice groups run an actual SH+ group.*

- Emphasize:
    o This training will be very active (participatory).

Schedule and practical matters	• Review workshop schedule. ◦ *If competency assessments are on the schedule:* briefly explain what they are and when they will be conducted. These will be covered in more detail later. • Review practical matters (e.g. lunchtime and other breaks, bathroom location). • Set up a flipchart to list more complex questions that trainees may have but that will be addressed later on (a "parking lot" for questions).

Expectations	• Ask all trainees to name at least one expectation they have for the training. This can be done in many ways, e.g.:
	    ◦ Group discussion
	    ◦ Writing on a flipchart
	    ◦ As part of an icebreaker.

Self-assessment	***OPTIONAL SLIDE:*** • Administer a pre-training assessment (see Section 6.2 for examples).
SH+ training workshop Day 1 • Ground rules • Introduction to SH+ and the basics of facilitating an SH+ group • Experience Session 1 as a participant • Practise facilitating Session 1	• Review today's schedule.

Ground rules

Objectives	• Set ground rules for this workshop that promote safe and supportive learning
Duration	20 min
Format	Discussion
Materials	Flipchart and pen
Preparation	None

Note for trainers:

If needed, you can use some of the following questions to prompt discussion about ground rules.
- Respect:
    ○ What does being respectful mean to you? (e.g. no personal attacks/judgements, give constructive feedback)

    ○ Why is this especially important for this training? (e.g. helps us to learn, creates a safe environment to try new things)
- Participation:
    ○ How much will you learn if you sit back and don't participate?

    ○ How much more will you learn if you actively participate, even if it doesn't always feel comfortable?

    ○ Explain: We won't force anyone to participate or do a role-play, but being an active participant is very important for learning.
- Encouraging others: everyone is here to learn.
- Phones:
    ○ What should we do about phones, since they can be distracting? (e.g. turn them off/to silent; agree not to look at phones during training)
- Punctuality:
    ○ We have a short amount of time. What should our ground rules be regarding punctuality?

Slides/information for trainees

Ground rules for this training

Trainer instructions

- Introduce topic: <u>Next we will discuss ground rules that can help everyone feel safe and supported during this workshop.</u>

Suggested ground rules:
- Respect everyone
- Protect confidentiality (of any personal information shared)
- Actively participate
- Be encouraging of others
- Keep phones turned off or on silent
- Only use digital devices for the training (e.g. to take notes)
- Be punctual
- Other?

- Write ground rules on a flipchart and review them.

- Explain that these are commonly used ground rules, but they can be changed.

- Ask: Are any changes needed or new rules that could help you feel safe and get the most out of the training?

- Ask if everyone agrees to the ground rules.

Introduction to SH+

Objectives	• Give an introduction to SH+ and all materials • Stimulate interest and motivation to learn to deliver SH+
Duration	30 min
Format	Presentation, discussion
Materials	Flipchart, SH+ course manuals for all trainees
Preparation	Decide whether to use optional slides below

Notes for trainers:

If trainees ask for more details on topics such as SH+ facilitation, explain this will be covered later in the training. If trainees ask questions about implementation (e.g. how participants will be screened or recruited), explain when and how implementation issues will be addressed (e.g. by the implementing organization after the training, or later in this training if this is part of your role). Write down any specific questions that should be revisited later in the training.

Slides/information for trainees	**Trainer instructions**
Introduction to SH+	• Introduce topic: <u>Now we will give an introduction to SH+.</u>

Pre-workshop preparation	***OPTIONAL SLIDE:***
	• If trainees were asked to prepare before the workshop, ask how many trainees completed the preparations.
	• *This feedback can help the trainer adapt this introduction and the rest of the workshop as needed.*
	• If not everyone has prepared, explain:
	  ○ It's okay if they have not yet prepared.
	  ○ The sooner they're able to read the SH+ course manual, the more they'll get out of this training.
	  ○ You will review some of it together during the workshop, and then you will point out sections to review before the next day.

What is SH+?
- A group-based stress management course for adults
- Similar to a class or workshop
- Five weekly sessions (90 minutes each)
- For large groups of participants (e.g. up to 30 people)

- Review slide.

The goal of SH+

To help people learn skills to manage stress.

- Review slide.

SH+ uses pre-recorded audio delivered by facilitators
(about 50 minutes of audio per session and 40 minutes of interactive activities)
- Why is SH+ pre-recorded?
- If it's pre-recorded, why is it still important to have a facilitator?

- Explain: In SH+, participants listen together to an audio recording, which teaches stress management skills.
- Review slide.
- Discuss Question 1:
  - *Easier for facilitators to deliver*
  - *Can be used with large groups*
  - *Less training and supervision required*
  - *Can ensure that accurate information is provided and keep to time.*
- Discuss Question 2:
  - *Facilitators provide encouragement and answer questions*
  - *Ensures that the group is safe and interactive (less boring).*
- Explain: Research shows that having self-help guided by a facilitator leads to bigger reductions in psychological stress.

- What does "self-help" mean?
- What do you think the plus (+) in SH+ means?

SH+ facilitators
- Ensure that the groups run smoothly and safely.
- Make the groups more interactive by:
    - Showing pictures
    - Demonstrating exercises while the audio is playing
    - Reading out discussion questions
    - Reviewing the stress management skills introduced by the audio
    - Giving culturally relevant examples of how to use the SH+ skills.

- Ask questions
- Discuss Question 1:
    - *Self-help means that you are helping people to learn skills to help themselves.*
    - *E.g. it is like teaching someone to fish, instead of giving them a fish.*
- Discuss Question 2:
    - *The plus means that it is self-help that is guided by a facilitator.*
    - *So you (the facilitators) are the plus!*

- Review
- Emphasize: Even though the SH+ audio teaches the SH+ skills, facilitators still have a very important role.

SH+ consists of...
- Audio recordings
- SH+ course manual
  - Part 1: Essential Information
  - Part 2: Session Instructions
- SH+ book *(Doing What Matters in Times of Stress)* and brief SH+ audio exercises for home practice

- Review slide.
- Emphasize importance of being very familiar with the SH+ course manual.
- Show manual and explain:
  - Part 1 contains important information that we will review during this training.
  - Part 2 contains step-by-step instructions to follow while the audio recording is playing.
- Show book and explain:
  - Brief audio exercises (2–9 min) can be used with the book.
  - They are used by participants between sessions, NOT during the session.
- Explain where to find the book and standalone audio exercises (e.g. on WHO website, provided during the training).
- Ask: Any questions?

Who is SH+ for?

Adults experiencing stress, including people:
- With moderate to severe psychological distress
- Facing ongoing or past adversity (e.g. poverty, physical or sexual violence)
- Of different cultures, beliefs, backgrounds
- Who can or cannot read
- People living in any country (e.g. low-, middle- and high-income countries)

- Review slide.

SH+ is not recommended for people…
- At imminent risk of suicide (i.e. people who plan to end their life in the near future)
- Experiencing severe impairment (e.g. psychosis, alcohol or drug dependence, severe intellectual disability, dementia)

- Review slide.
- Explain: Participants with additional needs may be able to do SH+ if they are provided with additional support (e.g. referred to and supported by health or protection services).

Is SH+ effective?
- In three large research studies, SH+ was tested with over 800 refugees from different countries.
- Many had experienced severe adversity, including violence and sexual violence.
- Many had ongoing hardships – e.g. financial insecurity, unstable housing.

- Review slide.

OPTIONAL: *Depending on the background of trainees, additional information on these research studies could be presented (see* Section 2.2 *of Part A). Trainees can also be given access to the research papers.*

SH+ research findings
- SH+ is effective for reducing moderate to severe psychological distress (e.g. depression, anxiety, PTSD symptoms).
- SH+ can prevent the onset of mental disorders.
- SH+ is safe and effective, even for people who have experienced severe adversity.
- Participants generally liked SH+.
- Negative reactions and high levels of distress during a group were rare.

- Review slide.
- Explain:
  - It's normal for SH+ facilitators and participants to have doubts about SH+, because the format is unusual. Participants quickly adapt to the format.

OPTIONAL: *More detailed information can be presented (see* Section 2.2 *of Part A).*

Features of SH+ that help groups to be run safely

- Ground rules set at first session
- Participants can skip activities if they want
- Participants can keep eyes open during exercises
- Brief discussions that keep sharing of personal information to a minimum (e.g. no discussion of potentially traumatic events).
- Participants learn SH+ skills to reduce stress, which they can apply to their daily lives.

Feedback from SH+ participants and their family members

"Most of my relatives died during the war... This programme helped me reduce my stress and my mind is free because I [learned] to change what you can and leave what you cannot change."

"[Before SH+, my mother] could not talk in a good manner to us [or] even the neighbours. [SH+] has changed our lives. Our mother teaches us with the illustrated book. [She] can now talk to us freely... [and] even tells stories with the neighbours" (from the adult daughter of a participant).

- Review slide.
- Explain:
    - These aspects are important for managing a large group.
    - SH+ does not involve trauma processing or discussing previous traumatic experiences.
    - It is important to keep to the format to ensure safety.
    - Changing the format (e.g. longer or more detailed group discussions) may risk leading to uncontrolled discussions about previous traumatic events.

OPTIONAL SLIDE (depending on trainee interest and background):
- Explain:
    - In some of the research studies, participants liked the course so much that they shared the SH+ book and what they had learned with family members.
- *OPTIONAL:* The trainer can also share their own experiences with SH+ and any positive impacts.
- *Note for trainers: These quotes are from a study of South Sudanese refugees (12).*

Five core skills of SH+ (one per session)

Session 1. Grounding

Session 2. Unhooking

Session 3. Acting on your values

Session 4. Being kind

Session 5. Making room

(see Appendix 1 of the SH+ course manual)

- Review slide and show Appendix 1, which describes the SH+ skills in detail.
- Explain:
  - ○ Facilitators do not need to teach the SH+ skills but should be familiar with them.
  - ○ The audio teaches participants the SH+ skills.
  - ○ Facilitators review the SH+ skills and give examples (following the Session Instructions).

Learning to facilitate SH+ groups

Think of the skills that you already have in your life (e.g. cooking, playing sport). How did you learn to do these things well?

- Have trainees reflect on their experience of learning other skills.
- Explain the importance of practice (i.e. doing an activity many times, rather than just talking about it or reading about it).

The key to learning: PRACTICE!

Practice is important for:

1. Developing SH+ facilitation competencies
2. Learning the SH+ stress management skills

- Review slide.
- Explain: Your personal experience with practising SH+ skills will help you to answer participants' questions and encourage them to use the SH+ skills.
- Explain how trainees will develop SH+ facilitation competencies through demonstrations and role-plays and SH+ skills through experiencing SH+ as a participant.

Questions?

- Ask: Any questions?

Experience SH+

Objectives	• Trainers demonstrate how to facilitate all (or part of) a session • Trainees become familiar with SH+ course content
Duration	30–90 min
Format	Demonstration
Materials	See SH+ course manual Appendix 3 for materials needed for the session
Preparation	Trainers need to be familiar with the session they are demonstrating. Trainers decide ahead of time 1) who will be lead or co-facilitator, and 2) how much of the session to demonstrate.

Notes for trainers: This section is used again later in the training to demonstrate additional SH+ sessions.

On Day 1: Trainers should start at the beginning of Session 1 and demonstrate at least half of the session (until the 10-minute break, after Sheet 1.3). Depending on time available and trainees' needs, trainers can demonstrate more of Session 1.

Slides/information for trainees

SH+ demonstration

Instructions:

You will now experience an SH+ session **as a participant**.

• Listen to and follow the audio.

• Ask questions you might have as a participant.

• If you have questions as a facilitator, save them for **after** the session.

• Like actual SH+ participants, you can:
  ○ participate in the group discussions or just observe
  ○ only share things that you are comfortable sharing.

• Remember or write down what you found helpful or challenging.

Trainer instructions

• Introduce the demonstration:
  ○ The best way to learn how to facilitate SH+ is to experience it as if you were a participant.
  ○ The stress management skills in SH+ are useful for anyone. Think about how the SH+ skills apply to your own life.

• Review slide.

• Ask: Any questions?

During demonstrations

"Action" – starts the demonstration

"Time out" – pauses or stops the demonstration

- Explain: You will use these terms (with optional hand signals) to show when a demonstration starts and stops, so that it's clear when they are trainees or participants.

[No slide]

- Start the demonstration ("Action").

- Greet the "participants" and facilitate SH+ as you would with actual participants.

- End the demonstration ("Time out").

- Explain that you are now back to being a trainer, and they are now back to being trainees.

Note for trainers:

- Model good lead facilitator and co-facilitator actions (see Part 1, Section 4 of the SH+ course manual).

- If the "participants" ask any questions, make sure to respond using the minimal support SH+ facilitation approach (i.e. respond briefly, focus on giving encouragement).

- When reading a script (e.g. welcome script): speak loudly, clearly and in an engaging way, looking up frequently to make appropriate eye contact.

- If needed, you can use a brief "time out" during the demonstration, e.g. to remind trainees to keep questions about facilitating the course for later.

Discuss SH+ session

Objectives	• Discuss trainee reactions to SH+
	• Identify questions or concerns to address during this workshop
Duration	20 min
Format	Discussion
Materials	Flipchart
Preparation	None

Notes for trainers:

This section is to be used on all training days after trainees experience or practise facilitating an SH+ session.

During this discussion, model the minimal support approach used in SH+. For example:

- If someone says, "I found Grounding confusing. I wasn't sure of the point of it", respond in a similar way as you would to a participant, e.g. "This can be a challenging skill. As you continue experiencing more of the course it will likely become clearer to you."

- For questions about the SH+ facilitation approach, you can reply briefly or explain that this will be covered in detail later in the workshop.

Depending on the context and time available, trainers could spend more time explaining SH+ skills or facilitation.

Slides/information for trainees

Reactions to SH+
- What did you find helpful?

Trainer instructions

- Introduce topic: <u>Now, we'll discuss your reactions to the concepts and exercises in the SH+ session</u>.

- Discuss question: *Focus first on the positives. If a trainee says something negative, note this and say that challenges will be discussed next.*

- **OPTIONAL:** *Write responses on flipchart; ask additional questions (especially for Session 1 to increase trainees' engagement with SH+):*
    - *Can you see yourself using any of the SH+ skills in your own life? Why/why not?*
    - *How might your positive experiences with SH+ help you when you are facilitating the course? (e.g. being enthusiastic about SH+ may encourage participants; facilitators can share their own positive experiences with participants).*

Challenges
- What did you find challenging or difficult to understand?

- Discuss question, e.g.:
  - *Hard to stay awake/sit still*
  - *Not understanding all the concepts*
  - *Difficult to follow the audio and practise.*
- Thank trainees for sharing feedback.
- **OPTIONAL:** *Write responses on flipchart and ask additional question (especially for Session 1):*
  - *What questions might participants have?*

Note for trainers: Trainees' responses can be used in later SH+ role-plays e.g. responding to common challenges.

For questions about SH+ content, see SH+ course manual:
- Appendices 1 and 2
- "Important notes" sections in the Session Instructions

- Explain or remind:
  - Appendix 1: summarizes the core SH+ skills and can help facilitators to answer participants' questions.
  - Appendix 2: summarizes the content of each session.
  - In the Session Instructions, the "Important notes" boxes give example responses to common questions.
  - Later in this workshop, trainees will learn and practise the SH+ approach for responding to questions.

What did you observe?
• What were some of the things that the lead and co-facilitators did well?
• What could they improve?
• What did you notice about:
    ○ non-verbal behaviours (e.g. posture, eye contact, body language)?
    ○ how the lead facilitator read out the underlined parts?
• How did the facilitators respond to any questions?
	• Discuss questions
	• Emphasize:
	    ○ Lead facilitator needs to look animated and engaged while listening to the audio and when reading scripts, and speak clearly and loudly enough.
	    ○ Co-facilitator focuses on responding to participants individually and should keep alert to anyone needing help.
	    ○ Facilitators' non-verbal behaviours can help participants be engaged and attentive.
	    ○ If optimal facilitator responses were not demonstrated (e.g. the facilitator gave explanations that were too detailed), identify this and say what could have been done differently.
	
