

Section 3 Training Methodology and Guidelines

- **OVERVIEW**

- Check-in
- Learning Objectives
 - Training Roles and Responsibilities
 - a. Setting Ground Rules
 - b. Do No Harm in Training
 - i. Best Practices and Do No Harm Exercises
 - Active Participation
 - c. Utilizing Icebreakers
 - Responsive Facilitation
 - d. Gender dynamics in Training
 - Managing Role Plays
 - Building Individual Relationships
 - e. Boundary Setting in Training
 - Customizing and Personalizing the Training

- **NOTES FOR INTERVENTIONIST (learning objectives)**

- after this training you will be able to
- Conduct group facilitation using best practices.
- Demonstrate effective rapport-building strategies in group- and individual-level settings.
- Describe why role play is an effective learning tool.
- Cultivate role play skills for use with diverse populations.
- Recall and describe relevant experiences to illustrate training concepts.
- Demonstrate strategies for mitigating common challenges which arise in group facilitation.

Section 3.1 Training Roles and Responsibilities

- Training Lead
- Supports
- Note taker

Section 3.1.1 Setting Ground Rules

- How to manage complex group dynamics among people coming from different backgrounds and experiences?
 - Creating Community Guidelines (10min)
 - I.e. Confidentiality: what is said in the group stays in the group
 - “Step forward, step back.” This rule means that FSI-R trainees should take turns speaking. FSI-R trainees should just say one thing at a time and let others respond, rather than talking about many issues all at once and not letting others have a turn to speak.
 - Phone will remain in bags and should be silenced.
 - Be respectful of everyone’s time and show up on time and plan to stay for the entire length of each session.

- Be open to sharing! If you have a question and/or comment participants should share with the group.
- Minimize side conversations
- Challenge ideas not people
- Refer to [Appendix 3.1.1] for more resources on setting ground rules.

Section 3.1.2 Do No Harm in Training

- Understanding the “Do No Harm” Principle
 - Even with good intentions, unintentional harm can occur.
 - Assess potential impacts before taking action.
 - Focus on connectors (factors that foster unity) and dividers (factors that cause division).
 - A core principle of Mental Health & Psychosocial Support (MHPSS) per IASC Guidelines.
- Applying "Do No Harm" in FSI-R Training
 - Trainers & trainees must remain vigilant to minimize harm.
 - Some FSI-R trainees may have non-clinical backgrounds → risk of exceeding their expertise.
 - Without supervision or proper training, tensions may arise within sessions.
 - Proper preparation for trainers ensures they:
 - Uphold the Do No Harm principle.
 - Equip FSI-R trainees to apply it effectively with refugee families.

Section 3.1.2.1 Best Practices and Do No Harm Exercises

Key Takeaways for Seed Team Trainers:

- Recognizing signs of participant distress and intervening appropriately aligns with the *Do No Harm* principle.
- Proactive strategies like setting clear expectations, offering content warnings, and providing opportunities for FSI-R trainees to step away can help mitigate risks.
- Seed Team trainers should model empathy, foster open communication, and prioritize emotional safety to create an inclusive and effective learning environment.

Exercise 1: Creating a Safe Training Environment

Background: Ahmed, a Seed Team trainer, is conducting a training session on Module 2 with a group of FSI-R trainees, especially talking about unique situations of refugee families from children’s perspectives.

Scenario: During a discussion on real-life intervention scenarios, one of the FSI-R trainees, Layla, becomes visibly distressed. She appears emotional, avoids eye contact, and begins to fidget nervously when others share stories about working with families who have experienced trauma. Layla eventually steps out of the room without saying anything. Other participants seem uncertain about how to proceed, and the room feels tense. After the session, another participant mentions that Layla found the discussion overwhelming but didn’t know how to ask for help.

Discussion Questions:

1. What specific signs of distress did Layla exhibit, and what strategies could the Seed Team trainer have used to address her concerns in real-time?
2. How could the Do No Harm principle guide your response as a Seed Team trainer in this situation?
3. How could the lack of response affect not only the trainee but also the morale and participation of the entire group?

Exercise 2: **Do No Harm and Confidentiality in Training**

Background: Confidentiality is a fundamental principle in training, especially in sensitive areas such as psychosocial support and family interventions. Maintaining confidentiality builds trust, ensures psychological safety, and fosters a productive learning environment. When confidentiality is violated, it can lead to mistrust, harm not only to FSI-R trainees but also to refugee family members, and potentially legal or ethical repercussions.

Scenario: During a training session, a Seed Team trainer discusses a challenging case involving his experience as an FSI-R interventionist working with a refugee family. The Seed Team trainer provides specific details about the family, including their names, locations, and private struggles. Although the Seed Team trainer's intent was to provide a learning opportunity to FSI-R trainees, one of them recognizes the family and shares this information outside the training. The family finds out their private struggles were disclosed and feels betrayed, leading to a complaint against the agency where the Seed Team trainer is employed.

Discussion Questions:

1. Why is confidentiality critical in training settings, especially when dealing with sensitive topics?
2. What are the potential consequences (ethical, professional, and personal) when confidentiality is violated?
3. How could the Seed Team trainer have shared the case details without compromising confidentiality?
4. If confidentiality is accidentally breached, what should be done to address the situation and rebuild trust?

