Trauma & Global Mental Health Lab

Center for Global Mental Health Equity
THE GEORGE WASHINGTON UNIVERSITY

PM+ Remote Training Manual

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A guide for delivering Problem Management Plus (PM+) to individuals experiencing distress following adversity.

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This manual is not a product of the World Health Organization. This manual was created to provide guidance on the implementation of Problem Management Plus (PM+) when the intervention is being delivered remotely.

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Translations and Adaptations

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Introduction to Remote PM+ Training

What is PM+?

Problem Management Plus (PM+) is a brief psychological intervention recommended as part of the World Health Organization (WHO) Mental Health Gap Action Programme (mhGAP) for communities affected by adversity, particularly at the community and primary health care level. This five-session intervention was designed according to a task-sharing model of care, i.e., to be delivered by trained, non-clinical workers, lay or peer providers under the supervision of a mental health professional.

Task-sharing addresses many of the barriers that contribute to gaps in access to mental health care and health disparities. In a task-sharing model of care, non-clinical workers, to use a term coined by one of our community partners, “citizen Helpers”, with shared lived experience provide support to other community members. This helps to reduce the power disparity implicit in seeking help from traditional medical systems, fosters trust, and begins to address the need for more diverse and non-English speaking providers.

PM+ is also a transdiagnostic intervention, meaning it was designed to improve mental health and psychosocial wellbeing in individuals experiencing a broad range of emotional problems (e.g., depression, anxiety and more generalized stress reactions) irrespective of specific mental health diagnoses.

The manualized intervention consists of four evidence-based, behavioral strategies that can be taught to individuals struggling with the impacts of adversity: stress management, problem management, behavioral activation, and accessing social support. PM+ focuses on practical as well as emotional problems by providing clients with tangible, transferable skills – or as we often say a “toolkit” – to manage their problems, which builds self-efficacy at an individual level and offers the potential to empower communities to build mental health capacity from the inside out. The core strategy taught in PM+, based on problem solving therapy, is problem-focused in nature, which in practice helps clients to find proactive ways to target the psychosocial stressors causing their distress (externally located) as well as reducing or managing emotional distress (internally located).

How is PM+ Training Typically Delivered?

The PM+ manual suggests a live classroom-style training that should be at least 80 hours. This training model is typically conducted over 10 full days and designed to facilitate rapid training and implementation in settings impacted by humanitarian crises, emergencies and adversity at a large scale (e.g., conflict, natural disasters, displacement). In the past, the training was typically delivered in person.

When COVID-19 emerged in early 2020, this training model was not feasible due to health concerns and logistical challenges. Since COVID-19, there has been greater utilization of online strategies for mental health support and there has been growing interest in the online training, supervision, and delivery of PM+.

The Story Behind the Manual

In response to the sudden rise in COVID-19 related mental health and psychosocial impacts, the International Federation of Red Cross Psychosocial Support Center (IFRC PS) conducted an initial pilot of a remote helper training in PM+ in collaboration with the Trauma and Global Mental Health Lab at the New School for Social Research and George Washington University. Subsequently, in the summer of 2020, we adapted the PM+ protocol for remote delivery. Then, from July to October of 2020, master's and PhD clinical psychology students at The New School delivered PM+ to practice cases, which were closely supervised by an expert PM+ trainer as well as a psychologist licensed in New York state. Program outcome measures for these initial cases indicated promising results of remotely delivered PM+ in the context of COVID-19 related psychological distress. Among these 14 pilot cases, we found consistent reduction in clinical outcome measures of anxiety and depression symptoms and difficulties related to client-identified problems as measured by the General Anxiety Disorder 7 (GAD-7), Patient Health Questionnaire 9 (PHQ-9) and Psychological Outcomes Profile (PSYCHLOPS), respectively. Following this, the Trauma and Global Mental Health Lab at the New School and the Global Mental Health EQUITY Lab at George Washington University continued to pilot and adapt this remote training model for providers working at community-based organizations and nonprofits in order to further test the feasibility of fully remote PM+ helper training.

Three years into the pandemic and 12 training cohorts later, this manual emerged as a collection of lessons learned, recommended best practices, and helpful case studies and testimonials from helpers-in-training who have participated in remote training and delivery of PM+. We hope this information will help others in the process of adapting remote training, as the need for more flexible non-clinical worker mental health training models continues long after the COVID-19 pandemic.

How to Use this Manual?

This manual is intended as a companion to the WHO Training Guide for PM+ Helpers with a focus on how to implement remote helper training, i.e. training that takes place primarily or fully online rather than in-person. It is not intended to be a replacement for the PM+ Manual or the

Training Guide. While the initial impetus to adapt the PM+ helper training to a remote model was the COVID-19 pandemic and the global necessity of increasing access to online mental health and psychosocial support (MHPSS), the need for remote training extends well beyond those circumstances.

As more and more mental health care transitions to online and hybrid service models, the extended, in-person training may not be feasible or preferred in many contexts and settings. Additionally, remote training cuts down on the cost of training and travel and may be a critical way to build capacity among non-clinical workers and ensure that mental health support can be scaled up and made more accessible to communities in need.

WithinIn Global Mental Health task-sharing programs, the term non-clinical worker is frequently used to refer to any person without a professional mental health qualification or license necessary to provide clinical psychological care. We will use the term generalist provider or non-clinical workers, which places emphasis on this groups' strengths rather than the absence of a specific, technical expertise.

TERM	MEANING
Trainee	persons participating in the PM+ training
Helper	trainees who complete training and go on to deliver PM+ to clients (depending on the context, various terminology has been used: guide, mentor, facilitator, provider, non-clinical worker etc.)
Trainer	person(s) who guides and instructs the PM+ training and supervision
Technology Assistant	person who supports the trainer(s) in using the virtual platform
Client (or participant)	person(s) who participates in or receives 5 sessions of PM+
Supervisor	person who provides support to the PM+ helpers after completion of the training. The trainer is also often the supervisor for initial phases of PM+ delivery
Synchronous	attending sessions at the same time as instructor and other trainees
Asynchronous	training activities that can be completed outside of the group session as trainees learn on their own schedule. Trainees can access lectures, readings, demonstration videos, and other materials on their own time.

What Makes Remote Training Unique

Time Commitment and Expectations

While both in-person and remote training are time intensive, remote training brings a host of unique challenges related to trainee expectations and time investment. Generalists typically have full-time commitments outside of the training, which they may not be able to set aside for an intensive, two week training. Many providers also take on overlapping roles in organizations where resources are scarce. Additionally, trainees often have personal and family commitments that need to be considered. Furthermore, organizations and agencies do not always have the resources or the capacity for personnel in order to attend a two week training.

Trainers should have an understanding of what other commitments trainees have outside of the training. Take these considerations into mind when deciding if the remote training should be consecutively conducted over one to two weeks or if a course style model over a few weeks to months would be most appropriate (see page 14 for additional details).

PRO TIP

Set up meeting(s) between trainers, trainees, relevant administration, and support staff to discuss remote training time commitments and expectations before starting the training.

This will ensure that all trainees have the same understanding of the training prior to starting. Unclear expectations can be a significant barrier to engagement, especially in a remote training!