	If "participants" asked any questions:
	• Emphasize: Responses are brief; it's okay to simply provide encouragement.

Questions and summary	• Ask: <u>Any questions?</u> • Summarize key points.

SH+ facilitation basics: introduction

Objectives	• Give key information about facilitating SH+
Duration	30 min
Format	Presentation, discussion
Materials	Flipchart
Preparation	Decide whether to cover optional points below.

Slides/information for trainees

Trainer instructions

**Facilitating SH+ groups:
key information**

• Introduce topic: Now, you will learn the basics of facilitating SH+.

Steps for learning to facilitate SH+

Please turn to Section 3
of the SH+ course manual

• Review the three main training activities listed in Section 3.1 of the SH+ course manual.

• Explain requirements after this training (specific to the local context): e.g. running one or more practice groups before facilitating an actual group.

• Ask: <u>Any questions or concerns?</u>

SH+ facilitator competencies

1. Facilitation competencies specific to SH+

2. Foundational helping competencies not specific to SH+

3. Familiarity with SH+ course content and SH+ skills

• Review slide. *Each category will be described in more detail below.*

 ○ During the training, trainees will build competency in these three areas.

1. Facilitation competencies specific to SH+
- Following the Session Instructions in Part 2 of the SH+ course manual.
- Using a minimal support approach
  - for responding to questions and interruptions
  - for speaking to participants individually.

- Review slide.
- Explain:
  - Facilitators should keep responses brief and should not engage in counselling or therapy.
  - This will be covered in more depth later in the training.

2. Foundational helping competencies not specific to SH+
- Using basic helping skills
- Responding to imminent risk of suicide and other immediate safety issues.

- Review slide.
- Explain:
  - Needing to respond to immediate safety issues is usually rare.

This will be covered in depth later in the training.

3. Familiarity with SH+ course content
- The audio provides most of the information on SH+ skills.

Facilitators should be familiar with all SH+ content but do NOT need expert, in-depth knowledge of the SH+ skills.

- Review slide.
- Explain:
  - Facilitators should know the information and examples in the Session Instructions well.
- Emphasize: knowing these well will help make groups engaging.

Building competency is a continuous process.

Adapt based on trainers' plans for the workshop and competency assessments.

- Explain:
  - ○ They will practise facilitating SH+ during role-plays and will receive feedback to help them learn and improve. Trainers will use a competency assessment tool to help them provide feedback.

  - ○ At the end of this training, each trainee will take part in three role-plays and will receive feedback about their strengths and areas for improvement, to help them become more effective SH+ facilitators.

Note for trainers: Either here or later in the training, consider showing the trainees the competency assessment tool, so they are aware of the competencies that are being assessed.

Structure of SH+ sessions

Each session follows a similar format:

1. Welcome

2. Introduction to the session and review of previous SH+ skills

3. New SH+ skills: practice and short discussions in pairs

4. Conclusion and commitment to practise.

- Review slide.
- Explain:
  - ○ Welcome involves welcoming participants, reading a welcome script (in the Session Instructions) and starting the audio.

  - ○ Points 2–4 are delivered by the audio.

  - ○ When the SH+ book (Doing What Matters in Times of Stress) is used: At the end of the session, facilitators show participants the related section in the SH+ book and how to find the standalone audios for home practice.

Participant attendance

- Expect that some participants will drop out or miss sessions.

- If Session 1 is missed: briefly review ground rules at start of the session.

- In each session, the audio reviews key concepts and exercises from previous sessions.

- Review slide.
- **OPTIONAL:** *Discuss any local procedures for tracking attendance or highlight that this should be discussed with supervisors.*

Reactions to the SH+ audio
- At first, participants may find the SH+ audio format strange or confusing.
- Participants may ask more questions, need instructions to be repeated or talk during the audio.

- Review slide.
- If relevant, refer back to the trainees' own experience of SH+.
- Explain:
  - Concerns and questions will likely become fewer as participants become used to the audio format.
  - It is okay if some participants do not engage fully, especially at first.
- Any questions?

SH+ facilitation approach
- SH+ is NOT counselling, therapy or giving advice.
- Facilitators ensure that the course runs smoothly and safely and participants are supported.
- Support interactions are kept to a minimum due to the large group and self-help format of the course.

- Review slide.
- Emphasize:
  - You do NOT need to be an expert on SH+ because the audio teaches the SH+ skills.
  - Your main role is to support and encourage participants.
  - Don't worry if you cannot answer all participants' questions about SH+.
- Refer back to the Session 1 demonstration, if relevant.
- Ask: Any questions?

Lead facilitator's role

(Section 4 of SH+ course manual)

- Sit at the front of the group.

- Use non-verbal behaviour to show interest in the audio.

- Demonstrate the exercises along with the audio.

- Follow the Session Instructions (read scripts, play and pause audio).

- Be engaging when reading scripts.

- Make sure that the session runs on time.

- Address any questions or issues that affect the entire group.

- If needed or requested: speak individually with participants, during breaks or before/after the session.

- Explain that two facilitators normally run the course: the lead facilitator and the co-facilitator.

- Review slide.

- Ask: Any questions?

- *OPTIONAL:*
   - If applicable to your setting, explain if facilitators will switch between lead and co-facilitator roles, or if they will be assigned to only one role.
   - If smaller groups are anticipated, discuss any adaptations needed.

Co-facilitator's role

(Section 4 of SH+ course manual)

- Co-facilitator is more mobile.
- Sit so you can observe the entire group.
- Respond to questions or disruptions while the audio is playing by speaking quietly with participants **individually**. Leave the group to speak privately if needed.
- Listen to audio and demonstrate exercises along with lead facilitator, **keeping eyes open to monitor if anyone needs support**.
- During discussions, walk around and provide assistance if needed.
- Provide assistance to lead facilitator (e.g. handing out water).
- If needed or requested: speak individually with participants during breaks or before/after the session.

- Review slide.
- Emphasize:
  - Co-facilitator should keep eyes open at all times, even when the audio suggests that participants can close their eyes.
  - Lead facilitator and co-facilitator roles are equally important.
  - Trainees will learn and practise both roles during the workshop.
- **OPTIONAL:** *If smaller groups are anticipated, discuss any adaptations needed.*
- Ask: <u>Any questions?</u>

Adaptations to SH+

(Section 6.2 of SH+ course manual)
- Cultural and contextual adaptations (e.g. culturally relevant examples)
- Smaller groups
- People with physical or cognitive impairments

- Explain:
  - There are many ways that SH+ can be adapted to better suit the context.
- Review slide and give brief overview of some potential adaptations.
- Emphasize:
  - Facilitators should discuss adaptations with supervisors before making changes.
- **OPTIONAL:** Inform trainees if adaptations to SH+ will be discussed in more depth later in this training.

Questions and summary

- Discuss additional questions.
- Summarize key points.

SH+ facilitation basics: using the audio and the Session Instructions

Objectives	• Explain how to use the audio equipment and Session Instructions to facilitate SH+
Duration	15–30 min
Format	Presentation
Materials	Session 1 audio, speaker for playing the audio, SH+ course manual for each trainee
Preparation	This session can be modified depending on familiarity of trainees with audio equipment and the SH+ course manual.

Slides/information for trainees

Using SH+ audio and SH+ Session Instructions

Please turn to "How to use the Session Instructions" in Part 2 of your SH+ course manual

[No slide]

Trainer instructions

• Introduce activity: Next, we'll look at how to use the Session Instructions and audio equipment.

• Review first section of Part 2, "How to use the Session Instructions", which explains the bell sounds and different icons used in the Session Instructions.

• Review an actual section of the Session Instructions (e.g. "More on stress and becoming hooked" from Session 1).

• Starting from the top of the page, review the Session Instructions, line by line:

    ○ e.g. "The title of this section is [title]. It will take about [duration] and it will [say overview description]. After pressing play, you will hear the first line of the audio: [read line]. Then, the next line of the audio you'll want to listen for is [read line]."

    ○ Explain: text that they can read aloud is underlined.

Reading the underlined parts of the Session Instructions

- You can read the underlined parts as they are written or adapt them as you become more familiar with SH+.

- There are blanks for writing down information ahead of time that you will then read aloud.

- Do not read aloud any text in brackets [ ].

- Read in an engaging way and look up regularly to make appropriate eye contact with participants.

- Show them the "Welcome to SH+" section in the Session 1 instructions.

- Review slide.

- Emphasize:
  - If they modify the underlined parts to suit their own style, they should still cover all the same content.
  - They do not need to memorize the underlined parts, but they should practise enough so that they can read these in an engaging way.

- Consider briefly demonstrating how to read scripts in an engaging way.

Showing pictures and providing optional explanations

- Show one of the optional explanations for pictures in the Session Instructions (e.g. Picture 1.2).

- Explain: these can be read out if participants ask what the picture shows or seem confused.

- Emphasize: it is important not to spend too much time on each picture, so that the course runs on time.

Running discussions

1. Audio signals facilitator to PAUSE the audio.

2. Facilitator reads out the underlined text in the discussion sheet.

3. Facilitator starts timer to keep track of time.

4. Facilitator presses PLAY to resume audio. After several seconds, the bell sound will indicate the end of discussion.

- Review slide.

- Show one of the discussions (e.g. Sheet 1.1).

Providing examples during small group discussions

- Show an example discussion where facilitators will provide participants with culturally relevant examples (e.g. Sheet 1.2).
- Explain:
    - Facilitators can use the examples provided or prepare their own examples.
    - These can be developed later (e.g. during the last day of the workshop, or during supervision).
- Emphasize:
    - Examples should be discussed with a supervisor before use.

Keeping track of time
- Extending the discussion time: add no more than 3 minutes to each discussion.
- Why is it important to keep the discussion short?

- Review slide.
- Discuss question:
    - *So the group finishes on time.*
    - *The audio contains very important information which needs to be covered.*
    - *So there is time for the other discussions in the session.*
- Any questions?

Using the audio equipment

- Show trainees how to set up the audio equipment (e.g. speaker, phone, etc.) and how to play and pause the SH+ audio.
- If needed, trainees can practise the basics of setting up the audio.
- Any questions?

Practise facilitating SH+

Objectives	• Trainees take turns practising SH+ facilitation, using the audio and Session Instructions • Trainees become familiar with SH+ course content
Duration	2 hours
Format	Role-play
Materials	See SH+ course manual Appendix 3 for materials needed for the session; SH+ course manual for each trainee; Annex 7 role-play instruction slips (on Days 3–5)
Preparation	Decide which session to use; set up the audio.

Note for trainers: This section is used repeatedly throughout the training to allow trainees to practise facilitating SH+ sessions. See Annex 2 for additional suggestions on adapting the amount of facilitation practice, based on trainees' needs.

On Day 1: Trainees can start Session 1 again or resume from where the audio was stopped in the section "Experience SH+". Trainees should first focus on following the Session Instructions while managing the audio, without any questions or interruptions from "participants". If some trainees are more confident than others, they can be asked to facilitate first to give less confident trainees more time to prepare.

On Day 2: Trainees can practise facilitating Session 2 without any questions or interruptions from "participants". Alternatively, trainers can demonstrate all or part or Session 2, depending on trainees' needs.

On Days 3–5: After completing the section in Day 2 called "Responding to common challenges during the course", trainers or trainees can role-play participants who occasionally request support from the co-facilitator or interrupt the audio by asking questions while two trainees are practising delivering an SH+ session. See Annex 7 for role-play instruction slips that can be given to trainees. The use of interruptions should be balanced with keeping to the main objectives of helping trainees become familiar with the SH+ course content and practising the basics of SH+ facilitation.

Throughout facilitation practice: If trainees are not facilitating the course in an engaging way, trainers may want to demonstrate facilitation again (see "Experience SH+" section). At the end of each day, trainees can be asked to review the Session Instructions for the next session or can be assigned specific parts to facilitate the next day. To help ensure that all trainees get to practise facilitating, trainees can sit in a large circle (or U-shape around the trainers) and pass the audio and other session materials around the circle as pairs take turns facilitating. Try to ensure that all trainees have an opportunity to practise both lead facilitator and co-facilitator roles and to facilitate part of a session where there are more actions to perform.

The SH+ competency assessment tool ([Annex 1](#)) can be used to inform trainers' feedback, as this outlines the key tasks for the lead facilitator and co-facilitator.

To help manage time:
- The repeated sections of SH+ Sessions 3–5 (e.g. welcome, summary of last week and review of SH+ skills) can be skipped.

- Inform trainees that you will keep feedback very brief, only correcting any major issues (see [Annex 5](#)) and then providing a feedback summary to the entire group at the end of the practice session.

- Trainees can facilitate part of a session and then practise the rest of the session later in the training or on their own (e.g. between training days or after the training).

Slides/information for trainees	Trainer instructions
[No slide]	Introduce activity: • Introduce activity: <u>Now you will take turns practising to facilitate SH+. This practice will also help you to become more familiar with the content and SH+ skills.</u> • Explain which session will be used.
Review checklist of materials before each session See Appendix 3 of the SH+ course manual.	• Explain: <u>Before each session, you will use the checklist in Appendix 3 to make sure that you have everything.</u> • Review checklist together. • Show the materials (e.g. pictures, audio player) needed for the role-play.

Practising SH+ facilitation
 	
Instructions:
• Lead facilitator: Use the Session Instructions to manage the audio. Read the scripts (underlined parts) and use the examples provided.
• Co-facilitator: Listen to the audio, scan room and keep eyes open.
• When not facilitating, follow along with the Session Instructions.
• Ignore the "Important notes" box in each section. These will be reviewed later.
	• Introduce the role-play: <u>Now, you will take turns using the audio to facilitate SH+.</u>
	• Review slide.
	• Explain:
	  ○ Whether facilitators should expect any participant questions or interruptions *(see note for trainers on the previous page).*
	  ○ The co-facilitator may not say very much if participants do not need individual support, but it is still important to practise non-verbal behaviours *(see Section 4 of the SH+ course manual).*
	• Give additional instructions, if needed (e.g. passing out role-play instruction slips to trainees).

[No slide]

- Assign the first pair to play lead facilitator and co-facilitator.

- "Action": Ask the lead facilitator to start the audio and to facilitate until you signal for them to stop and switch roles. In general, they should facilitate until they have performed facilitator actions more complex than simply listening to the audio.

- After both trainees have practised the lead facilitator role: "Time out" and pause audio.

- Provide feedback to both trainees on what went well and what could be improved.

- Encourage trainees to read scripts in a natural and engaging way, e.g. looking up regularly to make appropriate eye contact with participants. Explain that this will become easier with practice.

- Switch to the next trainee pair and continue audio. Have trainees take turns each running a part of the session until everyone appears to understand the basics of running a group.

- At the end, briefly summarize key lessons learned and give encouragement to all trainees.

Day 1 Summary

Objectives	• Briefly summarize activities and key lessons from today • Give encouragement • Preview the next training day and assign homework
Duration	5–10 min
Format	Discussion, presentation
Materials	None
Preparation	Modify the homework assigned to match any changes you will make to the Day 2 schedule.

Slides/information for trainees

> End of SH+ training workshop Day 1
>
> **What were some of the key things that you learned today?**

> Homework

Trainer instructions

- Summarize main training activities from the day.
- Discuss question.
- Give encouragement to trainees, e.g.:
  - *Summarize the things that they did well.*
  - *Acknowledge the effort and attention required in the training.*
  - *Thank them for actively participating (e.g. for asking thoughtful questions, participating in discussions and role-plays).*

- Give a brief preview of the next day.
- Assign homework to complete before the next training day:
  - Review relevant sections in the SH+ course manual (e.g. Sections 1–6).
  - If trainees will be practising facilitation, have them review the relevant Session Instructions (e.g. for Session 2).
  - Give audios for Sessions 1–5 to trainees, to practise with the audio.

