



Frontliner PSS Training Manual

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Day-1

Session-1

Name of the session: Introduction Session, Training Overview, Training Expectations

Objectives: Participants at the end of this session:

- ❖ Will be able to get to know each other
- ❖ Will be able to share the preconceived knowledge on the overall training content
- ❖ Be able to express their expectations from this training
- ❖ Be able to understand the purpose of this training
- ❖ Be aware of the training schedule and code of conduct during this training

Time: 40 Minutes

Method: Open Discussion, PPT Presentation, Ice-breaking activity.

Materials: Notebook, pen, stable internet connection, device (laptop, cell phone, etc.)

Process:

- The facilitator will introduce themselves and welcome all participants to the training.
- Then the facilitator will request all participants to express their moods through a mood rating scale.
- The facilitator will then proceed to the extended introduction session. Here all the participants will be requested to share their preferred name and one quality that they have. This quality will match the first letter of their preferred name. For instance, “My name is Hary; I am hardworking.”
- After the introduction session, the facilitator will give a brief overview of today’s training.
- The facilitator will request participants to briefly share their previous knowledge on the topics to be covered during the training.
- The facilitator will also listen to the expectations of the participants.
- Finally, the facilitator will talk about how this training focuses on a participatory approach where every participant should be mutually respectful toward every individual's opinions and perspectives.

**Session 2 : Psychosocial Support, Qualities of a
Psychosocial Supporter**

Materials: Flip chart, Marker

Time: 1 hour

Method: Group discussion, PPT

Sessions: Psychosocial Support, Qualities of a Psychosocial Supporter

Objective:

By the end of this session, the participants will be able to learn-

- What Psychosocial support is
- The qualities of a Psychosocial supporter

Procedures:

- At the beginning of the session, the trainer will give a brief overview of the topics, covered on Day-1 to the participants. The trainer will ask for the participants' understanding on psychosocial support.
- The trainer will record participants' opinions in a flip chart and later on, will discuss those in a large group.
- After that, the trainer will present PPT on Psychosocial Support.
- The trainer will make the participants introduce with various attributes/qualities of a psychosocial supporter
- The trainer will divide the participants into groups and instruct them to discuss for 10 minutes in their own groups regarding the qualities and capabilities/skills, a psychosocial supporter needs to have while providing support. Later on, s/he (counsellor) will ask the participants to write those qualities in the flip chart as a group
- The counsellor will talk about qualities and skills. Additionally, s/he (trainer) has to make the participants aware of the fact that we all possess some good/positive qualities that encourage us to contribute as psychosocial supporter
- After that, the trainer will show PPT and discuss the subject matters.

Session 3 : Active Listening, Confidentiality

Materials: Flip chart, Marker

Time: 1 hour

Method: Group discussion, PPT

Sessions: Active Listening, Confidentiality

Objective:

By the end of this session the participants will come to know about:

- The qualities of an active listener
- Importance of Maintaining Confidentiality

Procedures:

- The trainer will administer an activity with the participants. Prior to the activity, the trainer will mention that listening to others and responding to it is important for any communication. The participants, along with identifying the qualities of an active listener will be able to learn the strategies/techniques of being an active listener through this activity.
- The trainer at the first place will divide the participants in pairs and instruct them to share their personal information like family, job and so on with each other. After completing their discussion, they will introduce their partner to the other participants. In the meantime, the partner, being introduced is not allowed to interrupt, however, if s/he has anything to add, can do it at the end.
- The trainer will then discuss broadly, how effectively the pairs were able to introduce each other in front of the other groups and what factors helped them in doing so. In addition to this, s/he will discuss the importance of listening to others patiently and attentively. In this case, if anyone does not listen to his/her partner attentively, s/he will not be able to introduce his/her group partner.
- After that, the trainer will present PPT and talk about active listening
- Participants will be asked to think about a secret that no one knows. Then s/he asked if they've shared the secret to his close friend and then his/her friend would have exposed it to others what they would feel.
- Later on, the trainer will discuss the importance and ways of keeping confidentiality of speech through a PPT.

Session-4

Name of the session: Non-judgmental attitude

Objectives: Participants at the end of this session:

- ❖ Understand non-judgmental attitude and its significance.
- ❖ Understand how to be non-judgemental with others

Time: 50 Minutes

Method: Experiential Learning, Brainstorming, Role-play in the group

Materials: Notebook, pen, stable internet connection, device (laptop, cell phone, etc.)