Length of Remote Training

Sometimes it may be necessary to extend the training beyond the 10 days originally recommended by the WHO. In a staggered, course-style model, the training incorporates a combination of synchronous and asynchronous learning methods. When training is extended beyond the specific time and space of a consecutive, in-person training, teaching time competes with other life and work demands of the trainees. This may make it seem like full participation in training is "optional." For this reason, it is more critical to clearly outline the time commitment and set expectations of trainee participation in remote training. Ongoing efforts to build and maintain trainee motivation and engagement are crucial *(see page 70 on how to use icebreakers, energizers, and mindfulness exercises to maintain attention).*

Clear guidelines around time commitment are essential in remote training as it may be more typical for trainees to regard time spent in virtual settings as flexible. They will likely be participating in the training from their home or work where competing responsibilities demand their attention throughout the day. Whereas, when trainees commit to being in a set place and time for an in-person training, they typically block off their schedule while at a site other than their home or workplace.

It is important for trainees to understand that the training requires an environment where they are able to participate interactively, keep their camera on, and avoid engaging in outside tasks during training hours. Furthermore, remote training will often include asynchronous work as well as live synchronous lessons. The time in synchronous sessions, when trainees engage in discussions, interactive activities, and, most importantly, roleplays, is critical to internalizing new material and developing competency in helping skills. Focused attention and active participation of trainees is vital in order for the entire cohort to extract the most from the training.

Training Models: Consecutive v. Staggered

The WHO-recommended training consists of 10 days and 80 hours of learning; however, this model was developed with in-person training in mind and may be altered to accommodate the challenges faced by virtual learning *(see pages 53-54 for more information on different options for training length and duration)*.

This standard model for PM+ Helper training typically takes place over 10 consecutive work days, i.e., two weeks. However, for many groups this is not feasible or desirable, especially when trainees are not traveling to a specific location as is the case with in-person training. In remote training, it may be helpful to stagger sessions to ensure that all participants can be present when the implementing partner or organization is unable to allot the resources, staff time and/or compensation required of a two-week, consecutive training.

By staggered training, we mean that there is some time between each training session or day rather than conducting trainings for 10 days one day after another. For example, one training session that is 3 hours per week for multiple weeks is an example of a staggered training schedule.

It also may be necessary to reduce or extend the number of training days depending on:

a) The trainees prior experience with mental health and psychosocial support services

b) Any previous training in mental health and psychosocial support or psychological first aid that may overlap with the training curriculum

c) The learning needs of the group *(see page 40 'Assessing Pre-training Experience' for further information on how to use qualitative interviews and pre-training role-play assessments to evaluate key training competencies and adjust training syllabus accordingly)*.

What are the strengths and limitations of each model?

CONSECUTIVE TRAINING MODEL	
PROS	**CONS**
• Complete in a shorter period of time • Facilitates rapid implementation of psychosocial support efforts • Enables a more immersive experience for trainees	• May lead to Zoom fatigue for both the trainees and trainers • May be a poor fit for trainees with busy schedules or multiple roles • May not allow enough space and time to process all training material • Prohibits the amount of practice that is feasible between training sessions

STAGGERED TRAINING MODEL	
PROS	**CONS**
• May be easier to coordinate for trainees with busy schedules • Allows for time in between training days to schedule roleplay skills practice • Facilitates engagement in self-reflection and deliberate practice between sessions for more thorough understanding of key concepts • Permits more time for trainers to provide personalized and ongoing feedback	• Requires an extended period of time (may take several months to complete) • Not ideal for short-term projects that require rapid roll-out • May be difficult to meet the timeline for training and delivery • Trainees may forget or disengage from the material between training sessions

KEY QUESTION

Can the number of training hours be amended?

The WHO recommends 80 hours for in-person training of non-clinical workers in PM+. However, the number of remote training days and hours depends on a several factors including:

• Mental health background, any official training and implementation experience of trainees

• Time constraints and timeline of project/ program (e.g., number of hours per training day)

• Specific needs of the project that impact which aspects of the training to focus on (e.g., cultural considerations, if the training is for individual or Group PM+ and other factors)

For example, trainees may not need as much training time on the fundamentals of mental health, such as common mental health problems and basic helping skills if they have prior experience in this sector. Typically the recommended lesson on basic helping skills would take place over two days: introduced on day 1 of training with group discussion and an activity (roughly 90 minutes) and then reviewed on day 2 and incorporated into a roleplay. For helpers-in-training with a background or formal training in mental health (i.e. advanced knowledge of common therapeutic factors and experience applying the basic helping skills), you could cut the dedicated synchronous time covering basic helping skills and include a review in the offline work. The focus during the training session would shift to applying basic helping skills in the context of PM+. However, it's important to note that even with experienced trainees, a remote training needs to include dedicated lessons about working remotely.

Synchronous & Asynchronous Learning

Synchronous learning – bidirectional, interactive learning which happens live in real time, such as on a Zoom or Skype call – often results in greater engagement.

Based on consistent feedback from all of our trainee cohorts, this seems to be preferred over *asynchronous* work, or work that happens offline at the discretion of the learner. However, when developing the training curriculum and schedule, it is important to consider Zoom fatigue and time constraints.
While the core content of the training should rely on synchronous methods to facilitate experiential and interactive learning under the guidance and supervision of trainers, a portion of the training material will likely need to take place asynchronously. Preparation for synchronous learning sessions, such as reviewing material in the manual or viewing demonstration videos, is a good example of learning well suited for asynchronous work. Additionally, homework prompts may be given between training sessions to encourage reflection and critical application of material, for example, prompting trainees to consider necessary adaptations in their culture and context.

KEY QUESTION

How much time should I allot for commitments outside of live training sessions?

(e.g., homework, supervision, cultural adaptation meetings)

Assigning homework (or asynchronous work) is an important responsibility of the trainer to provide helpers-in-training with structured guidance in their preparations for the sessions to come and to provide space for reflection on their daily experiences during the synchronous sessions. However, remote training can be very fatiguing given the hours of consistent online engagement. This is an important consideration when deciding how to balance synchronous lessons with assigned asynchronous tasks in your lesson plan. Brief quizzes at the end of a synchronous lesson or collaborative review sessions at the outset of a training session are helpful tools that can reduce the amount of the time spent completing asynchronous work.

Recommendations for asynchronous homework:

• Give no more than 1 - 2 hours each night during training if the training takes place over consecutive days.

• Extensive homework assignements may only be feasible if training is staggered (for example, if training sessions are scheduled weekly, 3-4 hours of asynchronous homework (e.g., viewing of demonstration videos, roleplay practice, reflection) may be feasible for some groups.

• Extend time to complete homework after training, if necessary.

• Other optional but highly recommended activities and commitments outside of live training sessions include the ENACT competency assessments, meeting with buddies for additional roleplay practice, and focus group meetings to brainstorm and document important cultural adaptations.
(See page 66 for more detail on these activities and important considerations for their application.)

Privacy and Confidentiality

TECHNOLOGY USE

Technology is a convenient and essential tool for remote training. Technology affords flexibility and a host of platforms that mimic in-class tools; however, there are important considerations around connectivity, privacy and security that must be taken into account:

• In order for technology to be a reliable tool that optimizes training and participation, a stable internet connection for trainers and helpers-in-training is necessary.