10. SH+ training workshop
Day 2

Welcome to Day 2

Objectives	• Share today's schedule
Duration	10 min
Format	Presentation
Materials	None
Preparation	Modify the schedule and any slides for Day 2, based on trainees' needs.

Slides/information for trainees

SH+ training: Day 2

Main topics:
- Experience Session 2
- Basic helping skills
- Responding to common challenges during the course (e.g. talking, questions)

Trainer instructions

- *OPTIONAL:*
  - Conduct brief energizer, especially if the energy of the group is low.
  - Brief review of previous training day.
- Review slide.
- Review today's schedule.

Experience or practise Session 2

Objectives	• Trainees practise facilitating Session 2 • Trainees become familiar with SH+ course content
Duration	90 min
Format	Demonstration and/or role-play
Materials	See Appendix 3 of the SH+ course manual
Preparation	Decide who will facilitate Session 2 – trainers or trainees, or a mix. If trainees are facilitating Session 2, make sure that they have had enough time to review the Session Instructions. Set up audio.

Note for trainers: See instructions from Day 1 "Practise facilitating SH+", including the note for trainers about Day 2. If needed, the trainer can demonstrate part or all of the session, using instructions from Day 1 "Experience SH+".

Discuss Session 2

Objectives	• Discuss trainee reactions to Session 2 • Identify questions or concerns to address during this workshop
Duration	20 min
Format	Discussion
Materials	Flipchart
Preparation	None

Note for trainers: Use instructions from Day 1 "Discuss SH+ session".

Basic helping skills: introduction and ethics of being a facilitator

Objectives	• Give an introduction to basic helping skills and facilitator ethics
Duration	30 min
Format	Presentation, discussion
Materials	Flipchart, SH+ course manuals for each trainee
Preparation	None

Slides/information for trainees

Trainer instructions

[No slide]

Introduce topic:

• The next part of our training will focus on learning and practising basic helping skills.

• These are general skills that you will use when you're facilitating the group and especially when speaking with participants individually.

Your experience of helping others
• What experience do you have with helping others? (e.g. being a nurse, working in customer service)

• How did you show respect and genuine concern for others?

• Discuss questions briefly.
• Emphasize:
  ○ Trainees may already have experience of helping others.
  ○ Learning basic helping skills in this training will build on what they already know.

• What do you think are some things that facilitators should and should not do?

(For example, be respectful, don't share people's stories)

• Discuss question briefly.

Please open the SH+ course manual to Section 4.2 on **Do's**
- What do you think of these guidelines?

- Ask trainees to take turns reading aloud the entire list of Do's and the two short paragraphs below the box.
- Discuss question briefly to get initial reactions.

Respect people's right to make their own decisions.
- What do you think this means?
- What might be examples of respecting people, even if you don't agree with some of their actions?

- Discuss Question 1:
  - *This means NOT giving participants advice and not arguing with them about their decisions.*
- Discuss Question 2:
  - *Allowing people to make their own decisions (e.g. leaving the group, drinking alcohol, infidelity).*
  - *Not judging them or telling them to stop.*

Respect the dignity, culture, and gender of all participants.

Refrain from discriminating on any basis (including gender, religion, political opinions, ethnicity, social origin).
- What are examples of this?

- Discuss question.
  - *E.g. treating all participants with respect, even if some have beliefs that we disagree with or find offensive.*

Please read SH+ course manual

Section 4.2 on **Don'ts**
- What do you think of these guidelines?

- Ask trainees to take turns reading out the list of Don'ts.
- Discuss question briefly to get initial reactions.
- Emphasize: Since SH+ focuses on self-help, facilitators do NOT act as therapists or give people advice.

What are examples of…
- Exploiting participants?
- False promises?
- Being pushy or intrusive?
- Judging someone for their actions or feelings?

Can you think of situations where you may be tempted to do some of these things?

- Discuss questions.
- Emphasize: Facilitators should not do these things.
- Explain:
  - We may be tempted to do some of these things, with good intentions (e.g. with friends, asking "If I help you, could you help me with something?" or saying "You really should do this. It will be good for you!").
  - Being a facilitator is a very different role from being a friend.

Questions and summary

- Discuss any additional questions.
- Summarize key learning points.

Basic helping skills: communication demonstration

Objectives	• Demonstrate poor and good communication skills
Duration	20 min
Format	Demonstration
Materials	None
Preparation	None

Slides/information for trainees

[No slide]

Trainer instructions

- Introduce demonstration: <u>Before we review in detail what we mean by "basic helping skills" in SH+, we'll first do two demonstrations to show the importance of good communication skills.</u>
- Explain set-up:
  - <u>[Trainer 1] will role-play a participant talking about a stressful experience they're facing.</u>
  - <u>[Trainer 2] will role-play a facilitator.</u>

Communication demonstration 1

Observe:
- What is the facilitator doing (or not doing)?
- How do you notice the participant responding?

Write down your observations.

- Review instructions on slide.
- Start the role-play (say "Action").
- Demonstrate poor communication:
  - Trainer 1: Try to tell Trainer 2 about a stressful but low-risk situation (e.g. stressful job, worried about the health of a spouse). Express concern that the facilitator may tell others about their situation.
  - Trainer 2: Look uninterested or distracted, cross arms, give advice, be judgemental, break confidentiality (e.g. name another participant who told you about a similar problem).
- End the demonstration (say "Time out").

What did you observe?
- What did you see the facilitator doing (or not doing)?
- How did the "participant" respond?
- What was your own emotional reaction as you were watching this?

- Discuss questions and write trainees' observations on flipchart.
- Ask "participant" how it felt.
- Emphasize: <u>This demonstration showed how NOT to be with participants!</u>

Communication demonstration 2

Observe:
- What is the facilitator doing (or not doing)?
- How do you notice the participant responding?

Write down your observations.

- Explain set-up: <u>Now we'll do another demonstration with the same set-up and same instructions.</u>
- Review instructions on slide.
- Start the role-play (say "Action").
- Demonstrate good communication:
  - Trainer 1: Tell Trainer 2 about the same stressful situation. Express concern that the facilitator may tell others about their situation.
  - Trainer 2: Demonstrate good non-verbal behaviour (appropriate eye contact, nodding, etc.), validating, acknowledging emotions, respecting confidentiality.
- End the demonstration (say "Time out").

What did you observe?
- What did you see the facilitator doing (or not doing)?
- How did the "participant" respond?
- What was your own emotional reaction as you were watching this?

- Discuss questions and write trainees' observations on flipchart.
- Ask "participant" how it felt.
- Emphasize: <u>Using these kinds of communication skills can help participants to feel safe and comfortable.</u>

Questions and summary

- Discuss any additional questions.
- Summarize key learning points from this section.
  - E.g. the demonstrations show that communication skills can make a big difference.

Basic helping skills: overview

Objectives	• Trainees learn about the six basic helping skills in the SH+ course manual
Duration	60 min
Format	Presentation
Materials	SH+ course manuals for all trainees
Preparation	None

Slides/information for trainees

Please open your SH+ course manual to Section 5 on **Basic Helping Skills**

Trainer instructions

• Introduce activity: <u>Now, we'll review together the section of the SH+ course manual on basic helping skills.</u>

• Ask trainees to take turns reading, starting from the beginning of Section 5.

• After each sub-section is read out, discuss it as a group.

• Also use the questions on the following slides to stimulate discussion.

Introduction to communication
Section 5.1

• What do you think of the Do's and Don'ts for communicating with SH+ participants?

• Have trainees read (silently or out loud) the table of communication do's and don'ts.

• Discuss question briefly.

• Ask: <u>Any questions?</u>

Maintaining confidentiality
Section 5.2

- What are examples of breaking confidentiality?

- Emphasize:
  - *Facilitators can discuss participants within the SH+ team (e.g. with supervisor, co-facilitator) but names or identifying information should not be used outside of the team.*
  - *Sharing any identifying information, even if it does not include the participant's name, could break confidentiality.*
- Discuss question, including some examples that may seem minor:
  - *Telling a participant's wife that her husband seems to be doing well in the group (without the husband's permission).*
  - *Telling a community leader the names of people in the group.*
  - *Sharing a participant's story outside of the team, especially if the details of that story may identify the person even if you don't use their name.*
  - *Telling your own spouse the name of someone who said something in a group.*

Validating, acknowledging and communicating concern
Section 5.3

- What does "validating" mean?
- Why is this important?

- Discuss Question 1:
  - *e.g. Validating means recognizing and accepting another person's thoughts, feelings, experiences and behaviours. It does not mean agreeing or approving.*
- Review culturally appropriate examples of validating (e.g. "That sounds like it was very upsetting").
- Discuss Question 2:
  - *E.g. It helps people to feel heard, to feel safe, to feel like someone cares about them.*

Acknowledging emotion
Section 5.4

- What kinds of negative reactions might people have if you say "I understand how you feel" or "I know how you feel"?

- Discuss question.
  - *E.g. People may think or say, "No, you can't know how I feel".*
- Explain: It's better to try to avoid saying this. Instead say something like: "That sounds hard."

Non-verbal communication
Section 5.5

- In your culture, what are the non-verbal ways of showing that you are listening?

- Discuss question.
- Discuss whether touching is ever appropriate, and with whom (age, gender, cultural background).
  - Explain: As a general rule touching should be avoided, but this will vary by culture and gender.

Putting aside personal values and avoiding giving advice
Section 5.6

- Why is it important not to give advice?

- Discuss question. E.g.:
  - *People often do not react well when you tell them what to do.*
  - *It goes against the idea of self-help.*
  - *Discovering solutions for themselves helps participants to feel empowered and invested in taking action.*

- What is the difference between offering encouragement versus advice?

- Discuss question.
  - *E.g. Ask trainees to contrast: "It can be challenging to learn some of these skills, but I really think you can do it!" (encouragement) vs. "You should practise the SH+ skills more" (advice).*

- What can you do if a participant asks you directly for advice?

- Discuss question and how you can respond. E.g.:
  - *"I don't know what is best in your situation. Is there anything you have learned in SH+ that might help?"*
  - *"What do you think would be best?"*
  - *"What would you suggest to a friend in a similar situation?"*

DAY 2

Giving suggestions versus giving advice

1. Ask the person what they think they should do. ("What do **you** think would be best?")

2. If they do not know, then give some suggestions: ("Some people say that doing X is helpful, others find that doing Y is helpful. Would either of these be something you might like to try?")

- Review slide.
- Ask trainees to contrast: *"Do you think any of the SH+ skills might help you cope?" (question) vs. "You should practise the SH+ skills more" (advice).*

Practising self-care

Section 5.7
- What can you do to take good care of yourself?

- Discuss question. E.g.:
  - *Play sports, eat healthily, spend time with friends, use SH+ skills.*
- Emphasize:
  - Taking care of yourself will help you to care for others.
  - Getting support from supervisors and other facilitators can be a form of self-care.
- Tell trainees if self-care will be discussed more later in the training.

Questions and summary

- Discuss any additional questions.
- Summarize key learning points.

Basic helping skills: role-play

Objectives	• Trainees practise basic helping skills
Duration	40 min
Format	Role-play
Materials	Flipchart
Preparation	None

Note for trainers:

This section includes an optional demonstration (or alternatively, an optional example), which illustrates the importance of giving constructive feedback. Trainers should adapt this part based on training needs.

After the basic helping skills role-play, if trainees require additional training or practice, you could:

- Provide additional demonstrations.
- Mix up pairs so that trainees who are less skilled are placed with more skilled trainees.
- Trainers role-play a facilitator speaking to a participant. Regularly pause the role-play and ask trainees what the facilitator could do or say to respond to the participant. The facilitator can then say these things to the participant and see how the participant reacts.

The SH+ competency assessment tool (Annex 1) can be used to inform trainers' feedback, as this outlines the key competencies relevant for basic helping skills.

Slides/information for trainees

Basic helping skills role-play

Trainer instructions

- Introduce main topic: <u>Now we will do role-plays to practise using basic helping skills.</u>

Giving constructive feedback

General principles:
- Highlight specific things the person has done well.

- Suggest an improvement
    - Suggest something specific they could <u>do</u> differently ("Next time you could try saying…")
- If possible, use a "feedback sandwich":
    - One thing they did well
    - One thing they could improve
    - One thing they did well

- Introduce giving feedback: <u>During the role-plays, you will give each other feedback. It's very important to give feedback that is helpful and constructive.</u>

- Review slide.

- Ask: <u>Why is constructive feedback important?</u>
    - *E.g. It helps people feel more motivated and less defensive. It helps people to learn.*
- Explain: A<u>s trainers, we try to follow these principles ourselves.</u>

- Encourage trainees to use constructive feedback with each other.

Constructive feedback demonstration

OPTIONAL demonstration:
- Introduce demonstration: To show you the importance of giving constructive feedback, we will do a short demonstration.

- Do demonstration, e.g.:
    - Co-trainer quickly draws a picture.

    - Give very negative, non-specific feedback (e.g. "This is ugly, bad, completely unrealistic").

    - Ask: <u>What effect do you think this overly critical feedback will have?</u>

    - Give constructive feedback, using a "feedback sandwich".

    - Ask: <u>What effect do you think this constructive feedback will have?</u>

Examples of feedback

OPTIONAL alternative example:
- Ask trainees to imagine that they have just done a role-play and successfully practised many basic helping skills but also gave some advice.
- Ask: <u>How would you feel if I gave only negative feedback (e.g. "It's really bad to give advice")?</u>
- Ask: <u>How would you feel if instead I used the feedback sandwich technique?</u> (Give example of helpful feedback.)

Practising basic helping skills

Instructions (5 minutes each role-play):
- Get into pairs.
- One person is the participant. Make up a slightly stressful situation and tell the facilitator about it.
- One person is the facilitator, using basic helping skills.
- At end of the role-play, the "participant" will give constructive feedback to the facilitator (i.e. including what they did well and what they could improve).

Your trainers are available if you need help.

- Introduce role-play.
- Review slide.
- During the role-play:
  - Walk around and help anyone who is confused or stuck.
  - Keep track of time; give more time if needed.
- Stop role-play and instruct trainees to give constructive feedback.
  - Monitor the feedback to make sure that it is constructive.
- Instruct trainees to stay in pairs, switch roles and repeat the role-play.

DAY 2

Group discussion of basic helping skills:
- What did your partner do when they were role-playing the facilitator?
- What was your reaction?
- How did this feel different compared with the demonstration of poor communication?

- Introduce giving feedback: During the role-plays, you will give each other feedback. It's very important to give feedback that is helpful and constructive.
- Review slide.
- Ask: Why is constructive feedback important?
  - E.g. It helps people feel more motivated and less defensive. It helps people to learn.
- Explain: As trainers, we try to follow these principles ourselves.
- Encourage trainees to use constructive feedback with each other.

Group discussion:
- How challenging was it to use basic helping skills?
- Was anyone tempted to give advice?

- Discuss questions.
- Explain:
  - It's okay if some of these skills are challenging, e.g. not giving advice.
  - Keep practising these skills, and it will start to feel easier and more natural.
- Encourage trainees and praise their efforts.

Questions and summary

- Discuss any additional questions.
- Summarize key learning points.
- Explain: Trainees will practise basic helping skills again later in the training.

Responding to common challenges during the course: overview

Objectives	• Trainees learn the SH+ approach for responding to common questions and challenges that may occur during the course
Duration	45 min
Format	Presentation, read through the SH+ course manual, practice activity
Materials	SH+ course manual for each trainee
Preparation	None

Note for trainers:

The trainer should be very familiar with the "correct" responses for all of the situations discussed in the practice activity below (see SH+ course manual Section 6.4).