Process:

- First, the facilitator will ask the participants to share times they have felt judged, would also give a sense of where and when most judgments are experienced in communities for males and females.
- After then, the facilitator will inquire the participants what will be the ideal nature of communication with students and how an individual can potentially be non-judgmental.
- Then, the facilitator will request the participants to share the potential benefits of being non-judgmental not only in the school context but also in their professional lives.
- After hearing the initial thoughts of the participants the facilitator will proceed to divide the participants into groups and request them to contextualize how to be an effective psychosocial support provider while working with students through a case.
- Consequently, the facilitator will consolidate on the methods of being non-judgmental via listening to the responses from each group.

Session-5

Name of the session: Building rapport with parents and child

Objectives: Participants at the end of this session:

- ❖ How to build rapport with child and their parents/caregivers

Time: 30 Minutes

Method: Group Discussion, Breakout room activity, PPT presentation

Materials: Notebook, pen, stable internet connection, device (laptop, cell phone, etc.)

Process:

- First, the facilitator will request the participants to think about someone trustworthy and close to them. The participants using their imagination will try to acknowledge their feelings and be there by their side.
- After listening to the participant's responses, the facilitator will briefly discuss the importance of building rapport with child and parents/caregivers.
- Consequently, the facilitator will request the participants to share their ideas on building rapport with child and parents/caregivers.
- Finally, the facilitator will add their reflection on evidence-based methods to ensure effective rapport-building with child and parents/caregivers.

Session-6

Name of the session: Questions & Reflection

Objectives: Participants at the end of this session:

- ❖ Will be able to ask questions about today's training session
- ❖ Will be able to share their feelings about today's training session
- ❖ Will be able to share how these topics from today's session can potentially help them.

Time: 15 minutes

Method: Open Discussion

Materials: Notebook, pen, stable internet connection, device (laptop, cell phone, etc.)

Process:

- The facilitator will thank all the participants for their participation throughout today's training session.
- Then the facilitator will thank everyone and will open the floor for any questions regarding the training.
- Consequently, the facilitator will ask them how they would use the knowledge acquired from today's session and integrate them into their workplace.
- Lastly, the facilitator will thank every participant and end the session.

Session-1

Name of the session: Recap Session

Objectives: Participants at the end of this session:

- ❖ Will be able to revisit the previous day's topics
- ❖ Will have the opportunity to ask for any necessary clarifications

Time: 20 Minutes

Method: Open Discussion, PPT Presentation.

Materials: Notebook, pen, stable internet connection, device (laptop, cell phone, etc.)

Process:

- The facilitator will greet all the participants and welcome them.
- Then the facilitator will show the feeling thermometer and ask the participants how they are feeling today and would ask them to write it using a number and feeling word in the chatbox.
- After that, the facilitator will ask all participants to recollect the topics that were discussed the previous day.
- Subsequently, the facilitator will ask participants at random to elaborate on a few topics discussed previously.
- Furthermore, the facilitator will open the floor to the participants to inquire about anything about the prior discussed topics.
- After that the facilitator will show the objectives of today's training and give a brief overview to the participants
- Finally, the facilitator will thank them and start the next session.

Session 2 : Observation and Assessment

Materials: Flip chart, Marker

Time: 1 hour

Method: Group discussion, PPT

Sessions: Observation and Assessment

Objective:

At the end of this session participants will learn about

- What observation is and its importance.
- How to assess the client.

Procedures:

- Trainer will show an events / pictures / videos and ask participants to observe
- Then discuss the observation with the participants and show the PPT
- Then trainer will discuss in detail about the importance of assessment
- Trainer will divide the supportive participants into smaller groups and ask them to demonstrate role play on the assessment.

Materials: Flip chart, Marker

Time: 1 hour

Method: Group discussion, PPT

Sessions: Idea about the types of client (Based on Symptoms)

Objective:

At the end of this session, participants will learn about

- How to identify the client

Procedures:

- At the beginning of this session, trainer will briefly discuss the content of the first day with the helpful participants
- Participants will first discuss with someone who they have seen or experienced in their own life who they thought was mentally ill and what they actually mean by mental illness
- Then trainer will discuss about the types of client (Based on Symptoms) with the help of PPT.
- The trainer will explain the screening tool (for adult and child) to the participants
- The participants will divided into 3-4 groups and will learn about screening tool by doing role play

Session-4

Name of the session: Empathetic understanding and Role-play

Objectives: Participants at the end of this session:

- ❖ Be able to grasp, acknowledge and practice empathetic communication-
- ❖ Will be able to understand the significance of being empathetic

Time: 50 Minutes

Method: Experiential Learning, Brainstorming, Role-play in the group

Materials: Notebook, pen, stable internet connection, device (laptop, cell phone, etc.)