• During the training sessions, let participants know when they need to have their video on for certain activities and when it is okay to have their videos off.

• Check with trainees prior to training to determine if anyone may not have a stable internet for the majority of the training.

• A dedicated technology assistant can be very useful during training to coordinate breakout sessions and other tools that facilitate experiential learning online, but also to be on hand to assist with any technical and connectivity issues that might arise for individual trainees. This also allows the trainers to focus on the lesson plan and questions related to the material being covered. However, if a technology assistant is not available, co-trainers should alternate managing the technology and addressing any challenges that may come up while the other is presenting.

• Make sure to discuss and consider privacy and confidentiality issues when choosing platforms such as Zoom, Skype, Google Meet, or Microsoft Teams for the training.

• Prior to the training, remind trainees to attend the remote training from a private space with little distraction to increase focus. This also ensures that trainees are comfortable, especially when doing roleplays or discussing sensitive topics such as suicide risk, trauma, and grief.

• Discuss confidentiality, privacy, and group guidelines, as it relates to remote training, in the first training session (and additional sessions if needed).

• Trainers can check in with the group at the outset of training to assess everyone's ability to maintain a private space and suggest workarounds on an as-need basis (e.g. using headphones when privacy is not possible or muting their video and sound when moving to another room). Or if a trainee becomes agitated during a challenging discussion or a roleplay that feels too personal, the trainer can take them "aside" by inviting them to a breakout room while the other trainer or technology assistant continues leading the exercise.

Trainers should also decide on and discuss the use of any video recordings with trainees. It is important to discuss the purpose of any recording (i.e. for observation and feedback v. assessment), how this material will be stored, and how privacy will be protected. It may be necessary for recordings to be stored in a centralized location (e.g. Dropbox or Box) in order for supervisors to have access to the information, but precautions should be taken to make sure storage is data encrypted to ensure confidentiality and/or storage platforms provide appropriate security, especially if they involve Cloud storage.

CLIENT PRIVACAY

In addition to protecting the privacy of helpers, trainers should address client privacy with all trainees. This is in addition to the confidentiality rules outlined in the PM+ helper manual. Trainers should ensure that helpers:

- Conduct all PM+ sessions with clients in a private place
- Refrain from referring to clients by name in any supervision meetings or public settings
- If required to record any sessions (e.g. for competency and quality assessment), that those session recordings are safed in a secure drive (e.g. a Box folder), kept only as long as is necessary, and all copies are deleted

Key question:

How should we store homework data?

There are many options. This is really up to the individual trainer in collaboration with the implementing partner. We have used Google Drive and Google Forms as well as Word Documents for most of our trainings, and each offers its own benefits. Google Docs or Sheets enable the trainer to treat homework as a live document where the trainer and helper-in-training can dialogue about asynchronous work. Whereas, Word Documents have the benefit of being downloadable and have been preferred by trainees, who don't have gmail accounts or are unfamiliar with Google applications. Google Forms allow the trainers to view all trainee responses in one place. If your organization has access to a learning management system, such as Canvas or Moodle, this is another option. With data management, it is also critical to communicate any confidentiality risks on online platforms and to take steps to reduce risk whenever possible. If asynchronous work involves recording individual skill practice or buddy roleplay practice, a secure file storage platform, such as Box, should be utilized *(See page 26 for details on various technology platforms and digital workspaces and their respective functionality)*.

KEY QUESTION

How can we ensure trainees feel comfortable with remote security measures in order to provide honest feedback?

• Share screen during training and show trainees how to use all the platforms used to store homework responses and/or any video recordings – both to ensure they understand how to use the platform and to answer any questions about privacy concerns.

• Trainers should let the trainees know who will have access to their responses. This should only be the trainers and possibly a technology assistant. It's also important for these decisions to be collaborative, to make space for trainees to express concerns, and provide feedback.

• Throughout the training, trainers should be mindful of modeling basic helping skills and key competencies like requesting feedback.

02

Preparing for Remote Training

Materials & Remote Workspaces

The use of technology for training and meetings is becoming more and more commonplace, particularly since the COVID-19 pandemic. Designing an integrative experience that is mindful of both the benefits and challenges of online learning is essential. As discussed, remote training can be incredibly tiring due to the necessity of sustained attention on a screen. Providing frequent breaks and working to create a collaborative learning environment is essential to successful learning and creating a rewarding experience.

Manuals and Training Materials

For remote training, electronic pdf versions of the manual can be distributed to each trainee prior to training. It is useful for the helpers-in-training to read through the manual before training commences to ensure they are familiar with the material and to address any initial questions. Encourage trainees to become familiar with the appendix and supplemental materials which are often used in sessions to communicate the agenda and goals of the session to the client.

PRO TIP

Deliver a hard copy of the manual to the trainees before the training. They can use the manual to follow along and take notes, as they would duing an in-person training.

This may also be important for trainees who are less technologically savvy and may have difficulty keeping track of multiple online documents and resources. Trainers can encourage participants to print relevant sections if it is not feasible to deliver the physical manual.

A digital copy of the PM+ manual, daily presentation slides, demonstration videos, supplementary reading material, and other materials can be uploaded to online file storage to ensure participants have access to the most up-to-date material at the outset of training and before or after each training session.

Google Drive is a commonly used system to store and share files. This provides the benefit of allowing users to store files in the cloud, synchronize files across devices, and share files. Training materials such as daily training slides, offline or asynchronous homework submission documents or forms, and supplementary materials are typically located in a private folder provided by the trainer(s). Depending on the level of confidentiality required, you may need one folder which the entire training group can access and separate, and/or private folders for each individual trainee. The latter is a confidential system where only the trainer(s) has access to specific files, such as video recordings of role plays and/or submission forms. This is also a useful way for the trainer to provide feedback.

Although every effort is made to ensure confidentiality, trainees should be aware that this system is not foolproof, because of the nature of virtual platforms. Box or Dropbox are also helpful for secure storage of materials, resources and recordings. However, they do not provide the functionality of shared live documents, such as Google Docs, which permit trainers to provide ongoing feedback to helpers-in-training. As always, we recommend trainers be flexible and elicit input from implementing partners and prospective trainees about preferred platforms before beginning the training.

Technology Platforms and Digital Workspaces

The table below outlines the various platforms that can be utilized during the remote training. It is important for the trainers to consider potential connectivity and technology issues that participants may encounter during the training to determine which platforms may be the best fit for the training. For example, if trainees may be joining from their phones with unstable internet, it would be helpful to use as few platforms as possible (i.e. Zoom, Google Meet, Teams, Skype), so that trainees do not have to switch to various windows, which may be difficult from mobile devices. Prior to setting up the training, access to the various platforms and payment requirements should be taken into consideration.

Table 1 lists various technology platforms. It may not be necessary to use all of these platforms in each training, but it is important to choose platforms carefully based on the needs of the training, the groups' preferences for communication outside of the training, and, most importantly, their access and comfort level with technology.