Slides/information for trainees	Trainer instructions
Responding to common challenges during the course: learn	• Introduce topic: <u>We're now going to discuss how to respond to the most common concerns and questions that might interrupt the course.</u>
At the start of each session, what does the facilitator tell the participants to do if they have questions?	• Ask question. 　○ *Give hint, if needed (this is in the welcome script in Appendix 4 of the SH+ course manual).* 　○ *Answer: Raise hand and the co-facilitator will come.*
What do you think will be the most common interruptions and questions from participants?	• Ask question.

DAY 2

Common interruptions and challenges from participants:

- Confusion/difficulty with exercise

- "I don't understand"

- Asking for more discussion time

- Talking during the course

- Not joining in exercises

- Not being able to read

- Provide brief overview of the most common interruptions.

Who responds?

- Lead facilitator responds to questions or disruptions that affect the entire group

- Co-facilitator responds to individual questions.

- Review slide.

- Give examples of disruptions that affect the entire group:
    - *E.g. Someone loudly interrupts the group; several people interrupt the group with the same question; or several people are talking and this disrupts the group.*

General principles for responding to questions

- Respond if question is brief, easy to answer and does not interrupt the group too much.

- Focus mostly on providing encouragement to participants. Examples:
    - "That's a good question. Let's keep listening to the audio and it may answer your question."
    - "It's okay if you do not understand everything. Keep listening, practise what you do understand and it may become easier to understand with time."

- Review slide.

- Provide examples of questions that are brief and easy to answer (e.g. *"What time do we finish? Can you repeat the discussion question?"*)

- Ask: <u>Why is it generally best to avoid long and detailed responses to questions?</u> E.g.:
    - *The session may run late.*
    - *Long explanations increase the risk of providing incorrect information.*
    - Emphasize:
    - Most of the time, it's okay to just provide encouragement.
    - SH+ is about teaching participants to help themselves. Facilitators do not need to provide all the answers.

Example responses for common interruptions and challenges

See SH+ course manual Sections 6.4.2 to 6.4.7

- Introduce: <u>Now we'll read some specific examples of how to respond to common interruptions and challenges.</u>

- Emphasize: <u>These are examples; you do not need to respond in exactly the same way.</u>

- Have trainees take turns reading examples from the SH+ course manual (from 6.4.2 "If participants frequently request more time" up to the end of 6.4.7).

- Encourage trainees to ask questions and share their thoughts on the example responses.

Practice activity instructions

Your trainer will give you some example situations.

Discuss how you could respond to each situation.

- What would you say to the participant(s)?
- Who should handle this: the lead facilitator or co-facilitator?

- Review instructions.
- Read out some of the situations below, allowing trainees to respond before continuing to the next one:
    - A participant asks the person sitting next to him a quick question and then stops talking. *(No response needed)*
    - A participant keeps talking loudly to the person next to them.
    - Someone asks, "What time do we finish?"
    - Several participants interrupt the grounding exercise to say, "This is too difficult!"
    - Someone does not join in the exercises. *(No response needed)*
    - Multiple participants talk to each other while the audio is playing.
    - A participant asks for more discussion time.
    - Someone says, "I don't want to do this exercise."
    - Someone raises their hand while the audio is playing to say, "I don't understand. Can you explain?"
    - During a discussion, a participant asks, "Can you repeat the steps for grounding?"
    - Someone asks you to repeat the discussion question.
    - Someone says, "I can't read."
    - Someone appears distracted. *(No response needed)*

Questions and summary

- Praise and encourage the group.
- Discuss any additional questions.
- Summarize key learning points from this section.

Responding to common challenges during the course: role-play

Objectives	• Trainees practise responding to common challenges during the course
Duration	45 min
Format	Demonstration, role-play
Materials	SH+ course manual, role-play instruction slips (from Annex 7), materials for facilitating an SH+ session (see Appendix 3 of SH+ course manual)
Preparation	Decide which session audio to use (preferably a session with which trainees are already familiar, e.g. Session 1). Ensure that there are enough participant instruction slips for the role-play.

Note for trainers:

The demonstration below may not be needed if trainers have already sufficiently demonstrated how to respond to participants' questions during the "Experience SH+" section(s).

The SH+ competency assessment tool (Annex 1) can be used to inform trainers' feedback, as this outlines the key tasks and competencies for the lead facilitator and co-facilitator.

Slides/information for trainees	**Trainer instructions**
Responding to common challenges during the course: role-play	Introduce activity: • Now you will practise responding to common interruptions while playing the audio and running the course.

Demonstration

During the demonstration, you will play the role of a participant. Follow the instructions on your slip of paper.

Please try to role-play participants realistically. Most of the time, participants may have questions but are unlikely to be extremely disruptive or interrupt the course all at the same time.

- Introduce demonstration: First, [co-trainer] and I will demonstrate. We will role-play facilitators, and you will role-play participants.
- Provide role-play instruction slips (from Annex 7). Explain that they can perform the action on the paper at any time they like.
- Start demonstration ("Action").
- Play audio and respond to participants. If needed, pause the role-play to remind trainees to follow the role-play instruction slips.
- After demonstrating how to respond to several interruptions, pause audio ("Time out").
- Discuss: What did you observe about what the lead facilitator and co-facilitator did?
- If the role-play was not very realistic (e.g. if the interruptions all happened at the same time and were very chaotic), inform the group of what is more realistic in your setting.

Role-play instructions

Each pair will practise responding to interruptions while facilitating part of an SH+ session.

When you're not facilitating, you will role-play a participant and follow the instructions on your slip of paper.

Your trainers will also role-play participants.

- Review instructions.
- Set up role-play:
  - Pair up trainees as lead facilitators and co-facilitators.
  - Provide facilitators with SH+ audio at the correct starting point and other session materials.
  - Instruct "participants" to use the same role-play instruction slips from the previous demonstration, or they can pass them to someone else.
- When ready, the facilitator pair will play the audio (say "Action").
- Allow the facilitator pair to practise managing several interruptions. If needed, trainers can also role-play participants.
- Pause the role-play ("Time out") and give feedback to the pair.
- Repeat role-play with the next pair of facilitators.

Questions and summary

- Praise and encourage the group.
- Discuss additional questions.
- Summarize any key learning points from this role-play.
  - E.g. Ask group: <u>What went well in your role-plays? What would you want to improve?</u>
  - If needed, clarify important points (e.g. deciding whether the lead facilitator or the co-facilitator should respond to a question or interruption).

DAY 2

Day 2 Summary

Objectives	• Briefly summarize training activities and key lessons from today • Give encouragement • Preview the next training day and assign homework
Duration	10 min
Format	Discussion, presentation
Materials	None
Preparation	Modify the homework assigned to match any changes you will make to the Day 3 schedule.

Slides/information for trainees

End of SH+ training workshop Day 2

What were some of the key things that you learned today?

Homework

Trainer instructions

• Summarize main training activities from the day.

• Discuss question.

• Give encouragement to trainees, e.g.:
    ○ *Summarize the things that they did well.*
    ○ *Acknowledge the effort and attention required in the training.*
    ○ *Thank them for actively participating (e.g, for asking thoughtful questions, participating in discussions and role-plays).*

• Give brief preview of the next day.

• Assign homework before next training day:
    ○ Review relevant sections in the SH+ course manual (e.g. Section 6.5, Section 7 and Appendix 9 on addressing safety issues).
    ○ If trainees will be practising facilitation, have them review the relevant Session Instructions (e.g. for Session 3).

11. SH+ training workshop
Day 3

Welcome to Day 3

Objectives	• Share today's schedule
Duration	10 min
Format	Presentation
Materials	None
Preparation	Modify the schedule and any slides for Day 3, based on trainees' needs.

Slides/information for trainees

> **SH+ training: Day 3**
>
> Main topics:
> • Experience Session 3
> • Talking with participants individually
> • Managing safety issues (e.g. imminent risk of suicide)

Trainer instructions

• *OPTIONAL:*
  ◦ Conduct brief energizer, especially if the energy of the group is low.
  ◦ Brief review of previous training day.
• Review slide.
• Review today's schedule.

Practise facilitating Session 3

Objectives	• Trainees practise facilitating Session 3 • Trainees become familiar with SH+ course content
Duration	90 min
Format	Role-play
Materials	See Appendix 3 of the SH+ course manual; Annex 7 role-play instruction slips
Preparation	Decide whether to have trainees and/or trainers role-play participants who interrupt or ask questions. Make sure that trainees have had enough time to review the Session Instructions. Set up audio.

Note for trainers: See instructions from Day 1 "Practise facilitating SH+", including the note for trainers about Days 3–5. If needed, the trainer can demonstrate part of the session.

Discuss Session 3

Objectives	• Discuss trainee reactions to Session 3 • Identify questions or concerns to address during this workshop
Duration	20 min
Format	Discussion
Materials	Flipchart
Preparation	None

Note for trainers: Use instructions from Day 1 "Discuss SH+ session"

Talking with participants individually: overview

Objectives	• Trainees learn to identify situations where facilitators would speak with a participant individually • Trainees learn the SH+ approach for speaking to participants individually
Duration	35 min
Format	Presentation, discussion
Materials	SH+ course manual for each trainee
Preparation	None

Slides/information for trainees

Talking with participants individually

Trainer instructions

• Introduce topic: <u>Now, we'll discuss when and how to talk to participants individually.</u>

Three categories when you should offer individual support:

1. A participant requests help, asks to talk or signals they need help – **try to keep to less than 5 minutes.**

2. A participant is visibly very distressed and unable to participate in the group or is disruptive (**rare**).

3. A safety issue (e.g. participant describes thoughts of suicide) (**rare**).

Listen to the different examples.
- Does it require individual support?
- If yes, which category would it be in?

- Review slide.

- Explain: For the second and third situations, it's okay to take more than 5 minutes.

- Read aloud (in a random order) the examples in section 6.5.1 of the SH+ course manual (e.g. a participant is crying very loudly or wailing).
  - For each example, ask if individual support is required and which category the example would be in.
  - Add in examples that do not require individual support (e.g. someone starts crying silently during group; someone appears distracted and frustrated during group but is not disruptive).
  Note for trainers: Which situations require a response may depend on the culture and local context and can be adapted. Keep in mind that the aim is to help facilitators to manage large groups while ensuring that the group is engaging and safe.

- Inform group that safety issues will be discussed later.

- Explain: Individual support requests may be less common in larger groups than smaller groups (i.e. fewer than 10 participants), as participants may see it more like a class and are less likely to ask for help.

Steps for talking to someone individually

1. Go to a private space.

2. Use basic helping skills to provide support.

3. Identify current coping skills, including use of SH+ skills.

4. If needed, help the person identify additional coping strategies/resources.

5. End the conversation and rejoin the group.

- Review slide.
- Have trainees turn to Section 6.5.2. of the SH+ course manual and review steps in greater detail.
- Emphasize:
  - Keep these conversations brief (less than 5 minutes).
  - Avoid going into too much depth or trying to provide therapy or counselling.

If a participant is highly distressed, facilitators can offer to guide them through a brief grounding exercise (see SH+ course manual, Appendix 7).

- Review slide and Appendix 7.
- Explain:
  - Appendix 7 is similar to the audio for Grounding, but you will encourage the participant to keep their eyes open and share aloud what they observe in the external world around them.
- Emphasize:
  - Participants rarely become highly distressed during group sessions.

DAY 3

Talking to someone who has experienced sexual violence or intimate partner violence

(Section 6.5.3 of SH+ course manual)

Follow steps for talking to a participant individually (Section 6.5.2) and also:

- Emphasize confidentiality.

- Show empathy and validate their story and experience.

- Listen without judgement, give them space and time to speak (i.e. more than 5 minutes).

- Inform them of any local organizations that could be helpful.

If you know or suspect a participant is at risk of **current** sexual violence or intimate partner violence:

- Follow the procedures of your organization for responding to safety issues.

- Review slide.
- Emphasize:
  - Trainees should know their own organization's procedures for responding to **current** sexual/intimate partner violence.
- *If trainees are from the same organization, consider reviewing relevant organizational procedures.*

Questions and summary

- Discuss any questions.
- Summarize key learning points.

Talking with participants individually: role-play

Objectives	• Trainees practise speaking to participants individually
Duration	50–60 min
Format	Demonstration, role-play
Materials	SH+ course manual, role-play instruction slips (Annex 8)
Preparation	Be prepared for both demonstrations below.

Note for trainers:

The SH+ competency assessment tool (Annex 1) can be used to inform trainers' feedback, as this outlines the key tasks and competencies for facilitators.

DAY 3

Slides/information for trainees

Trainer instructions

Talking with participants individually: role-play

Introduce activity:

• Now we're going to practise talking with participants individually.

Demonstration of talking to participants individually

• What do you observe?

Remember the steps for talking to someone individually:

1. Go to a private space.

2. Use basic helping skills to provide support.

3. Identify current coping skills, including use of SH+ skills.

4. If needed, help the person identify additional coping strategies/resources.

5. End the conversation and rejoin the group.

• Introduce demonstration: [Co-trainer] and I will demonstrate talking with participants individually. [Co-trainer] will pretend to be a participant, and I will be a facilitator.

• Start the demonstration ("Action").

• Demonstrate the five steps. The co-trainer will role-play a participant with a problem that is **not** related to immediate safety (e.g. unhappy because they cannot find a job).

• End the demonstration ("Time out").

• Discuss: What did you observe?

Demonstration of talking to someone who has experienced sexual violence or intimate partner violence

- What do you observe?

Remember the steps for talking to someone individually, with additional attention to the parts below in **bold**, and give more than 5 minutes if needed:

1. Go to a private space.

2. Use basic helping skills to provide support. **Emphasize confidentiality, show empathy, validate their story and experience, listen without judgement.**

3. Identify current coping skills, including use of SH+ skills.

4. If needed, help the person identify additional coping strategies/resources. **Inform them of any local organizations that could be helpful.**

5. End the conversation and rejoin the group.

- Introduce demonstration: Now we will demonstrate talking with a participant who has experienced sexual violence or intimate partner violence. [Co-trainer] will pretend to be a participant, and I will be a facilitator.

- Review slide, especially the parts in bold.

- Explain that the five basic steps are still used, but more time can be spent, and bolded parts should be emphasized.

- Start the demonstration ("Action").

- Demonstrate the five steps. The co-trainer will role-play a participant with a situation involving sexual violence or intimate partner violence that is not related to immediate safety (e.g. use one of the role-play instruction slips from Annex 8).

- End the demonstration ("Time out").

- Discuss: What did you observe?

Role-play instructions

With your partner, take turns role-playing a facilitator and a participant.

- **As a facilitator:** Follow the five steps of speaking to someone individually.

- **As a participant:** Follow the instructions on your slip of paper to act out your role.

You will each have 5 minutes to respond as a facilitator. Try to get through all five steps in this amount of time.

If you are doing a role-play of someone who has experienced sexual violence or intimate partner violence, it's okay to take more time.

While learning and practising, you can have the five steps in your course manual open in front of you, even though with an actual participant you would not have this.

- Review slide.
- Explain: After practising, trainees will demonstrate their role-play in front of the group.
- Give one role-play instruction slip to each trainee (from Annex 8).
- Pair up trainees.
- Monitor role-plays.
- After about 5 minutes, have the "participant" give feedback to their partner. Remind them to give constructive feedback. Inform group that if they are doing a role-play of a participant who has experienced sexual violence or intimate partner violence, it's okay if they need to stop the role-play in the middle and have not had time to complete all five steps yet.
- Instruct pairs to switch roles and do another 5-minute role-play followed by feedback from their partner.