Section 3.2 Active Participation

Section 3.2.1 Utilizing Icebreaking

- Why Use Icebreakers?
 - Set the tone for the session.
 - Help FSI-R trainees get comfortable & engage with the group.
 - Strengthen group rapport for better participation.
 - Useful for new groups or when trainees meet for the first time.
 - Can be used between sessions for a break.
- First Session Icebreaker
 - Have each participant introduce themselves (if group size allows).
 - Conduct a designated icebreaker activity.
 - Refer to the [Supplemental Materials] for a list of training icebreakers.

- Assign a different member to lead the next session's icebreaker.
- Example Icebreaker: "Who is the Leader?"
 - Form a circle.
 - One person leaves the group (can't see or hear).
 - The group chooses a leader who will guide movements (clapping, jumping, etc.).
 - The returning person guesses who the leader is.
 - Repeat for a few rounds!

Section 3.3 Responsive Facilitation

- What is Responsive Facilitation?
 - A responsive trainer enthusiastically and attentively guides discussions.
 - Seed Team trainers should monitor:
 - Understanding of the FSI-R material
 - Fidelity - prob solving - "the degree to which an intervention was implemented as it was prescribed in the original protocol" (Bond, 2022)
 - Commitment to the discussion.
 - Energy levels of FSI-R trainees.
- Low engagement cue: No questions being asked.
 - Use strategies to gauge comprehension and encourage participation.
- Key Facilitation Strategies
 - ◆ Confidentiality
 - Ensure privacy in discussions.
 - Establish and reinforce confidentiality agreements.
 - Remind trainees they are not required to answer any question.
 - ◆ Facilitating Effective Group Dynamics
 - Each trainee brings a unique perspective & personality.
 - Trainers should be prepared to manage different personality types.
 - Apply strategies to maintain productive group interactions.

Section 3.3.1 Gender Dynamics in Training

- Understanding Gender Dynamics
 - Gender: Socially constructed traits, roles, and behaviors associated with women, men, girls, and boys.
 - According to WHO, gender includes:
 - Norms, behaviors, and roles tied to each gender.
 - Interactions and relationships between genders.
 - Gender roles vary across societies, cultures, and communities and evolve over time.
- Gender & Power Dynamics in Training
 - FSI-R trainees may observe power dynamics between men and women.
 - These dynamics can be more pronounced in non-Western contexts.
 - Adjusting to different cultural understandings of gender takes time for newcomers.
- Role of Seed Team Trainers
 - Be prepared to guide FSI-R trainees in recognizing and adapting to gender dynamics.

- Provide effective training to help them navigate gender-related challenges in their interventions.

Exercise: Inclusivity in Training

Background:

Seed Team training aims to prepare trainers to deliver the FSI-R training effectively. A critical aspect of this process is fostering balanced participation among FSI-R trainees, ensuring all voices are heard, including those who may feel less confident speaking up. Addressing gender dynamics during training is essential to creating an inclusive and collaborative learning environment.

Scenario:

During an FSI-R training, the Seed Team trainer, Sarah, leads a discussion with a group of FSI-R trainees about strengths-based approaches. Among the participants are James, an enthusiastic and outspoken trainee with prior experience in case management; Priya, a thoughtful but soft-spoken trainee with a background in education; Adi, who often shares detailed examples from his work with immigrant families; and Elena, who seems hesitant to contribute despite her extensive experience in community outreach.

As the session progresses, James and Adi dominate the discussion, sharing their perspectives on identifying family strengths. Priya contributes briefly but appears reluctant to elaborate, while Elena remains silent, occasionally nodding in agreement. Noticing this imbalance, Sarah takes intentional steps to engage Priya and Elena in the conversation.

Sarah pauses and says, “We’ve heard some great ideas so far, and I know each of you has unique experiences that can enrich this discussion. Let’s ensure everyone has a chance to share.” This approach successfully invites diverse voices into the conversation, but James and Adi soon resume leading the discussion. While appreciating their active participation, Sarah considers ways to balance the dialogue to include other trainees.

Turning to Priya, Sarah says, “Priya, you mentioned earlier that you worked with families in educational settings. How do you think strengths-based practices can support children’s learning in those environments?” Priya smiles and begins sharing an example from her teaching experience, which prompts Sarah to ask follow-up questions that encourage her to expand further.

By the end of the session, Priya and Elena are participating more actively, sharing their insights with confidence. Sarah reflects on the importance of fostering balanced participation and considers how these strategies can be modeled for the trainees to apply in their work with families.

Discussion Questions:

1. Which specific strategies (e.g., direct invitations, validating contributions) seemed most effective in fostering balanced participation?
2. How could Sarah ensure that James and Adi remain engaged while also balancing participation among the group?
3. What strategies would you bring with you and what would you do differently as a Seed Team trainer?

4. How can Sarah's actions serve as a model for FSI-R trainees when they work with families, particularly in contexts where power dynamics or cultural norms might silence certain members?