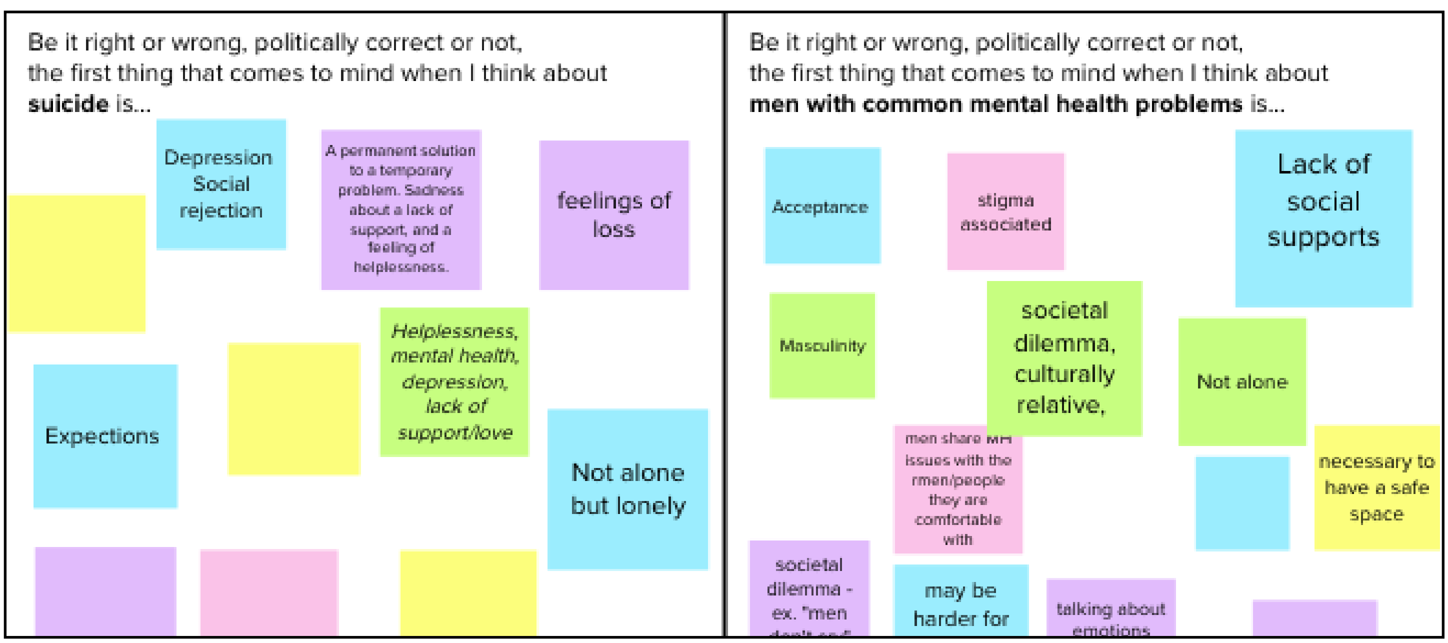
Table 1. Overview of Technology Platforms for hosting training and for use as training aides

PURPOSE	PLATFORM	CONSIDERATIONS
To host online training sessions	Zoom, Google Meet, Webex, Microsoft Teams, Skype	When choosing a platform for delivering training, it is important to consider trainer and trainees' access to the platform, how user-friendly the platform is, functionality and features such as breakout rooms, recording capabilities, and other participatory functions.
To facilitate interactive activities and online collaboration in live sessions	Mural, Miro, Milanote, or Zoom whiteboard	Mural functions as an "online whiteboard". It can be used for participatory exercises throughout training, as well as note-taking and presentations. Mural may be especially difficult to utilize if trainees have low internet connectivity. Microsoft Powerpoint or Word could also serve as a "whiteboard" to ease connectivity issues. Note: free accounts provide a broad range of tools.

PURPOSE	PLATFORM	CONSIDERATIONS
To facilitate interactive activities and online collaboration in live sessions	Mentimeter	Mentimeter can be used for interactive activities such as polls, word clouds, and anonymous answers to quiz questions. However, it may be difficult for trainees with low internet connectivity to utilize this platform, because it requires opening an internet browser outside of the meeting platform. Note: a free account will provide limited access to these tools.
	Zoom functions (polls, chat, emojis, raising hand etc.)	Many of the functions provided by platforms like Mentimeter are also available on Zoom and can help make the training more interactive. They can also be easily accessed on a mobile phone with limited data.
To evaluate competency of trainees to provide safe and effective care	EQUIP	EQUIP is a digital platform with competency assessment tools, role play scripts, and videos . It should be used to evaluate skill progress from pre-training to post-training and throughout supervision. See Chapter 4.
To store materials and resources	Google Drive, Box, Dropbox	Materials such as daily training slides, submission forms, videos and supplementary materials can be stored on any of these platforms. Each trainee can

PURPOSE	PLATFORM	CONSIDERATIONS
		have a private folder that is only accessible to the trainee and the trainers, and trainers can provide daily feedback in that folder. Note: storage platforms may be difficult for some trainees to navigate; and therefore, it is important to provide an overview of how to use these platforms during the training.
	Emails	For trainees who are not as comfortable with the storage platforms listed above, sending resources to trainees through email may be an important option to consider. However, it may be difficult for trainees to manage and easily find the material when needed.
	Learning Management System (LMS)	If accessible, learning management systems (LMS) such as Canvas, Blackboard or WordPress can be used to store and share materials. However, these platforms are often only available for use through academic institutions; and therefore, is an optional part of training. Note: the time investment in setting up a LMS may be most worthwhile if you anticipate multiple training cohorts.

PURPOSE	PLATFORM	CONSIDERATIONS
	Youtube	Video recordings demonstrating the sessions or strategies, sample roleplay videos, or any other useful videos can be stored on a YouTube account with privacy settings limiting their accessibility to only those with access to the links.
To communicate outside of the training sessions	Emails, WhatsApp/ Slack/Viber or other messaging apps	Trainees may prefer receiving emails with updates or may want to create a messaging app group to create an informal communication channel between training sessions. Trainers may also want to communicate with one another through messaging, so that they can share information with one another that they are not able to broadcast to the group during training.



Screenshot from Mural board used during a training activity

Human Resources

Ideally, a remote helper training should be led by two trainers – with at least one more experienced trainer – as well as a dedicated technology assistant.

In addition, it can be helpful to allocate an administrator or a person who is not actively conducting the training.

Number of Trainers/ Facilitator(s) Needed for Remote Training

Remote training may include 6-12 total participants with a recommended trainee to trainer ratio between 5:1 and 10:1. Two trainers are recommended for 10 or more trainees, if resources allow. During the synchronous sessions, two trainers per 10 participants allows proper support to present material, facilitate engagement, and answer questions. It enables both trainers to join small group discussions or observe roleplays, so more "eyes" are on helpers-in-training as they practice new skills. Additionally, as previously mentioned, if a trainee becomes distressed, one of the trainers can take them aside in a breakout room to check-in and help them calm down by practicing managing stress together.

An additional consideration is the procedures for review and feedback of homework and any recordings of role play practice. It is useful for participants to receive prompt and iterative feedback throughout the training.