Demonstrate your role-play

- Explain: Everyone is here to learn from one another; no one is expecting role-plays to be perfect.
- Ask for volunteers to demonstrate their role-play in front of the group. Make sure that a variety of role-play scenarios are demonstrated.
- Allow 5 minutes for each demonstration, and more time for demonstrations of talking to participants who have experienced sexual assault or intimate partner violence.
- Give feedback after each role-play.

Questions and summary

- Praise and encourage the group.
- Discuss additional questions.
- Summarize key learning points.

DAY 3

Managing imminent risk of suicide and other immediate safety issues: overview

Objectives	• Trainees learn to identify and respond to immediate safety issues, including imminent risk of suicide
Duration	90–120 min
Format	Presentation, discussion
Materials	SH+ course manual
Preparation	Adapt this section to match local or organizational procedures.

Note for trainers:

This section uses generic procedures for responding to imminent risk of suicide or other immediate safety issues (Section 7 and Appendix 9 of the SH+ course manual). **All slides and examples below should be adapted to match local or organizational procedures.**

This section could be distressing for trainees, who may have their own histories of trauma or mental health issues. Invite them to speak with you privately if they are finding the material upsetting and consider taking breaks if distress in the group appears to be high.

Slides/information for trainees	Trainer instructions
Responding to immediate safety issues	• Introduce topic: <u>Next, we'll focus on learning how to respond to immediate safety issues.</u> • Ask: <u>What do we mean by "immediate safety issues"?</u> E.g.: 　º *Someone is in danger.* 　º *They are in danger over the next few hours or days (not weeks or months from now).*

Examples of immediate safety issues
- Imminent risk of suicide
- Harm to a participant or another person (e.g. a participant experiencing physical or sexual violence, or a child protection issue)
- Anything else that your implementing organization considers to be a safety issue

- Review slide.
- Explain definition of "imminent risk of suicide" (i.e. if using the generic procedures in the SH+ course manual, imminent means that they may have a plan to end their life in the near future).

Always follow your organization's procedure for identifying and addressing immediate safety issues

- Emphasize: Trainees should make sure that they know their organization's procedures and guidance for identifying and responding to safety issues.
- *If all trainees are from the same organization, consider discussing any specific procedures for responding to safety issues.*

Suggested procedure for responding to safety issues

(Section 7.1 of SH+ course manual)

1. **Listen and look** for any indication of a safety issue (e.g. imminent risk of suicide, harm from others, harm to others).

2. **Use basic helping skills** to remind the person about confidentiality, learn more about their situation and build trust.

3. If there are indications of a safety issue, **follow your organization's procedures** for dealing with the situation and **inform your supervisor**.

If no indication of a safety issue: continue with the steps for talking with participants individually (Section 6.5.2 of course manual).

- Review slide (or review organization's procedures, if different).

Step 1

Listen and look for any indication of a safety issue.
- What are signs specific to your culture or context that would suggest an immediate safety issue?

- Turn to Section 7.1 of the SH+ course manual.
- Ask a trainee to read out the examples from Step 1.
- *Make sure that trainees understand the different indications listed in the manual e.g. thoughts or plans of suicide that may be vague or explicit; self-harm or suicide attempts, violent behaviour or extreme agitation, etc.*
- Review slide and discuss question.

Step 2

Use basic helping skills to remind the person about confidentiality, learn more about their situation and build trust.

- Review slide.
- Ask a trainee to read out the example script for reminding participants about confidentiality and its limitations (Step 2 of Section 7.1, SH+ course manual).
    - Discuss any adaptations regarding confidentiality that may need to be made based on local organizational procedures.
- Discuss culturally appropriate questions for learning more about the situation and building trust.

Step 3

If there are indications of a safety issue, **follow your organization's procedures** for dealing with the situation and **inform your supervisor**.

- Review slide.
- Emphasize the importance of:
    - being familiar with their organization's procedures
    - informing and involving the supervisor.

Assessing imminent risk of suicide

(Appendix 9 of SH+ course manual)

- Review procedure for imminent risk of suicide (e.g. Appendix 9 or organizational procedures).
- Discuss any questions or reactions.

Asking about suicide or self-harm

(Section 7.2 of SH+ course manual)

- Ask trainees to take turns reading aloud Section 7.2 (if they haven't already read it as part of Appendix 9).
- Discuss any questions or reactions.

Responding to a person with a plan to end their life in the near future

(Section 7.3 of SH+ course manual)

- Ask trainees to take turns reading out Section 7.3 (if they haven't already read it as part of Appendix 9).
- Discuss any questions or reactions.

Example 1:

At the end of the group, a participant says they need to speak with you. The participant says, "My mother died one month ago, and since then I have not been able to sleep or eat. I don't know what to do with myself."

- Are there signs of a safety issue (Step 1)? What signs would you look and listen for?
- What could you ask to learn more about the situation and build trust (Step 2)?

- Introduce Example 1: We'll now look at an example of a potential safety issue.
- Review slide (example of someone distressed but who does not show signs of a safety issue).
- Discuss questions.
- Provide additional information about how this participant (without safety issues) might respond to further questions

Example 1 continued:

After you follow steps 1–2, the participant explains that they feel very sad, but they do not give any signs of a safety issue.

- What do you do now?

- Read slide and discuss question.
  - If needed, briefly review Section 6.5.2 of the SH+ course manual on talking with participants individually.

DAY 3

Example 2:

A participant leaves the room, crying and clearly very distressed. As a co-facilitator, you follow him out, and he tells you, "I can't stay in there because I keep thinking about the war and seeing people die. I'm so sad all the time, I just want to disappear. What's the point of continuing when life is so terrible?"

- Are there any signs of a safety issue (Step 1)?
- What could you ask to learn more about the situation and build trust (Step 2)?

- Read slide and discuss questions.
- Provide additional information about how this participant (with safety issues) might respond to further questions (e.g. the participant says, "I'm a burden to others").

Example 2 continued:
- How would you assess for imminent risk of suicide?

- Discuss question. Prompt trainees to follow the procedure for assessing imminent risk of suicide (e.g. Appendix 9 or organizational procedures).
- Make up responses for this participant e.g. He says he does not have serious thoughts of ending his life. What do you do then?
- Ask: What do you do if he does have serious thoughts?
- Continue prompting trainees to follow the remaining steps of the procedure e.g. What would you do or say next?

Responding to other immediate safety issues

- Emphasize: Trainees should learn their organization's procedures.
- *If all trainees are from the same organization, consider reviewing the organization's procedure for responding to other safety issues.*
  - *If needed, review an example.*
- Ask: Any questions?

Support and supervision	• Emphasize the importance of supervision (i.e. the main responsibility for handling immediate safety issues should fall on the supervisor, not on the facilitators). • *If all trainees are from the same organization:* consider reviewing who will support facilitators with any immediate safety issues (e.g. a supervisor).
Questions and summary	• Discuss additional questions. • Summarize key learning points.

DAY 3

Managing imminent risk of suicide and other immediate safety issues: role-play

Objectives	• Trainees practise assessing and responding to immediate safety issues
Duration	60 min
Format	Demonstration, role-play
Materials	SH+ course manual, role-play instruction slips (Annex 9)
Preparation	Prepare to demonstrate assessment of imminent risk of suicide. Adapt this section and the role-play instruction slips to match local or organizational procedures.

Note for trainers:

The SH+ competency assessment tool (Annex 1) can be used to inform trainers' feedback, as this outlines the key tasks and competencies for facilitators.

Slides/information for trainees	**Trainer instructions**
[No slide]	• Introduce activity: <u>Now we're going to do some role-plays to practise responding to safety issues.</u>

Demonstration

What do you observe?

- Introduce demonstration: <u>First, [co-trainer] and I will demonstrate the three steps for responding to potential safety issues. [Co-trainer] will role-play a participant, and I will be a facilitator.</u>

- Conduct demonstration:
    - *The "participant" is extremely distressed about losing their job. You should be vague at first (e.g. "This was the only thing I had to live for, and now that's gone"). When asked, admit that you often think about ending your life (e.g. "No one would notice if I disappeared") but you do not have a plan and have not taken any actions.*

    - *The "facilitator" should follow the procedure for assessing imminent risk of suicide (e.g. Appendix 9 or adapted version). Then end the role-play by saying that you will inform your supervisor of what they have shared with you, to see if any additional support may be helpful.*

- Discuss trainees' observations.

Role-play instructions

- With your partner, take turns role-playing a facilitator and participant.

- **As a participant:** Follow the instructions on your slip of paper to act out your role.

- **As a facilitator:** Follow the steps for responding to a potential safety situation.

You will each have 5–10 minutes to respond as a facilitator.

- Review slide.

- Explain: After trainees practise in pairs, some will demonstrate their role-play in front of the group.

- Set up role-play:
    - Give a role-play instruction slip to each trainee (from <u>Annex 9</u>).

    - Pair up the trainees.

    - Encourage them to use their SH+ course manual during the role-play if needed.

- Monitor role-plays. After about 5–10 minutes, have the "participant" give feedback to their partner. Remind them to give constructive feedback.

- Instruct pairs to switch roles and do another 5–10-minute role-play followed by feedback from their partner.

DAY 3

Demonstrate your role-play	• Explain: Everyone is here to learn from one another; no one is expecting role-plays to be perfect.
	• Ask for volunteers to demonstrate their role-play in front of the group. Make sure that a variety of scenarios are demonstrated, including the most common safety issues.
	• Allow 5–10 minutes for each demonstration.
	• Give feedback after each role-play.

Questions and summary	• Praise and encourage the group.
	• Discuss additional questions.
	• Summarize key learning points.

Day 3 summary

Objectives	• Briefly summarize training activities and key lessons from today • Give encouragement • Preview the next training day and assign homework
Duration	10 min
Format	Discussion, presentation
Materials	None
Preparation	Modify the homework assigned to match any changes you will make to the Day 4 schedule.

Slides/information for trainees

End of SH+ training workshop Day 3

What were some of the key things that you learned today?

Homework

Trainer instructions

- Summarize the main training activities from the day.
- Discuss question.
- Give encouragement to trainees, e.g.:
  - *Summarize the things that they did well.*
  - *Acknowledge the effort and attention required in the training.*
  - *Thank them for actively participating (e.g. for asking thoughtful questions, participating in discussions and role-plays).*

- Give a short preview of the next day.
- Assign homework before the next training day:
  - Review relevant sections in the SH+ course manual (e.g. Section 8, Appendices 1, 2 and 6; any parts of Part 1 they have not read yet).
  - If trainees will be practising facilitation, have them review the relevant Session Instructions (e.g. for Session 4).

DAY 4

12. SH+ training workshop
Day 4

Welcome to Day 4

Objectives	• Share today's schedule
Duration	10 min
Format	Presentation
Materials	None
Preparation	Modify the schedule and any slides for Day 4, based on trainees' needs.

Slides/information for trainees

SH+ training: Day 4

Main topics:
- Experience Session 4
- Managing other challenges during the group
- Responding to personal questions
- Self-care
- Post-session review and supervision

Trainer instructions

- *OPTIONAL:*
  - Conduct brief energizer, especially if the energy of the group is low.
  - Brief review of previous training day.
- Review slide.
- Review today's schedule.

Practise facilitating Session 4

Objectives	• Trainees practise facilitating Session 4 • Trainees become familiar with SH+ course content
Duration	90 min
Format	Role-play
Materials	See Appendix 3 of the SH+ course manual; Annex 7 role-play instruction slips
Preparation	Decide whether to have trainees and/or trainers role-play participants who interrupt or ask questions. Make sure that trainees have had enough time to review the Session Instructions. Set up audio.

Note for trainers: See instructions from Day 1 "Practise facilitating SH+", including the note for trainers about Days 3–5. If needed, the trainer can demonstrate part of the session.

Discuss Session 4

Objectives	• Discuss trainee reactions to Session 4 • Identify questions or concerns to address during this workshop
Duration	20 min
Format	Discussion
Materials	Flipchart
Preparation	None

Note for trainers: Use instructions from Day 1 "Discuss SH+ session".

DAY 4

Troubleshooting other challenges

Objectives	• Discuss how to respond to other challenges that facilitators may encounter during the course
Duration	60–80 min
Format	Presentation, discussion, read SH+ course manual
Materials	SH+ course manual for each trainee
Preparation	Based on trainees' needs and local context, decide which challenges to cover, and whether to use the optional slides and conduct any demonstrations or role-plays.

Notes for trainers:

In this section, you will review Section 8 of the SH+ course manual: "Troubleshooting guide for other challenges". The challenges are not specific to SH+ and the example responses do not need to be closely followed; trainers should emphasize that the guiding principle is to use basic helping skills and provide encouragement, while minimizing disruption to the group.

This section also includes optional slides on responding to personal questions, which is not covered in the SH+ course manual but may be relevant for certain contexts.

Slides/information for trainees	Trainer instructions
[No slide]	• Introduce topic: <u>We're now going to discuss how to respond to some other challenges that may come up in SH+.</u>

Remember the general principles for responding to questions
• Respond if brief, easy to answer and does not interrupt the group too much
• Focus mostly on providing encouragement to participants.
	• Review slide and emphasize:
	  ○ If facilitators are unsure about how to respond to a participant, it is fine to just use basic helping skills and provide encouragement.
	  ○ Try to avoid spending too much time responding to questions, so that the group does not run over time.
	• Remind trainees:
	  ○ Questions might be addressed with the whole group by the lead facilitator or individually by the co-facilitator.

Important notes The "Important notes" boxes throughout the Session Instructions can help facilitators to respond to questions from participants.	• Read slide and show trainees examples of the "Important notes" boxes.

Other challenges from participants
 	
(Section 8 of SH+ course manual)
	• Have trainees turn to the SH+ course manual table of contents and read aloud the Section 8 subheadings, which list "other challenges".
	
	• Have trainees turn to Section 8 and read aloud the example responses.
	
	• Encourage trainees to ask questions and share their thoughts on the example responses.
	
	• Emphasize:
	    ○ There is no need to memorize the example responses.
	    ○ Most importantly, follow the general principles for responding to questions.

Additional challenges	• After reviewing Section 8, ask: <u>Can you think of any other challenges that may come up?</u> • Discuss any additional challenges as a group. *OPTIONAL:* • Conduct brief demonstrations or role-plays of some of the situations that are more likely to occur in your particular context.

Responding to personal questions about: • Marital status • Age • Ethnicity • Where you live • Place of origin • Other personal topics	*OPTIONAL SLIDE:* • Review slide. • Ask group: <u>Can you think of any other personal questions that participants might ask?</u>

DAY 4

Reasons why participants might ask these questions. They may:

- Want reassurance that you have some understanding of their situation
- Have stereotypes about certain groups of people, and are not sure they can trust you
- Be curious. It's human nature to try to understand others
- Question your qualifications to lead the group
- Be trying to pursue a closer relationship, e.g. friendship.

OPTIONAL SLIDE:
- Review slide (the trainer can add to this if needed).

Some ways of handling personal questions:

- Answer their question (only if you are comfortable with this).
- Decline to answer: "Sorry, I can't share this information with participants."
- Answer in a vague way e.g. responding to "Where do you live?", by saying, "I live not too far away."
- Ask participant, "What makes you ask?"
- Lie or make something up (not recommended).

OPTIONAL SLIDE:
- Discuss different options for handling such questions (the trainer can add to this if needed).
- Discuss pros and cons for each, including why lying/making something up is not recommended.
- Review any local/organizational guidelines for handling these questions.
- Emphasize the importance of facilitators feeling comfortable and safe.

Responding to participants who... • ask for favours • ask to spend time with you outside of the group • try to give you a gift.	**OPTIONAL SLIDE:** • Briefly provide some options for handling these situations that are suitable for the local context.
Questions and summary	• Discuss additional questions. • Summarize key learning points. ○ Encourage trainees to discuss additional challenges with their supervisor.