Process:

- First, the facilitator will request the participants to share their initial thoughts on empathic behavior. By acknowledging their responses, the facilitator will tell a story to the participants and ask them two relevant questions.
- After hearing their response on the story and acknowledging their thoughts and feelings the facilitator will elaborate on the difference between empathy and sympathy, how to be empathetic, results of empathy and how to express empathy.
- Consequently, the facilitator will show another scenario and request everyone to practice expressing empathy relating to the case.
- Finally, the facilitator conduct **role-play** exercises which will cover the skills of active listening, confidentiality, non-judgmental attitude and empathetic communication. The role play will be conducted using the following instructions:
 - One participant will play the role of a Victim/beneficiary/ someone who needs psychosocial support.
 - Another participant will play the role of a psychosocial supporter.
 - The rest of us will observe.
 - When the role play is over we will discuss which areas can be improved.

This role-playing exercise will potentially help the participants to grasp the concept of four these four basic skills through experiential learning.

Session-5

Name of the session: Supervision, Referral and Role-play

Objectives: Participants at the end of this session:

- ❖ Will learn about the supervision and supervision process within a mental health context
- ❖ Will learn about the referral and referral process in a school context.

Time: 60 minutes

Method: Group Discussion, Breakout room activity

Materials: Notebook, pen, stable internet connection, device (laptop, cell phone, etc.)

Process:

- First, the facilitator will probe the participants about what they understand of the supervision process.
- Then the facilitator will thank them for sharing their perspective and start a preliminary discussion about supervision and the supervision process.
- Furthermore, the facilitator will request the participants to brainstorm how they possibly manage a situation where they aren't able to provide mental health support.
- After receiving the participants' opinions the facilitator will elaborate on supervision, the supervision process, and its significance.
- Now, the facilitator will introduce the referral process to the participants and elaborate extensively with the help of a flowchart presented in a slide.
- Then facilitator will consolidate the session by addressing any questions or concerns that the participants might have.
- Finally, the facilitator conduct **role-play** exercises which will cover the skills discuss so far. The role play will be conducted using the following instructions:
 - One participant will play the role of a Victim/beneficiary/ someone who needs psychosocial support.
 - Another participant will play the role of a psychosocial supporter.
 - The rest of us will observe.
 - When the role play is over we will discuss which areas can be improved.

This role-playing exercise will potentially help the participants to grasp all the skills learnt so far through experiential learning.

Session-6

Name of the session: Self-care

Objectives: Participants at the end of this session:

- ❖ Learn about self-care and its significance
- ❖ Be able to learn and practice effective methods of self-care

Time: 35 minutes

Method: Group Discussion, Breakout room activity, PPT presentation

Materials: Notebook, pen, stable internet connection, device (laptop, cell phone, etc.)

Process:

- The facilitator will thank the participants for their valuable contributions and then ask the participants about self-care.
- Then the facilitator will introduce the participants to various evidence-based approaches to self-care.
- Furthermore, the facilitator will conduct a group activity with the participants to practice mindfulness.
- Finally, the facilitator will consolidate the session highlighting the importance of self-care and addressing any concerns that the participants might have.

Session-7

Name of the session: Feedback & Reflection

Objectives: Participants at the end of this session:

- ❖ Will be able to provide feedback about the full training session
- ❖ Will be able to provide feedback to the trainer
- ❖ Will be able to ask questions about the entire training session
- ❖ Will be able to share their feelings about the training session
- ❖ Will be able to share how would this two-day session can potentially help them in their workplace

Time: 25 minutes

Method: Open Discussion

Materials: Notebook, pen, stable internet connection, device (laptop, cell phone, etc.)

Process:

- The facilitator will thank all the participants for their participation throughout the four-day long training session.
- Then the facilitator will thank everyone and will open the floor for any questions regarding the training.
- After addressing any concerns the facilitator will ask the participants for their feedback about the entire training.
- Furthermore, the facilitator will thank the participants and ask how they are feeling after the two-day session.
- Consequently, the facilitator will ask them how they would use the knowledge acquired from this training and integrate them into their workplace.
- Lastly, the facilitator will thank every participant and end the session.