When an additional trainer is available, it makes nightly (or weekly depending on the training mode) review of offline homework and videos more practical. This feedback is imperative for proper monitoring of key competencies and facilitates ongoing trainee self-reflection and skill development. Otherwise, it is up to a single trainer to review homework and roleplay recordings each evening after training to provide feedback. This is a very overwhelming task for one person alone and would likely result in either a) poor quality of feedback or b) necessity of reviewing only some of the homework after each session.

KEY QUESTION

What is the ideal number of trainees for a remote training?

While there is no black and white answer to this question, we have found that a cohort of 10 helpers-in-training is ideal with a trainee to trainer ratio of 5:1. We recommend keeping training size to 6-8 trainees when you have a single trainer with less experience. However, if you have two more experienced trainers, a cohort of 12 is feasible.

Technology and/or Administrative Support

It is recommended to have a dedicated technology support person.
Role of a technology and/or Administrative support person in remote training:

- Share screen while trainers are facilitating

- Provide support in developing any interactive exercises on platforms such as Mural or a whiteboard.

- Set up workspaces such as Google Drive and support trainers in keeping track of training related documents.

- Record training sessions and share them with trainees that were unable to attend.

- Send reminder emails to trainees

We have found that individuals who have expressed interest in becoming a PM+ trainer, who lack the necessary experience, are enthusiastic about the opportunity to take on the role of technology assistant or administrative support in preparation for training as trainers.

(For more information on technology assistants, please pg 36)

03

Remote Training Detailed Guide

Remote Training

The nature of remote training allows us to include trainees from many different backgrounds and locations. Because trainees can simply access the training from their location, a remote training may include participants from different organizations, neighborhoods, regions and even countries. Therefore, it's important to carefully consider trainee selection, learning about trainees prior to the training, agenda setting to meet the needs of trainees from different backgrounds, and adapting the training methods and intervention throughout the remote training.

3.1 Pre-Training

Factors to consider pre-training

There are a number of critical steps to consider before beginning any remote training:

1. The process for trainee selection

- Conduct information sessions, or share information about training expectations via email, text, or a meeting, with potential trainees. These meetings provide an opportunity to highlight remote training expectations, such as hours spent online, staying engaged in a remote setting, completing offline homework, and access to a quiet and private location and steady internet connection. Potential trainees can then make an informed and accurate decision about whether they would like to participate in a remote training.

- Whenever possible, select trainees who have regular access to the internet and remote platforms or plan to help facilitate access (e.g., providing temporary access to a smartphone or tablet). Before training begins, confirm their level of access to technology. If some trainees have limited access, suggest or provide alternative methods for attending remote training, such as providing paid phone cards and free membership to access online platforms.

2. Build relationships with your implementing partners and set expectations with trainees

3. Your preparation as trainers

- Assess the learning needs of the group
- Adapt the curriculum, agendas and schedule based on the training cohort's needs and implementation timeline
- Make a plan to monitor and ensure trainee mastery of essential PM+ concepts and skills

Before outlining essential adaptations and considerations for remote training, we will address these pre-training steps.

PRO TIP

If you don't have the resources for a dedicated technology assistant or administrative support person, extra planning is needed between the trainers to allot roles and responsibilities. It is helpful to have one trainer conduct each lesson (leading activities and guiding discussion) while the other trainer is responsible for technology, such as setting up breakout rooms or Mural boards. If one trainer has more experience, keep this in mind when determining who will lead more complex lessons (e.g., introducing the Managing Problems strategy).

Remote training has not yet been conducted in New York City with the use of an interpreter or translator. If trainees are fluent or have good working knowledge of the language in which the training is being conducted, this is also acceptable. Accounting for differences in trainee locations such as time zones, holidays, or other relevant details regarding schedules is also important to ensure consistent and contextually relevant training objectives.

We recommend trainers set expectations around technological competence as participation may involve consistent engagement with technology.

Trainers should dedicate time in the first session of training to go over the functions of the meeting platform, storage platform, and other technological platforms or workspaces being used. Depending on the technology proficiency of the trainees, this may require a dedicated lesson in your agenda for the day – a brief "how to" and time allotted to practice using tools if necessary. Depending on the experience and expertise of the trainers, it may be more beneficial for a technology assistant or facilitator to lead this lesson.

PRO TIP

It is helpful to provide information to trainees prior to training on what platforms will be used so that trainees can access and familiarize themselves with the necessary applications/software before the start of the training. If possible, sending a recorded video (or YouTube video) of how to use the platform can be useful.

KEY QUESTION

Trainee Selection: Should trainees in a remote training have a similar background?

Planning your lesson plans is simplified if each cohort of trainees shares similar contextual experiences of mental health and service delivery. It's useful to keep this in mind when determining who to include in a training, especially if you are including trainees from multiple organizations.

Training a cohort from the same or similar organizations or academic backgrounds can streamline training sessions and add cohesion to the group dynamic. Jargon terms and esoteric knowledge related to mental health should be avoided throughout the training irrespective of prior knowledge base in order to model the use of simple language and local concepts and terminology.

Challenges may arise if training and experience with mental health interventions varies dramatically within the group. On the other hand, diversity of opinions and experience can facilitate discussion, lead to a richer, more nuanced learning environment, and foster cultural humility.

For instance, we trained a cohort of US graduate students in psychology alongside experienced mental health specialists working in the context of multiple low-to-middle income countries, who would go on to be supervisors of community helpers. Because both groups had some background and experience in the provision of mental health services, lessons on understanding common mental health problems and explaining adversity focused on conducting psychoeducation with simple terms using local terminology and avoiding diagnostic labels or categories. I

In this group there were similar levels of training but dramatically different experiences in different contexts. This dynamic led to rich exchanges surrounding adversity and cultural humility that facilitated lessons aimed

at reducing trainee stigma and fostering reflection about individual and cultural biases.
Delivering PM+ remote training with these points in mind is especially important because remote trainings have the ability to include trainees from many different backgrounds, learning styles, and experiences within one training.

Prior to the start of the training, it is important to have clear and mutually agreed upon terms of reference for the scope of the training and supervision (if included), as well as proposed timing for the training confirmed with organizers and trainees.

Key to the terms of reference are agreements on time commitments for training and supervision, number of supervised practice cases, any associated data collection (e.g. will client data collected in assessments be shared with trainers and supervisors and how), recordings (i.e. will sessions with practice cases be recorded for supervision purposes), and ownership of training materials (what can be shared/made publicly available or available for educational purposes and what cannot).

PRO TIP

Schedule pre training meetings (at minimum 2-4 weeks before the start of the training) with program implementers and all prospective trainees to ensure all details are clear, expectations are understood, and trainee interest and motivation is achieved. An interactive remote training may be a new experience for most trainees, so it is important to discuss expectations for engagement.