DAY 4

Practising self-care

Objectives	• Discuss importance of self-care
	• Inform trainees about signs of burnout or stress
	• Guide trainees to identify and reflect on their own self-care resources

Duration	60 min
Format	Discussion
Materials	Flipchart and pen, blank paper for trainees, pens for writing/drawing
Preparation	Adapt this section, based on the local context.

Note for trainers:

Depending on the local context, this section may not need to be covered at all or may need to be adapted using existing procedures or materials.

Providing adequate supervision and support is very important for promoting facilitator well-being. Supervisors and trainers should review resources including the WHO guidelines on workplace mental health *(13)* and the Inter-Agency Standing Committee guidelines on preventing and managing problems in mental health and psychosocial well-being among staff and volunteers *(14)*. Supervisors should implement these practices for creating a safe and healthy work environment for SH+ facilitators.

Slides/information for trainees

> **Self-care**
> • How much work-related stress is too much?
> • What might be symptoms of excessive stress to watch out for?

Trainer instructions

• Introduce topic: <u>You may recall that practising self-care is one of the basic helping skills. We'll discuss this in a bit more depth now.</u>

• Discuss Question 1. *If needed, ask trainees to think of stressful jobs they've had in the past.*

• Discuss Question 2. E.g.:
  ○ *feeling annoyed and frustrated*
  ○ *engaging in unhealthy activities (e.g. drinking alcohol).*

• Explain: A little bit of stress is not necessarily bad. Many meaningful and rewarding activities can also be quite stressful (e.g. parenting, helping others).

Local approaches for promoting facilitator well-being	• Normalize how running SH+ groups can be stressful. • Discuss any local approaches that your organization has in place to protect facilitators (e.g. regular supervision, defined work hours, facilitating access to health care). • Encourage facilitators to ask for additional support if they experience excessive stress.
Your own coping resources • What has helped you to cope in the past with stressful situations?	• Explain: <u>It's also a good idea to identify your own coping resources ahead of time, so you have a plan you can use if you need it.</u> • Discuss the question and write responses on flipchart.
What parts of your life could help you deal with stress? (For example: friends, family, colleagues, hobbies/interests/leisure, exercise, spirituality)	• Discuss question and write responses on flipchart.
When you are stressed, what kind of support could you get from different people in your life?	• Discuss question. • Explain: ○ Different people may provide different kinds of support (e.g. practical support, listening with understanding). ○ Facilitators cannot share confidential information outside of the SH+ team, but they can share their emotional reactions to their work. If needed, give examples and remind trainees of the definition of confidential information.

DAY 4

• What SH+ skills can help you with self-care?	• Discuss question. • Encourage trainees to use SH+ skills for themselves.
• What are appropriate limits to set at work in order to take care of yourself?	• Discuss question. ○ *E.g. keeping reasonable hours, not working at weekends, not giving out personal information.*

Self-reflection activity:
 	
Your self-care network
 	
This is just for you; you do not need to share this with others unless you want to.
 	
• In the centre of the paper, write your name and draw a circle around it.
 	
• Around your name, label additional circles with different life areas that help protect you from stress (e.g. family, friends, community, spirituality, enjoyable activities, exercise).
 	
• Use lines to connect these circles to your name. You can also draw symbols or pictures for each of these life areas.
 	
• Connect these life areas to additional circles containing names of specific activities or people.
	• Pass out sheets of blank paper.
	• Review slide.
	• Provide examples of self-care network. E.g.:
	  ○ *Connect the "family circle" to smaller circles with the names of supportive family members.*
	  ○ *Connect the "enjoyable activities circle" to specific activities (e.g. watching a movie, taking a bath).*
	• Emphasize the importance of reaching out to colleagues, supervisors, friends and family for support.

Questions and summary	• Discuss any additional questions. • Summarize any key learning points from this section: ○ Encourage trainees to use professional resources (e.g. supervision) and their own self-care resources when they are feeling stressed.

Supervision

Objectives	• Discuss how to review each session • Discuss how facilitators will be supervised
Duration	20 min
Format	Presentation
Materials	SH+ course manual for each trainee
Preparation	Adapt this section according to the local setting.

Slides/information for trainees

Trainer instructions

Supervision

Having regular supervision is an important part of ensuring competency and practising self-care.

Supervisors are ultimately responsible for ensuring that SH+ groups are facilitated competently and safely.

- Review slide.
- *If same or similar for all trainees:* Review the structure of supervision, including:
  - who will be supervising them
  - how often
  - who they should alert if there are any safety situations.

After each SH+ session, facilitators should:
- Review what went well and what could be improved
- Identify anything that they need help with or that needs to be communicated to their supervisor

- Review slide.

Post-session review form

(Appendix 6 of SH+ course manual)

- Review example post-session review form.
- Explain that this is an example form that can be adapted.
- *If relevant to all trainees:* Review the appropriate process for facilitators to follow after each session.

Questions and summary

- Discuss any questions.
- Summarize key learning points from this section.

DAY 4

OPTIONAL: *Additional time for questions, identification of culturally relevant examples or other adaptations*

Objectives	• Address remaining questions about SH+ or facilitating SH+ • Discuss adaptations that may be relevant to the local context • Identify culturally relevant examples to use for the SH+ discussion sheets
Duration	Up to 90 min; trainers should decide how much time to spend on this based on trainees' needs and context
Format	Discussion
Materials	SH+ course manual for each trainee
Preparation	Adapt this section based on trainees' needs.

Slides/information for trainees

Any remaining questions about **SH+ course content or SH+ skills?**

Any remaining questions about **facilitating the SH+ course?**

Trainer instructions

• Discuss question.

• Discuss question.

Culturally relevant examples

In the SH+ course manual, these discussion sheets have examples that can be adapted:

1.2, 1.3, 1.5

2.2, 2.3

3.2, 3.5, 3.6

4.1, 4.3, 4.4, 4.6, 4.7

5.5, 5.6

If facilitators will be running groups with participants from similar backgrounds:
- Discuss locally adapted examples for the discussion sheets.

Other adaptations to SH+

If you think any adaptations are necessary:

1. Discuss with supervisor
2. Make sure that the essential SH+ skills and concepts remain the same.

- Explain:
  - Apart from adapting the examples, there are other ways to modify how you facilitate SH+ to suit your local context.
- Review slide.

Example adaptations

(Section 6.2 of the SH+ course manual)
- Using Awareness of an Object (Appendix 8 of the SH+ course manual) instead of Awareness of Drinking
- Having separate groups for men and women
- Adaptations for small groups
- Adapting some exercises for people with physical or cognitive impairments.

- Review slide.
- Discuss any specific adaptations that may be relevant for the local context.

DAY 4

Alternative formats for SH+ discussions

(Section 6.4.2 of the SH+ course manual)

Alternative 1: Group-wide discussion (2–3 participants are selected by the facilitator to share their responses)

Alternative 2: Raise your hand – questions are adapted to a yes/no format and the facilitator asks participants to raise their hands (or culturally appropriate equivalent), to indicate their response.

Alternative 3: Participants think silently to themselves.

When might one of these alternative formats be needed?

- Explain:
    - For most of the discussions, facilitators will ask participants to discuss in pairs.
    - However, alternative types of discussion are possible, depending on:
    - the local context
    - facilitators' prior experiences (e.g. if they have experience of leading brief, group-wide discussions).
- Review slide and discuss question. E.g.:
    - *If many participants are confused about the discussion question*
    - *If group has fewer than 10 participants.*
- Discuss pros and cons of alternative types of discussions *(e.g. group-wide discussions can be harder to manage if participants are too talkative or share information that others may find distressing)*.
- Emphasize: Always discuss any adaptations with your supervisor.

Questions and summary

- Discuss any additional questions.
- Summarize any key learning points from this section.

Day 4 Summary

Objectives	• Provide a brief summary of training activities covered today and key lessons learned • Give encouragement • Preview the next training day and assign homework
Duration	10 min
Format	Discussion, presentation
Materials	None
Preparation	Modify the homework assigned to match any changes you will make to the Day 5 schedule.

Slides/information for trainees

End of SH+ training workshop Day 4

What were some of the key things that you learned today?

Trainer instructions

• Summarize main training activities from the day.

• Discuss question.

• Give encouragement to trainees. E.g.:
   ○ *Summarize the things that they did well.*
   ○ *Acknowledge the effort and attention required in the training.*
   ○ *Thank them for actively participating (e.g. for asking thoughtful questions, participating in discussions and role-plays).*

DAY 4

| Homework | Give a short preview of the next day. If doing competency assessments, give trainees a preview of the competencies they will be asked to demonstrate and which session they will use. *Trainers can decide whether to use a session that trainees have already practised facilitating during the workshop or a session that they have not yet practised.* Assign homework before the next training day: Review relevant sections in the SH+ course manual to prepare for competency assessments (e.g. Section 6.5 on speaking to participants individually, Section 7 and Appendix 9 on managing imminent risk of suicide and other immediate safety issues, any sections they are uncertain about). If trainees will be practising facilitation, have them review the relevant Session Instructions (e.g. for Session 5). |

13. SH+ training workshop
Day 5

Welcome to Day 5

Objectives	• Share today's schedule
Duration	10 min
Format	Presentation
Materials	None
Preparation	Modify the schedule and any slides for Day 5, based on trainees' needs.

Slides/information for trainees

SH+ training workshop: Day 5

Main topics:
- Experience Session 5
- Assess your readiness to facilitate SH+ groups
- Workshop wrap-up

Trainer instructions

- *OPTIONAL:*
  - Conduct a brief energizer, especially if the energy of the group is low.
  - Brief review of previous training day.
- Review slide.
- Review today's schedule.

Practise facilitating Session 5

Objectives	• Trainees practise facilitating Session 5
	• Trainees become familiar with SH+ course content
Duration	90 min
Format	Role-play
Materials	See Appendix 3 of the SH+ course manual; Annex 7 role-play instruction slips
Preparation	Decide whether to have trainees and/or trainers role-play participants who interrupt or ask questions. Make sure that trainees have had enough time to review the Session Instructions. Set up audio.

Note for trainers: See instructions from Day 1 "Practise facilitating SH+", including the note for trainers about Days 3–5. If needed, the trainer can demonstrate part of the session.

Discuss Session 5

Objectives	• Discuss trainee reactions to Session 5
	• Identify questions or concerns to address during this workshop
Duration	20 min
Format	Discussion
Materials	Flipchart
Preparation	None

Note for trainers: Use instructions from Day 1 "Discuss SH+ session".

Competency assessments

Objectives	• Assess the competency of each trainee for facilitating SH+
Duration	About 15–25 min per trainee
Format	Role-play
Materials	All materials (e.g. audio, pictures, etc.) for the selected session (see Appendix 3 of the SH+ course manual); blank competency assessment record forms for each trainee (see Annex 1)
Preparation	1. Review Annex 1. 2. Select ahead of time which session to use. A session which has already been covered should be used, unless trainees have time to prepare for a new session.

Note for trainers: Depending on the number of trainees, you may need to divide them into two groups, with one trainer assessing each group. Alternatively, schedule additional time for the assessments or have supervisors complete competency assessments at a later date. Ensure that competency assessments are described as a supportive process to help trainees learn.

Slides/information for trainees

Today's role-plays:
- **Role-play 1:** SH+ group facilitation
- **Role-play 2:** Talking to participants individually
- **Role-play 3:** Responding to imminent risk of suicide

Role-play 1 instructions for trainees:
- You will demonstrate both lead and co-facilitator roles.
- You will practise responding to various challenges from "participants" (role-played by your trainers).
- As usual, we will give you some feedback right after your role-play, so that everyone can continue to learn from each other.
- Later, we will meet with each trainee in private to give you additional feedback.

Trainer instructions

- Introduce topic: You have learned about and had the opportunity to practise facilitating different aspects of an SH+ group during this training. Now everyone will do three role-plays to demonstrate the main competencies needed to facilitate an SH+ group.
- Review slide.
- Explain:
    - Role-play 1 will be done as a group, and feedback will be given after each role-play as usual.
    - Role-plays 2 and 3 will be done in private.
    - After completing all three role-plays, each trainee will receive personalized feedback and recommendations on what they can improve.
    - These role-plays are to support learning; there is no pass or fail. Rather, the role-plays will help to identify strengths and areas for improvement before facilitating SH+ groups.
    - No one is expecting perfection. Building competency is a continuous process.

- Review slide.
- Ask: Any questions?
- Assess all trainees and provide brief feedback after each pair, as usual (see role-play instructions and scoring sheet in Annex 1).
- Summarize any key points and provide encouragement.

Role-play 2 and 3 instructions for trainees: • You will now demonstrate talking to participants individually and responding to imminent risk of suicide. • These role-plays will not be in front of the group.	• Review slide. • Ask: Any questions? • Assess each trainee (see role-play instructions and scoring sheet in Annex 1).
Individual feedback	• Provide feedback in private to each trainee on their strengths, areas for improvement and specific recommendations for how to address these areas. • **OPTIONAL:** Give each trainee their competency assessment record form, or a copy of it.
Group feedback and reflections	• Provide group feedback on all three role-plays (i.e. general feedback on things that trainees tended to do well, and things that could be improved). • Allow trainees to reflect on the competencies that they have developed since the beginning of the workshop and the areas they would still like to improve on.

SH+ training workshop wrap-up

Objectives	• Wrap up the workshop • Discuss next steps after the workshop • Get feedback on the workshop
Duration	30 min
Format	Discussion
Materials	Flipchart and pens, completion certificates (optional)
Preparation	Decide whether to use optional slides and create completion certificates.

Note for trainers:

This section can be adapted based on your local context. Mainly, you will want to give trainees an overview of what will happen next and what they should do next (i.e. next steps for implementing SH+ and recommendations for further practice).

Implementing organizations can decide whether to provide a certificate of attendance for trainees, based on their organization's standards and processes. They can also decide when and how to give this to trainees (e.g. after competency assessments, at the end of the workshop as a group, or later).

Slides/information for trainees	Trainer instructions
Congratulations on completing the SH+ training workshop!	• Provide encouragement and reinforce all trainees' efforts during the workshop. • Share your observations of how trainees' competencies have developed over the past five days.
Post-training self-assessment	***OPTIONAL SLIDE:*** • Trainers can administer a post-training assessment, which could be the same as the pre-training assessment, if used (see Section 6.2 for examples).
Next steps • What do you think you need to do before your first SH+ group, to make sure you are ready?	• Review slide and ask question. • Provide general recommendations for what all trainees can do next to further develop their competencies.

What happens next?

- Discuss what will happen next, e.g. meeting with their supervisor, arranging for a practice group, etc. (this may be different for different trainees, if they are from different organizations).

Feedback on this training
- What is one thing you liked about this training?
- What is one thing that could be improved?

- Discuss questions (or go around the room and have all trainees respond).

Thank you for attending the SH+ training workshop

- Provide final comments and encouragement.

Additional feedback

OPTIONAL SLIDE:
- If desired, trainers can create and distribute a questionnaire to allow trainees to give anonymous feedback on the workshop.

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Annexes

Annex 1. SH+ competency assessment tool

Introduction

This assessment tool can be used during and at the end of the training to assess competency. A form for scoring and recording feedback from the competency assessment can be found at the end of this annex. The tool assesses SH+-specific facilitation competencies and foundational helping competencies.

Implementing organizations can modify the assessment and scoring procedures to suit their needs and to assess any additional competencies they deem necessary for their organization or local context.

At the end of the training workshop, this assessment tool is used with three role-plays to assess competency in the following three areas:

- **Role-play 1:** SH+ group facilitation (SH+ specific facilitation competencies)

- **Role-play 2:** Talking to individual participants, using the SH+ minimal support approach and basic helping skills (foundational helping competencies)

- **Role-play 3:** Responding to imminent risk of suicide (foundational helping competencies)

If time is short, end-of-training assessments can be conducted after the training workshop but before trainees run their first real SH+ group.