Section 3.4 Managing Role Plays

- Why Use Role-Play?
 - Bridges theory and practice in FSI-R training.
 - Helps trainees apply learned skills for real-life interventions.
 - Boosts confidence & comfort in delivery.
 - Seed Team trainers guide and facilitate activities to ensure engagement among FSI-R trainees.
 - Seed Team trainer Responsibilities
 - **1** Assign roles & scenarios for each module.
 - **2** Observe & provide constructive feedback.
 - **3** Ensure full participation and appropriate role-playing.
-
- Steps for Successful Role-Plays
 - **◆** Step 1: Explanation
 - Set expectations for role-play at the start of training.
 - Explain why role-play is an effective tool.
 - **◆** Step 2: Developing Situations
 - Provide clear scenarios aligned with training topics.
 - Give specific directions to ease nervousness.
 - Example: Puberty Discussion Role-Play — FSI-R trainees act out conversations with parents.
 - **📌** Learning from Michigan Training (2023)
 - **✓** Poster boards listing key role-play objectives helped trainees stay focused.
 - I.e. Module 2 in the FSI-R
 - Check In
 - Discuss Family Strengths
 - Discuss Family Goals
 - Cover the facts of resettlement
 - Discuss managing and coping with stress of resettlement
 - Discuss children's coping with resettlement
 - Prepare caregiver for child meeting
 - Checkout
-
- **◆** Step 3: Selecting Trainees
 - Use small groups for better participation & feedback.
 - Rotate groups daily for varied practice.

- Seed Team trainers can ask high-performing FSI-R trainees to model role-plays for the larger group.
- ◆ Step 4: Role Assignments
 - Assign specific roles (e.g., interventionist, parent, child).
 - Provide context (e.g., “12-year-old Afghan child facing bullying in school”).
- ◆ Step 5: The Role-Play
 - Groups should be balanced based on roles.
 - Observers can take notes & provide feedback before taking their turn.
 - Ensure timing is managed for equal participation.
- ◆ Step 6: Follow-Up Discussion
 - Large-group debrief & feedback.
 - Encourage trainees to share observations.
 - Trainers highlight techniques & key learning points.
 - Use a Q&A format rather than a lecture for better engagement.

Section 3.5 Building Individual Relationships

Why is Rapport Building Important?

- Establishes trust & understanding between individuals.
- Enhances communication & relationship development.
- Increases motivation & productivity within the group.
- Lack of rapport can lead to disengagement and reduced participation.
- Strong rapport fosters effective facilitation, meaningful conversations, and active engagement.

Methods for Building Rapport

 See table below for effective strategies.

Section 3.5.1 Boundary Setting in Training

Exercise: Setting Boundaries with FSI-R Trainees

Background: Seed Team trainers play a key role which requires maintaining professional boundaries while fostering an open and respectful environment for FSI-R trainees. Balancing these responsibilities can be challenging, particularly when FSI-R trainees seek excessive personal support or begin to blur the lines between professional and personal relationships.

Scenario: As a Seed Team trainer, you are training a group of FSI-R trainees who work with refugee families. One trainee, Sami, frequently approaches you after sessions to discuss personal challenges he is facing in managing his work-life balance and emotional exhaustion as a case manager. While you initially provided support and advice, Sami has begun contacting you outside of training hours, including late at night, to seek guidance or vent. During one session, Sami interrupts a group discussion to share a personal anecdote, steering the conversation away from the training topic. Other trainees appear uncomfortable, and the session’s objectives

are derailed. You realize that Sami's dependence on you and his over-sharing is affecting the training environment and your ability to maintain focus on the group's needs.

Discussion Questions:

1. At what point did Sami's behavior begin to blur professional boundaries?
2. What strategies can you use to establish and maintain clear boundaries with trainees? And how can you communicate these boundaries to Sami in a way that is professional yet supportive?
3. What guidelines or practices might you establish to ensure boundaries are respected throughout the training?

Section 3.6 Customizing and Personalizing the Training

Why Personalize the Training?

- Trainers should integrate personal experience into facilitation.
- Manuals provide structure, but trainers should **adapt to the group's needs**.
- Useful for:
 - **Role plays**
 - **Answering specific trainee questions**
 - **Addressing real-time challenges**

Case Study: Learnings from Michigan Training (2023)

- **◆ Context:** Afghan adaptation of Family Strengthening Intervention (FSI)
- Majority of FSI-R trainees were male, whereas the pilot program had **only female interventionists**.
- A **male Seed Team trainer** with experience in the **Somali Bantu community** was brought in to guide the male trainees.
- **◆ Key Gender Considerations**
- Male trainees were **concerned about interacting with female caregivers** one-on-one.
- Male trainer **provided insight & reassurance** based on his own experience.
- **◆ Training Adjustments**
- Trainers **integrated these concerns** into role plays:
 - Example: A role play where a **husband dominates the conversation**, limiting the wife's voice.
 - Helped trainees practice navigating **cultural gender dynamics**.

Takeaways for Trainers

- ✓ Be flexible and adapt training to meet trainees' needs.
- ✓ Incorporate real-life experiences to make learning more relevant.
- ✓ Anticipate cultural concerns and integrate them into training exercises.