Assessing Remote Pre-training Experience

We recommend following the WHO Training Guide as closely as possible to ensure every trainee receives the core components of the PM+ training. It is important that trainees have adequate time to practice, to ensure quality and safety when delivering PM+ to clients. In addition, the makeup and character of each group will be different, so flexibility and adaptation should be standard practice for ensuring each group's training needs are met. **Some of the information you will want to learn about your trainees at the outset of training include:**

- Expectations of training as set by both the trainees, implementing partner, and sponsor
- Plans for how they will use what they learn
- Trainees' existing capacities, knowledge, skills and related attitudes, and experiences
- Any previous or related training
- Personal and professional strengths
- Possible challenges
- Anticipated barriers to participation or engagement (e.g. time)
- Organizational support for program implementation (e.g., internal services and existing referral networks)

In order to maintain fidelity to the intervention, it is important to consider assessing a trainee's competence before, during, and after training. The World Health Organization and Unicef have launched a unique initiative – EQUIP: Ensuring Quality in Psychosocial Support and Mental Health Skills – to develop and disseminate resources for scaling-up quality delivery of MHPSS interventions (Kohrt et al. 2020).

EQUIP is a freely available, evidence-informed and consensus-based package for organizations and trainers to ensure quality in their psychological support interventions. We strongly encourage incorporating EQUIP into your assessment plan. The package includes tools, guidance on implementation, and online training resources that support generalist providers in reaching a necessary standard of competency to be able to deliver manualized interventions such as PM+.

EQUIP places a strong focus on core competencies, which includes the basic helping skills outlined in the PM+ manual, as well as other common therapeutic factors that facilitate the client-helper relationship and positive outcomes for clients. EQUIP also offers guidance for how to evaluate and achieve specific competencies helpers will need. One of the tools available on the platforms is a common factor assessment tool: ENhancing Assessment of Common Therapeutic factors: ENACT (Kohrt et al., 2015), which is used by trainers and supervisors to assess competency of non-clinical, generalist or lay providers.

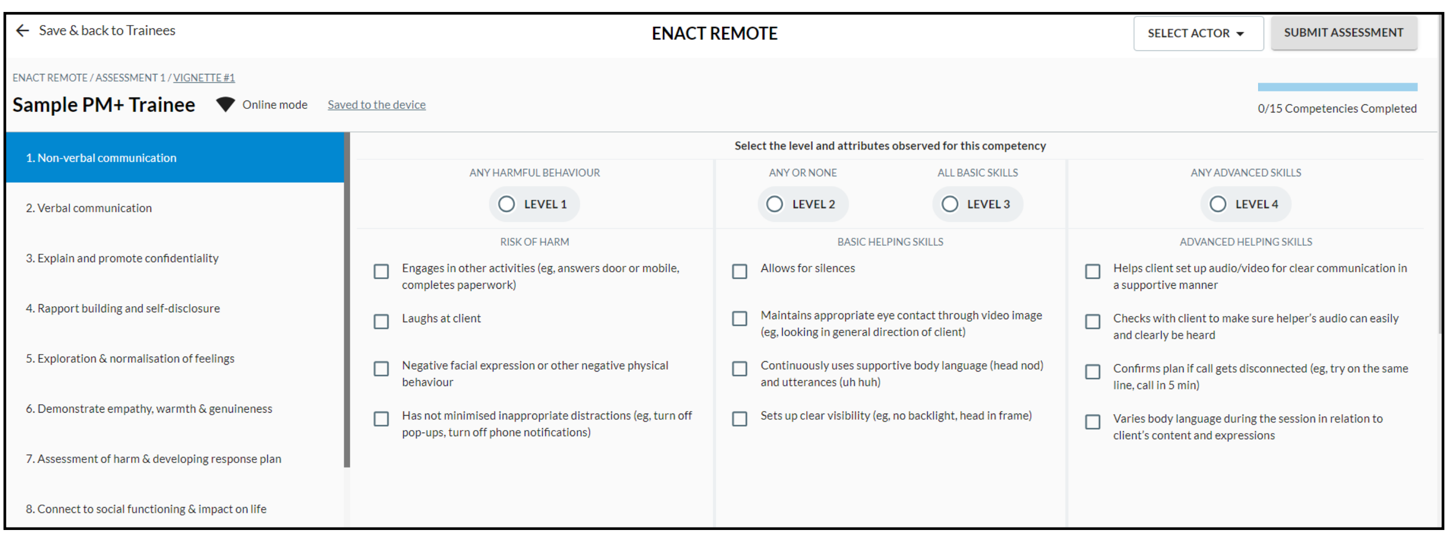
An updated version of the ENACT tool is available which is tailored for remotely delivered psychological services: ENACT-Remote (Pedersen et al. 2023).

In this context, competency refers to the ability to demonstrate key skills necessary for the successful implementation of a psychosocial approach or intervention. Competency is typically assessed through structured role-plays in which trained actors take on the role of a standardized client to elicit a trainee's ability to demonstrate or perform the key skills of an intervention.

For the purposes of remote training, ENACT may be used to assess video recordings of the trainee in interaction with an actor prior to beginning the training, and then this information can be used to tailor the curriculum for the specific cohort of trainees. This allows the trainers to create a baseline before training, determine key skills to practice throughout the training, assess growth as the training commences, and indicate any challenges or deficiencies that require more attention during supervision.

Use of the ENACT tool will be covered in more detail in Section 4, page 84. Pre-training planning meetings are also a useful time to begin assessing prior experience (e.g., prior participation in Psychological First Aid or Motivational Interviewing training) and to tailor the lesson plans accordingly. It may be helpful to send a pre-training questionnaire to ascertain other important information about trainees and their prior experience.

In addition to providing trainers with valuable information to tailor the training agenda, this practice also helps to facilitate group cohesion, buy-in, and increase engagement and frequent feedback from trainees. It communicates to trainees that their perspective is important and their experience will be valued throughout the training process. In this way, trainers can model the role of teacher as guide and collaborator who values the experience and expertise of their trainees, which is equally important for trainees when working with their clients.



Screenshot of the ENACT-Remote tool

Pre-Training Questionnaire (Sample Questions)

The next page lists suggested questions that may be emailed to helpers or asked directly in a pre-training meeting. The questions will help trainers learn more about the helpers and adjust the training material to fit the specific needs of the helper group.

PRE-TRAINING QUESTIONNAIRE (SAMPLE QUESTIONS)

We are looking forward to spending time together during the coming weeks for the PM+ helper training and supervision. We will do our best to meet your training needs. It would be very helpful if you could please respond to the following questions before the start of the training on [date], so that we can learn more about you and what you hope to get out of the training. Everything you share with us will be confidential. We might discuss a few of the general topics in the larger group, but we will not share any specifics or mention any names. You are welcome to share as much or as little as you feel comfortable.

- Tell us a bit about your background (e.g. salient identities that you would like us to know about, your education and work background, any previous experience with mental health support, even if informal).

- How did you learn about this training opportunity?

- What do you hope to gain from the training?

- How do you anticipate incorporating PM+ into your existing work or work role?

- What are you most excited to learn?

- What has been helpful for you in past experiences with remote learning?

- What types of feedback have been most helpful to you in the past?

- How do you cope with stress? What do you do for self-care?

- Do you anticipate any constraints that will make it difficult for you to participate in the live training sessions? Offline homework? If so, we would love to hear about them, so we can make a plan together.

- Do you have any prior experience with remote training and/or digital learning?