Role-play 1 instructions

Role-play 1: SH+ group facilitation

Using any SH+ session, trainees should demonstrate how to facilitate part of the session, in line with the approach outlined in Section 6.4 of the SH+ course manual. Two trainees can be assessed at one time: one person as the lead facilitator and the other as the co-facilitator, and then switching roles. This role-play assesses the following:

- Ability to run an SH+ group by following the Session Instructions (i.e. managing the audio, displaying pictures and reading out scripts and discussion questions in an engaging manner).

- Using a minimal support approach to respond to participant questions or interruptions during a group (e.g. responding to common challenges such as participants not understanding or disrupting the group).

As practised throughout the training, trainers should role-play participants who ask questions or

disrupt the group and also participants engaging in behaviour that does not require a response from facilitators (e.g. appearing distracted). For example:

- Loudly interrupting the group or calling the co-facilitator over to:
    - Say you do not understand what is shown in the picture or what is said in the audio.
    - Ask for a more detailed explanation.
    - Ask for more time or for a question to be repeated during a discussion.
- Speaking loudly to other participants so that it disrupts the group.
- Speaking quietly and briefly to the person next to you, and then stopping (no response needed from the facilitators).
- Appearing distracted or not joining an activity or discussion (no response needed from the facilitators).

Note that trainers do not need to use all of these examples with all trainees.

Role-plays 2 and 3 instructions

Both role-plays should be held in a private room and run individually for each trainee. Each trainee should complete both role-plays.

Role-play 2: Talking to individual participants who request help

The trainee should demonstrate how to help a participant who is asking for support, following the steps in Section 6.5 of the SH+ course manual. Role-play 2 should be very brief (e.g. under 5 minutes) as it should reflect the minimal support approach used in SH+.

The trainer should role-play a participant with a common problem from the local context (e.g. limited money, no food for family, loss of job, etc.). Inform the trainee that you are a participant approaching them during the 10-minute break in the middle of the session. Incorporate the following into the role-play:

- Explain your problem and say that you are having problems sleeping.
- If asked about current coping, say that you have not tried anything and you cannot stop worrying.
- If asked about SH+ skills, say that you practised them during the SH+ sessions and found them helpful, but you have not yet practised at home.
- If the facilitator invites you to rejoin the group after the break, thank the facilitator and agree to rejoin the group.

Role-play 3: Responding to imminent risk of suicide

Role-play 3 can be longer if needed. The facilitator should demonstrate how to help a participant who has suicidal thoughts but does not have a plan, following the steps in Section 7 of the SH+ course manual.

The trainer should role-play a participant with a common problem from the local context (e.g. limited money, no food for family, loss of job, etc.). Inform the trainee that you are a participant approaching them after the session. Incorporate the following into the role-play:

- Explain your problem and say that you are worried and irritable and feel depressed.

- Say "No one cares about me. My family would be better off without me."

- Ask "Can you promise me that you won't tell anyone about these things? I don't want people to worry."

- If the facilitator reminds you about the limits of confidentiality (i.e. that they will keep what you share confidential within the SH+ team, unless you are an immediate danger to yourself or to others), say you understand.

- If asked about thoughts of ending your life in the past month, say, "Yes, I've thought many times how it would be easier to end everything."

- If asked if you're currently thinking of ending your life or planning to end your life, say, "No, I have thought about it a lot but would not do anything because of my family. I also hope my situation will improve at some point."

- If the facilitator says they will inform their supervisor, agree to this.

- If the facilitator asks you to speak to them again if the situation gets worse, agree to this.

- Thank the facilitator for their support and say that it helps you to feel calmer to speak to them about this.

SH+ competency assessment record form

Name of trainee: _____   **Date:** _____

Role-play 1 (group facilitation)

During role play 1, trainees should facilitate part of the session in line with the approach outlined in Section 6.4 of the SH+ course manual the facilitator.

Role-plays 2 and 3 (talking to individual participants and responding to imminent risk of suicide)

Since talking to individual participants and responding to imminent risk of suicide and other safety issues both involve foundational helping competencies, these are scored using items adapted from the ENACT competency assessment tool (see section 7. Competency-based training and assessment in SH+).

During role-play 2, trainees should keep the interaction brief (i.e. less than 5 minutes) and should follow the steps outlined in Section 6.5.2 of the SH+ course manual (i.e. going to a private space; using basic helping skills; identifying current coping including use of SH+ skills; helping the person identify additional strategies and resources if needed, and ending the conversation).

During role-play 3, trainees should follow the suggested procedure for responding to safety issues in Section 7.1 of the SH+ course manual (i.e. listen and look for any indication of a safety issue; use basic helping skills; follow their organization's procedure for responding to safety situations).

Summary of scores

After using the scoring items on the following pages, use the summary tables below to record scores. If the trainee demonstrates any unhelpful behaviours (score of 1) in any of the categories, these should be addressed.

Role play 1: Summary of scores – SH+ specific facilitation competencies	Level (1–3)
SH1 – Lead facilitator skills	
SH2 – Co-facilitator skills	
SH3 - Joint skills (for both lead and co-facilitator)	

Additional notes on role-play 1:

Role Play 2 & 3: Summary of scores – foundational helping competencies (ENACT)	Level (1–3)
ENACT item 1: Non-verbal communication and active listening	
ENACT item 2: Verbal communication skills	
ENACT item 6: Demonstration of empathy, warmth and genuineness	
ENACT item 13: Incorporation of coping mechanisms and prior solutions	
ENACT item 3: Explanation and promotion of confidentiality	
ENACT item 7: Assessment of harm to self, harm to others, harm from others and developing collaborative response plan	

Was role-play 2 under 5 minutes? If no, record approximately how long it was

Additional notes on role-play 2:

Additional notes on role-play 3:

Recommendations to trainee for further training and practice:

Scoring SH+ competencies

SH1 – SH3 are scored only in role play 1.

ENACT items can be scored in role play 2, role play 3 or across both. The last two ENACT items are relevant only for role-play 3.

As in all of EQUIP's assessment tools, each competency in the SH+ competency assessment tool is defined by a set of specific helpful and unhelpful behaviours that trainees might display during an assessment. For SH+, each competency can be scored on three levels:

- **Level 1.** The trainee shows any one or more unhelpful or potentially harmful behaviours. It is particularly important to correct these during training and supervision.

- **Level 2.** The trainee shows some but not all basic helping skills.

- **Level 3.** The trainee shows all of the basic helping skills.

In the full ENACT measure (https://equipcompetency.org), there is also a Level 4 indicating that the trainee shows all of the basic skills and at least one advanced helping skill. For SH+, this has been removed as the more advanced skills are not always relevant for the SH+ minimal support approach.

Some of the basic helping skills (ENACT items) are shown with an asterisk (*) and do not need to be assessed. This does not mean that they are not important or should not be used in an SH+ minimal support interaction, but that they will not always be used or demonstrated in the role play. They are not explicitly taught in the SH+ training workshop, but trainees will likely use them at times during interactions with participants. Some of the terms used below may differ slightly from the terms used in SH+ (e.g. "client" instead of "participant").

The EQUIP platform includes an online system for scoring the competencies below, and for analysing and displaying the results. For some settings (e.g. when training a large workforce), this can help trainers assess progress for groups of trainees as a whole, as well as guiding feedback for individuals.

For role-play 1 only:

1. Lead facilitator skills [SH1]

Check all behaviours that are demonstrated in each category.

Unhelpful or potentially harmful behaviours	Basic SH+ skills
☐ Does not complete all the actions detailed in the session instructions (e.g., does not show a picture, does not monitor time during the discussions) ☐ Leaves out important parts of the written scripts or paraphrases inaccurately ☐ Reading style is not engaging (e.g. flat tone of voice, does not look up while reading)	☐ Accurately follows all session instructions ☐ Communicates all the important information from a script ☐ Reads written scripts in an engaging manner (e.g., with expressive tone of voice, looking up and making appropriate eye contact) ☐ None of the above

Check the level that best applies (only one level should be checked):

☐ Level 1	☐ Level 2	☐ Level 3
any unhelpful behavior	no basic skills, or some but not all basic skills	all basic skills

Notes:

2. Co-facilitator skills [SH2]

Check all behaviours that are demonstrated in each category.

Unhelpful or potentially harmful behaviours	Basic SH+ skills
☐ Does not attend to someone who asks for help or someone who is having difficulty while audio is playing ☐ Does not respond to or address disruptions while audio is playing ☐ Intervenes when not needed (e.g. pressurizes a participant to join an activity)	☐ Is alert to anyone who may need or request individual assistance while the audio is playing (e.g., occasionally scans room, keeps eyes open during exercises) ☐ Responds promptly to any disruptions, requests for support, or questions ☐ Refrains from intervening when not needed (e.g., if a participant chooses not to join in an activity or looks distracted but is not disruptive) ☐ None of the above

Check the level that best applies (only one level should be checked):

☐ Level 1	☐ Level 2	☐ Level 3
any unhelpful behavior	no basic skills, or some but not all basic skills	all basic skills

Notes:

3. Joint skills (for both lead and co-facilitator) [SH3]

Check all behaviours that are demonstrated in each category.

Unhelpful or potentially harmful behaviours	Basic SH+ skills
☐ Does not look alert while audio is playing (e.g. looking down, not looking around the room for people in need of help) ☐ Gives incorrect information when responding to questions ☐ Gives detailed information instead of encouragement and support	☐ Looks alert and engaged while the audio is playing ☐ Responds accurately to questions ☐ Provides encouragement rather than detailed explanations ☐ None of the above

Check the level that best applies (only one level should be checked):

☐ Level 1	☐ Level 2	☐ Level 3
any unhelpful behavior	no basic skills, or some but not all basic skills	all basic skills

Notes:

For role-plays 2 and 3:

4. Non-verbal communication and active listening [ENACT Item 1]

Check all behaviours that are demonstrated in each category.

Unhelpful or potentially harmful behaviours	Basic SH+ skills
☐ Engages in other activities (e.g. answers mobile, completes paperwork) ☐ Laughs at client ☐ Uses inappropriate facial expressions ☐ Inappropriate physical contact	☐ Allows for silences ☐ Maintains appropriate eye contact ☐ Maintains open posture (body turned toward client) ☐ Continuously uses supportive body language (head nod) and utterances ("uh-huh") ☐ None of the above

Check the level that best applies (only one level should be checked):

☐ Level 1	☐ Level 2	☐ Level 3
any unhelpful behavior	no basic skills, or some but not all basic skills	all basic skills

Notes:

5. Verbal communication skills [ENACT Item 2]

Check all behaviours that are demonstrated in each category.

Unhelpful or potentially harmful behaviours	Basic SH+ skills
☐ Interrupts client ☐ Asks many suggestive or leading closed-ended questions (e.g. "You didn't really want to do that, right?") ☐ Corrects client ("What you really mean…") or uses accusatory statements ("You shouldn't have said that to your husband") ☐ Uses culturally and age-inappropriate language and terms	☐ Open-ended questions* ☐ Summarizing or paraphrasing statements* ☐ Allows client to complete statements before responding ☐ None of the above

Check the level that best applies (only one level should be checked):

☐ **Level 1**	☐ **Level 2**	☐ **Level 3**
any unhelpful behavior	no basic skills, or some but not all basic skills	all basic skills

Notes:

6. Demonstration of empathy, warmth and genuineness [ENACT Item 6]

Check all behaviours that are demonstrated in each category.

Unhelpful or potentially harmful behaviours	Basic SH+ skills
☐ Critical of client's concerns ☐ Dismissive of client's concerns ☐ Helper's emotional response appears inappropriate, fake or acting	☐ Is warm, friendly and genuine throughout interaction ☐ Continuously shows concern or care for the client (e.g. "That sounds sad, can you tell me more about it?") ☐ Asks question to identify what emotions the client was feeling (e.g. "I wonder if you felt sad or angry when this happened")* ☐ None of the above

Check the level that best applies (only one level should be checked):

☐ **Level 1**	☐ **Level 2**	☐ **Level 3**
any unhelpful behavior	no basic skills, or some but not all basic skills	all basic skills

Notes:

7. Incorporation of coping mechanisms and prior solutions [ENACT Item 13]

Check all behaviours that are demonstrated in each category.

Unhelpful or potentially harmful behaviours	Basic SH+ skills
☐ Makes negative statements about client's coping mechanisms ("That would never work…") ☐ Encourages or shows acceptance of harmful coping mechanisms	☐ Asks client about current or past coping mechanisms (i.e. how they have kept going after the problem started) ☐ Praises client for positive or safe current or prior solutions ☐ None of the above

Check the level that best applies (only one level should be checked):

☐ **Level 1**	☐ **Level 2**	☐ **Level 3**
any unhelpful behavior	no basic skills, or some but not all basic skills	all basic skills

Notes:

For role-play 3 (responding to imminent risk of suicide) only:

8. Explanation and promotion of confidentiality [ENACT Item 3]

Check all behaviours that are demonstrated in each category.

Unhelpful or potentially harmful behaviours	Basic SH+ skills
☐ Forces client to disclose to helper or others ☐ Describes confidentiality inaccurately (e.g. "I will only tell your family") ☐ Promises all things will be kept confidential without exceptions ☐ Minimizes client's concerns about confidentiality (e.g. "It doesn't matter if anyone else hears us")	☐ Explains concept of confidentiality ☐ Lists exceptions for breaking confidentiality for self-harm or harm to others ☐ Explains why it can be important to break confidentiality ☐ None of the above

Check the level that best applies (only one level should be checked):

☐ **Level 1**	☐ **Level 2**	☐ **Level 3**
any unhelpful behavior	no basic skills, or some but not all basic skills	all basic skills

Notes:

9. Assessment of harm to self, harm to others, harm from others and developing collaborative response plan [ENACT Item 7]

Check all behaviours that are demonstrated in each category.

Unhelpful or potentially harmful behaviours	Basic SH+ skills
☐ Does not ask about self-harm ☐ Lectures client with religious or legal reasons against self-harm (e.g. "This is a sin" or "This is against the law") ☐ Expresses disbelief (e.g. accuses client of discussing self-harm to get attention; states that others would not actually harm the client or client's children) ☐ Encourages client not to tell anyone else about self-harm or harm to others	☐ Asks about self-harm or harm to others, or explores harm if raised by client ☐ Asks about current intent, means or prior attempts ☐ Asks about risk and/or protective factors ☐ None of the above

Check the level that best applies (only one level should be checked):

☐ **Level 1**	☐ **Level 2**	☐ **Level 3**
any unhelpful behavior	no basic skills, or some but not all basic skills	all basic skills

Notes:

Annex 2. Training workshop topics and example schedule

The example schedule below includes all of the topics detailed in Part B of this manual. It assumes that trainees have limited or no experience of delivering psychological interventions.

Trainers should adapt the workshop schedule based on trainees' prior experience and competencies. Trainees with previous experience of delivering psychological interventions may require a shorter workshop (see Section 4.2.1).

The following formatting indicates the relevance of each topic to developing facilitator competencies in the three core areas described in Section 4.1.1:

- **Bold:** SH+-specific facilitation competencies
- Underline: familiarity with SH+ course content and SH+ skills
- No formatting: foundational helping competencies and other topics not specific to SH+.
- RP: indicates topics that include demonstrations and role-plays.

Important note on adapting the balance between the "Experience SH+" and "Practise facilitating SH+" sections:

Trainees become familiar with SH+ by experiencing sessions as participants and practising SH+ facilitation. Ideally, trainees (especially non-specialists with limited prior experience of psychological interventions) will experience or practise all five SH+ sessions during the workshop.

Trainers can adapt how much time is spent experiencing SH+ as participants versus practising facilitating, based on training needs. In general, trainees experience at least half of Session 1 as participants, before taking turns to practise facilitating the remaining sessions.