Creating a Remote Training Agenda

As outlined in the WHO Training Guide, PM+ training is intended to be both participatory and experiential. By participatory, we mean employing teaching strategies designed to actively involve trainees in their own learning and self-assessment. There should be an intentional sequencing of learning activities to facilitate trainee skill development, practice, demonstration of skills, and self-assessment. For example, lesson plans should be designed such that any didactic presentation or lecture is followed by group discussion, skill building activities, and/or roleplay practice. Furthermore, teaching strategies should encourage participation from all trainees while taking into consideration various learning styles, their comfort level with the material being covered, and cultural norms related to classroom learning. By experiential, we mean following principles of "learning by doing" and reflecting on that experience to consolidate learning. Trainers strive to emphasize trainee's direct experience, skill practice, and focused reflection in order to increase knowledge, scaffold gradual and incremental skill development, and clarify core values (e.g., cultural humility, empathy, genuineness). Creating a participatory and experiential remote learning environment will require some adaptation to the lesson plans outlined in the WHO Training Guide.

WHO Training Guide lesson plans incorporate three key learning methods:

- Didactic or instructional (teaching for knowledge)
- Discussions (teaching for attitudes)
- Experiential techniques and roleplay (teaching for skills)

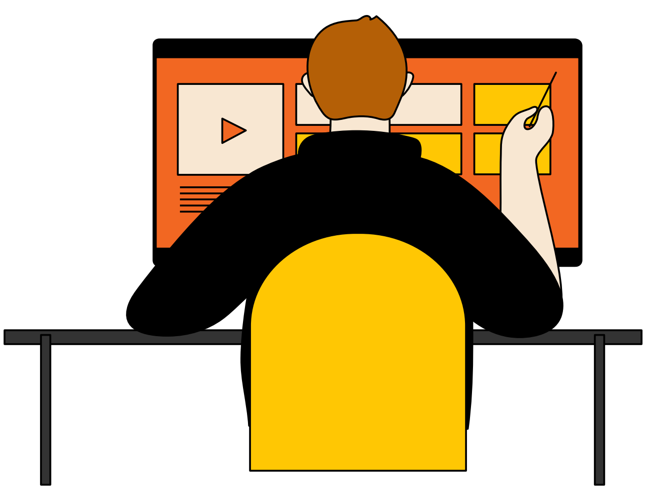
All of which have a particular aim and require careful adaptation for remote training and application in digital workspaces. Before reviewing remote adaptations for each training method, there are two other key decisions to keep in mind when creating lesson plans for a remote training syllabus that apply to all methods: class structure and the use of training aids.

The most commonly used structure for presentations is the full class; however, there are other class structures to consider. When deciding on a class structure, keep in mind the aim of your lesson, the learning styles and needs of your trainees, time allotment for the lesson, and the importance of alternating training methods and diversifying structure to keep the group engaged in the online setting.

Table 2. Overview of class structure, purpose and considerations for creating a remote training agenda

STRUCTURE	PURPOSE	CONSIDERATIONS
Full Class	Efficiently provide information to the entire group	See 'Didactic Presentations' section for ideas on how to facilitate more participatory presentations in remote training.
Small Groups	Encourage each person to share thoughts, feelings or experiences, or cooperatively complete tasks	The use of small group structure, like breakout rooms, is important for quieter groups or groups with quieter individuals to ensure time and space for everyone to contribute and reflect on learning. It can feel easier to "hide" in remote trainings and alternating class structure helps to keep everyone actively engaged.
Pairs	Practice skills, more intimately share thoughts, feelings or experiences, or facilitate reflection on learning	Pair activities require detailed instructions and a plan for monitoring (e.g., trainers can drop into break out rooms) to ensure that this time is used constructively and does not revert to chit chat.

STRUCTURE	PURPOSE	CONSIDERATIONS
Individuals	Independently think or write about personal thoughts, feelings, goals, etc.	Individual activities are typically less frequent in group training but are essential for hybrid synchronous and asynchronous training models. They can also be incorporated into group or pair exercises. For example, allot time in a lesson for individual trainees to write their own case vignette before a roleplay. When incorporating individual activities into training sessions, be mindful not to allot too much time, which can turn into an unintended break, or return to home or work duties.



Frequently used remote training aids include:

- Powerpoints or Google slides
- Case scenarios/case studies
- Showing video or listening to audio recordings
- Zoom Whiteboard/Mural/Jamboard
- Digital charts or other visualizations
- Digital worksheets

An overview of considerations for the use of various technology platforms as training aids is included in Table 1.

Didactic Presentations

Didactic presentations, like lectures, are designed to build trainees' knowledge base by providing information or direct instruction. In traditional lectures or other instructional presentations, there is an expert (the trainer) and students (trainee) who listen and learn. Effective didactic presentations require thoughtful selection of content (e.g. what from the manual is most essential and requires review in live training), clarity of delivery, and time allotted for questions and answers. However, in a participatory training that models the client-focused nature of PM+, trainees are also acknowledged as experts in their existing roles and in the client-centric work they are already confident in.

As such the responsibility for learning and teaching is shared between trainers and trainees. Consider different ways you can build participatory components into presentations:

• When developing your lesson plan, consider how you will foster participation to further learning aims:

- Incorporate guided discussion immediately after presentations
- Prepare questions and discussion points ahead of time
- Create a summary or outline of key points to guide Q&A
- Take notes on key points raised by trainees during the discussion to facilitate effective summary or review
- Engage the trainees in task of summarizing lesson or identifying key points in a shared workspace like Mural or Zoom Whiteboard
- Incorporate a video that can be used to facilitate trainee self-reflection and guided discussion
- Follow your presentation with an activity that will consolidate learning (see page 59 for more details on remote training activities)
- Pull in learning tools like the ENACT or fidelity checklists and reference them during discussions

• Create a "parking lot." A parking lot is a shared digital space (e.g., a Google Doc, chat room, or digital whiteboard) that both the trainers and trainees have access to and can be used to index questions that the group will return to at some point during the training.

• Encourage trainees to cue trainers or the technology assistant to questions or comments in real time by:

- Using the "raise hand" feature
- Dropping questions into the chat
- Making note of any questions that arise to either add to the parking lot or to save for dedicated Q&A time included in the lesson plan after each presentation

Guided Discussions

Guided discussions provide space for you to train for attitudes and foster important values, like cultural humility, as trainees share ideas, thoughts, and reflect on formative experiences either in their work with clients or from their own personal experience. During group brainstorming trainees are positioned as experts (see page 66 for more details on group discussion skills in remote settings).

Experiential activities like roleplay and other skills practice are at the heart of PM+ training and require careful consideration and planning for the remote setting in order to be implemented effectively. During roleplays, trainees have the opportunity to practice new and developing skills, observe trainers and peers, and reflect on their experience. Deliberate practice is a term used to describe the use of role-play scenarios in which a pair (either two trainees, two trainers, or a trainer + trainee) act as a PM+ helper and client with a specific learning aim. These exercises (and accompanying case vignettes) are designed to focus on specific skills or competencies – such as the use of basic helping skills with a reluctant client or adapting the understanding adversity section of Session 1 to highlight cultural humility when working with a client of a different background.