Some trainees may need more time before practising facilitation, due to the unfamiliar format of SH+. Even after trainees start to practise facilitation, if they are not facilitating the course in an engaging way trainers may want to demonstrate facilitation again.

For trainees who are comfortable with the SH+ format, especially those with previous experience with psychological interventions, it may be enough to experience and practise only one session during the workshop and then review the remaining sessions on their own, since the format of each session is the same.

	Day 1	**Day 2**	**Day 3**
9:00 – 12:30	• Welcome and introduction (20–30 min) • Ground rules (20 min) • Introduction to SH+ (30 min) • Experience SH+ (30–90 min) • Discuss SH+ Session 1 (20 min)	• Welcome to Day 2 (10 min) • Experience or practise facilitating Session 2 (RP) (1 h 30 min) • Discuss SH+ Session 2 (20 min) • Basic helping skills (RP) (1 h 15 min)	• Welcome to Day 3 (10 min) • Practise facilitating Session 3 (RP) (1 h 30 min) • Discuss SH+ Session 3 (20 min) • Talking with participants individually (RP) (1 h 30 min)
12:30 –13:30	**LUNCH**	**LUNCH**	**LUNCH**
13:30 –17:00	• Energizer • SH+ facilitation basics: introduction (30 min) • SH+ facilitation basics: Using the audio and Session Instructions (15–30 min) • Practise facilitating SH+ (RP) (2 h) • Day 1 summary (10 min)	• Energizer • Basic helping skills, continued (1 h 15 min) (RP) • Responding to common challenges during the course (RP) (1 h 45 min) • Day 2 summary (10 min)	• Energizer • Managing imminent risk of suicide and other safety issues (RP) (3 h) • Day 3 summary (10 min)
Before the next training day:	Read/review in the SH+ course manual: • Part 1: Sections 1–6 • Part 2: • "How to use the Session Instructions" • "Information for All Sessions" • Sessions 1 and 2 instructions	Read/review in the SH+ course manual: • Part 1: Sections 6.5 and 7 • Appendix 9 • Part 2: Session 3 instructions	Read/review in the SH+ course manual: • Part 1: Section 8 • Part 2: Session 4 instructions • Appendices 1, 2 and 6

	Day 4	**Day 5**
9:00 – 12:30	• Welcome to Day 4 (10 min) • Practise facilitating Session 4 (RP) (1 h 30 min) • Discuss SH+ Session 4 (20 min) • Troubleshooting other challenges (60–80 min)	• Welcome to Day 5 (10 min) • Practise facilitating Session 5 (1 h 30 min) • Discuss SH+ Session 5 (20 min) • Competency assessments (1 h 15 min)
12:30 –13:30	**LUNCH**	**LUNCH**
13:30 –17:00	• Energizer • Practising self-care (1 h) • Supervision (20 min) • Optional: Additional time for questions, identification of culturally relevant examples or other adaptations (up to 1 h 30 min) • Day 4 summary (10 min)	• Energizer • Competency assessment, continued (2 h 45 min) • SH+ training workshop wrap-up (30 min)
Before the next training day:	Read/review in the SH+ course manual: • Any sections that would be helpful to review before the competency assessments (e.g. Part 1: Sections 6.5 and 7; Appendix 9; Session Instructions for the session(s) that will be used for competency assessments) • Part 2: Session 5 instructions	After the training workshop: conduct at least one practice group of all five SH+ sessions

Annex 3. Training workshop planning checklist

The checklist below provides specific planning requirements for an SH+ workshop, beyond organizing the usual training logistics (e.g. refreshments, transportation, etc.).

Planning the workshop

☐ Decide on the size of the workshop and number of trainers needed. Having two trainers for 20 trainees usually provides enough time and support for trainees to learn and practise SH+. If trainees have previous experience of delivering psychological interventions, a larger group may be feasible.

☐ Decide on the workshop schedule (see Annex 2), which can be adapted based on the local context and trainees' previous experience with psychological interventions (see Section 6.4).

☐ Identify any additional topics to include (e.g. planning for implementation).

☐ Select an accessible venue that is large enough for the training group and for conducting SH+ demonstrations and role-plays.

☐ If using interpreters, ensure that the room set-up will accommodate this. In particular, make sure that any interpretation equipment can be used with the pre-recorded SH+ audio.

☐ Provide trainees with key information about the workshop and any preparatory work (optional, see Section 6.1).

☐ Ensure that all trainers are familiar with SH+, the training plan and their respective roles (e.g. how to conduct demonstrations). Practise demonstrations and other parts of the training if needed.

☐ If the workshop will be led by only one trainer, think through how to conduct demonstrations.

☐ Decide whether and how to include pre- and post-workshop trainee self-assessments and any training workshop evaluation (see Section 6.2 and "SH+ training workshop wrap-up" in Part B).

☐ Review how to conduct competency assessments (see Section 7 and Annex 1) and adapt this for your local context, if needed.

☐ Make any necessary adaptations to Part B of this training manual (e.g. adapting sections on responding to immediate safety issues).

Delivering the workshop

☐ Prepare all materials required for each day of the training (see the materials checklist in Annex 4).

☐ If using interpreters, provide them with necessary information (see Section 5).

☐ Set up the training room:

- to encourage participation and ease of experiencing/practising SH+ (e.g. trainee chairs in a U-shape with trainers at the front);
- to keep track of time (e.g. place a clock that is visible to all);
- so that everyone can hear the audio (i.e. make sure that the audio system works and is loud enough);
- if applicable: to show slides (i.e. set up a computer and projector), or for interpretation.

Annex 4. Training workshop materials checklist

Essential materials for SH+ training:

☐ Sound system or speaker that is loud enough for all to hear in the group setting. Can be cabled or connected wirelessly (e.g. Bluetooth). Ensure it is charged if wireless.

☐ Audio player/smartphone.

☐ SH+ training manual (this document) – one for each trainer.

☐ SH+ course manual – copies for each trainer and all trainees.

☐ SH+ audio files (Sessions 1–5) – downloaded for offline use.

☐ SH+ book (Doing What Matters in Times of Stress) – one or two copies for demonstrations and role-plays, and enough copies for trainees. This is not needed for each training day.

☐ Large print-outs (e.g. A3 or A2 size) of pictures used in SH+ groups (see Appendix 5 of SH+ course manual).

☐ Workshop schedule (the exact schedule may need to be adjusted after each day).

☐ Flipchart / chalkboard / whiteboard and markers.

☐ Pens / pencils and paper.

☐ Nametags.

☐ Something to throw around for an icebreaker (e.g. pen, ball, hat, toy).

☐ Competency assessment record forms (Annex 1) – one for each trainee.

☐ Materials listed in each training section of Part B:

  ○ Materials listed in Appendix 3 of the SH+ course manual for practising SH+ facilitation

  ○ Four copies of Annex 7

  ○ Copies of Annex 8 – enough so that each trainee has one role-play instruction slip

  ○ Copies of Annex 9 – enough so that each trainee has one role-play instruction slip

  ○ Completion certificates (optional).

Optional materials:

☐ If using PowerPoint: workshop slides, computer and projector.

☐ Handouts of slides for trainees (if desired).

☐ Prepared flipcharts as needed.

☐ Clock (if a visible one is not present in training room).

☐ Any materials for interpreters (see Section 5).

Annex 5. Giving helpful feedback

Providing feedback to trainees is essential for building their competence and confidence. Feedback helps to reinforce desirable behaviours, correct undesirable ones and improve overall performance. It can also help trainees to feel motivated and supported.

How

- Give feedback in an encouraging, supportive, non-judgemental and non-critical way, using basic helping skills.
    - **Be specific** (e.g. "You did a great job speaking loudly and clearly so everyone could hear.")

    - **Start by highlighting what the trainee has done well** (e.g. Use a feedback sandwich: start and end with what was done well, and "sandwich" in the middle specific suggestions for improvement). This builds confidence and motivation and highlights what trainees should keep doing.

    - **After highlighting what was done well, provide specific feedback on what could be improved or done differently.** Framing this feedback as an area for improvement is generally more motivating and empowering for trainees than framing it as something they are doing wrong (e.g. "Next time, try looking up once in a while when reading the script to help it sound more engaging").

    - **Direct the feedback on areas for improvement to the training group as a whole, not an individual** (e.g. "It's important for everyone here to remember that it may be tempting to give advice to participants, but the SH+ approach is not to give advice because…").

    - **Describe the positive effect of their behaviour** (e.g. "When you told the participant it can be difficult to understand the audio and encouraged them to keep listening, I could see they felt heard and supported").
- If trainees make a serious mistake or say something that goes against the SH+ approach, this can be corrected in the following ways:
    - **Ask the trainee what they thought they did well and what they would change next time**. They may already be aware of the mistake and how to correct it.

    - **Acknowledge what was said and ask the trainee if they see any problems with it** (e.g. "So you suggest saying ____ to a participant. Can you see any potential problems with that?").

    - **Invite the training group to provide feedback** – having peers provide corrective feedback may be more powerful than feedback from trainers. Trainers can ask the group to provide feedback (e.g. "What does the rest of the group think of that?"), before pointing out a problematic behaviour if no one in the group mentions it.

○ **Trainer gives direct feedback, explaining how responses may negatively affect participants** – this should be provided sensitively (e.g. "If we give advice and the participant does not agree with it or cannot follow it, they may feel like they have disappointed us").

○ **Refer back to the SH+ course manual** (e.g. "With our friends and family we might give advice, but one of the basic helping skills in SH+ is to avoid giving advice to participants. Does anyone remember the reason for this?").

○ **Talk to the trainee in private** – this can be useful if providing feedback in front of the group may trigger defensiveness or shame or be culturally inappropriate.

When

• Feedback can be useful at any point during the workshop, including after a role-play or during a discussion.

• At the start of training, focus on the most important points and ignore minor issues to help trainees build confidence.

• As the training progresses, provide more detailed feedback on minor issues and other more advanced or subtle parts of facilitating an SH+ group.

• Serious mistakes should always be corrected early on (e.g. responses that may cause harm, be discriminatory, violate SH+ facilitator ethics, be too much like providing counselling or may cause confusion).

Annex 6: Example energizers

Objectives	To get trainees energized, to wake people up, to stimulate interaction and group bonding, to keep things a bit silly and fun
Duration	5–10 min
Format	Interactive

Trainer instructions

Below are some example energizers that can be used during the workshop to keep energy and motivation up. An energizer should be simple and quick. When giving instructions for the energizer, remind trainees that if they have any mobility issues, they should only do what is comfortable for them.

Trainers should feel free to use any other energizers that they know of, which are appropriate for their setting. Avoid any activities that may be culturally inappropriate or that may be distressing for people who have experienced traumatic or violent events in their lives.

• Use your head/body as a giant pencil. Choose the person with the longest name. Everyone stands in a circle, pretends their head is the tip of a pencil and writes out the name in the air in giant, imaginary letters, bending and moving their bodies as they do this.

• Wash the elephant (or other large animal). Everyone acts out washing an elephant together: standing on tiptoes to scrub behind the ears, washing the tail, bending down to wash the feet, squatting to wash the elephant's belly. This is a fun way to get people moving and stretching.

• Fruit salad (better with big groups of at least six people): Pick three different fruits (e.g. apple, banana, pineapple). Assign a fruit to each trainee ("You are an apple, you are a banana, you are a pineapple, you are an apple," etc…). Explain that when you say their specific fruit, they need to get out of their seat and quickly sit in a new one. If you say "fruit salad", everyone gets up and finds a new seat. Go through several rounds of calling out the different fruits and then "fruit salad", until everyone is mixed up and sitting next to new people. You could encourage people to stay in these new seats for the next part of the training.

• Everyone stands in a circle, with their right index finger resting in the open left palm of the person next to them. Explain that when you call out a random word (e.g. "Potato!"), everyone will try to catch the other person's finger before they pull it away.

• Practise this basic rhythm: clap both hands on your thighs, clap your hands together, snap fingers with right hand, snap fingers with left hand. Show this basic rhythm in slow motion, and explain that one person will say their own name while snapping fingers with their right hand, then say another person's name while snapping fingers with their left hand, without breaking the rhythm. That person then repeats this. If someone breaks the rhythm or does the wrong thing, they start over.

Annex 7: Responding to common challenges – role-play instruction slips

Pass out one or more instruction slips to each trainee.

Not understanding / asking complex questions

Raise your hand. Wait for the co-facilitator to come to you and say that you don't understand the concepts in the audio recording. Ask them if they can explain.

Talking during the course

Start talking very loudly to the person next to you and don't stop.

Not understanding / asking complex questions

Interrupt loudly and say that you don't understand the audio (or the exercise).

"I do not want to do this"

Interrupt the group and say very loudly that you do not want to do the exercises in the audio.

Participants complain that there's not enough time during discussions

During a discussion, complain that you haven't finished your discussion and ask for more time.

Repeat the discussion question

During a discussion, ask the facilitator to repeat the question.

Distracted and not participating

Appear distracted while listening to the audio. During a discussion or activity, do not join in.

Talking quietly for a short time during the course

Say a few words quietly to the "participant" sitting next to you, but do not talk for a long period of time. (Do not cause a disruption.)

Annex 8: Talking with participants individually – role-play instruction slips

Note for trainers:

These role-plays should be adapted to the local setting as needed.

If there are many trainees, print out several copies of these instruction slips so that each trainee has one.

Participant 1: arguments with spouse

You are visibly upset. During the break in the course, you approach the facilitator and say that you're feeling overwhelmed. Explain that you are arguing all the time with your spouse. Say, "I just don't know what to do. Can you help me?"

Participant 2: difficulty sleeping

During the 10-minute break, you approach one of the facilitators and tell them that you are having trouble sleeping because you are so stressed. You are not able to find work right now, and you are worried that you will not be able to support your family.

Participant 3: health of family member

After the course, you approach the facilitator and say that you're feeling very stressed. Explain that you are worried about the health of a family member. Say, "I'm so worried, and I don't know who I can talk to about this."

Participant 4: past sexual violence

After the course, you approach the facilitator and disclose that you were sexually assaulted by an acquaintance. You feel unsafe everywhere. You keep thinking of what happened and you're not able to focus on anything else. Tell the facilitator that you have never told anyone else about this, and ask the facilitator not to tell anyone. If asked, say that you're not suicidal.

Participant 5: past intimate partner violence

After the course, you approach the facilitator and disclose that your ex-spouse beat you many times. You still wake up from horrible nightmares sometimes and it takes you an hour or two to recover. However, you are now living with family and are not currently in danger. Ask the facilitator to keep this private and explain that you're not comfortable sharing this with other participants.

Annex 9: Managing imminent risk of suicide and other immediate safety issues – role-play instruction slips

Note for trainers:

These role-plays should be adapted to the local setting as needed.

If there are many trainees, print out several copies of these instruction slips so that each trainee has one.

Thoughts of suicide without current plan

Tell the facilitator that you received some horrible news (you can make up what this is) and that you do not know if you can go on. When asked by the facilitator, admit that you have had some thoughts of ending your life. Tell them that 10 months ago you walked to a tall bridge and looked down, but that you did not have the courage to jump. If the facilitator asks if you are currently thinking of ending your life, have a current plan or are currently taking steps to end your life, say "No, I don't think I could actually do it because I need to take care of my daughter."

Imminent risk of suicide (with plan)

Act very distressed. Say that you have been very stressed. Explain your situation (you can make this up). Say you want to sleep forever and make other statements that may indicate you want to die (e.g. "Everyone would be better off without me. I can't go on"). When the facilitator asks you if you have a plan to end your life, say that you have thought of a way to kill yourself (make up how you will do this) and if asked when, say "Maybe in a few days".

Extreme agitation and imminent risk of suicide

Act extremely agitated (shaking, trembling, crying) but refuse to communicate much with the facilitator. Either remain silent or say "I don't know" in response to all questions.