Deliberate practice exercises help trainees achieve specific competencyies benchmarks and apply them in a range of client scenarios in ways that are culturally and contextually appropriate. They also enable trainees to hone their personal style and language beyond the narrow scripts included in the PM+ manual. The design and timing of roleplay exercises needs to take into consideration the following questions:

- When does the trainer need to demonstrate a specific competency the group is struggling with?

- When does the group need time to practice a specific skill or PM+ strategy as part of their learning?

- When does the trainer need to observe trainees putting their skills into practice in order to monitor learning and provide feedback?

PRO TIP

Step-by-step instructions are necessary to guide trainees through role play exercises, highlight criteria for mastering specific skills, and explain how to self-monitor and provide valuable and considerate feedback to peers. Specific, clear and thorough instructions are especially crucial for remote training, as shifting into "character" and following the aims of roleplay is often more challenging across a screen. It is helpful to write out the instructions on a slide or even drop a link to them in the chat so that trainees can refer back to them. In addition to creating time for questions before beginning a roleplay, we also recommend trainers and technology assistants join break out rooms to see if trainees are confused about the task or have any questions once they get started. Often the group thinks they understand the task when instructions are provided, and it is only once they prepare to begin the roleplay that any areas of confusion or lack of clarity in directions arise. Otherwise, valuable time can be wasted on discussions about what is required in the roleplay and cuts away at time alloted for skills practice.

Remote Training Agendas

Training agendas (as outlined in the WHO Training Guide for PM+ Helpers (Section 4: The PM+ Helpers Training Schedule, pages 89-100) need to be adapted to meet your training cohorts' unique needs and the needs of remote training. It is helpful to introduce a lesson, training module or PM+ strategy with some didactic learning component, then create breakout rooms to allow the trainees to engage in a more interactive exercise (e.g., guided activity, small group discussion, role play), and come back together as a larger group to present, review or reflect. Keep in mind that the trainees will be more likely to retain information that is practiced, rehearsed, discussed, and assimilated in a variety of methods.

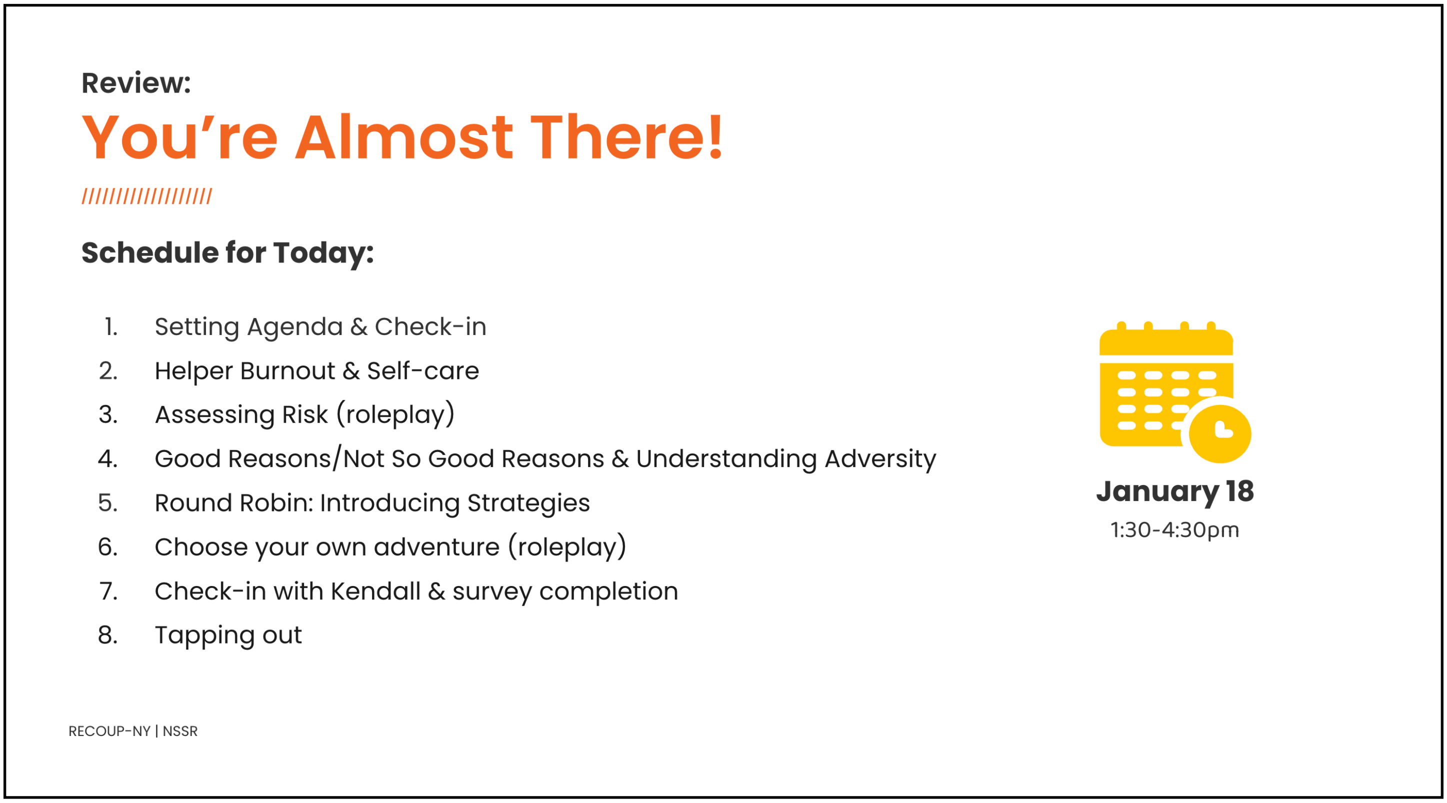
While it is important to facilitate team building and engagement among the trainees, adhering to the planned agenda for each lesson helps to ensure that the training meets the commitments of the project and time investment of trainees. This can be more challenging in remote training. In addition to the trainers dividing responsibility for teaching and facilitating technology platforms, it is important for trainers to track time and designate a co-trainer or technology assistant (if available) to make sure time is well managed and the group is redirected to stay on task when necessary.

For example, effective time management takes into account short breaks and one long meal break to maintain stamina and engagement during training sessions that are longer than 3 hours. Allowing time for icebreakers, energizers and relaxation exercises between lessons is necessary to combat Zoom fatigue. When planned activities run over time, this will inevitably cut into breaks, important material and/or cause the training to run over time. The training is intensive, and breaks help trainees recharge and process prior-session learnings. Starting and ending training sessions on time communicates respect to the trainees who are often busy with other commitments.

Timekeeping for remote training requires flexibility and constant communication on the part of trainers. Trainers can communicate via text, Whatsapp, or chat features on the video platform being used; however, we also encourage trainers to openly discuss time tracking with the larger group. This models the importance of agenda-setting and staying on task that is an important skill trainees will need when working with their clients in PM+.

PRO TIP

While timekeeping and establishing expectations around staying on schedule are important, concepts of time are also very cultural and are different in each setting. Trainers should adjust these expectations around time based on what they think is best and would allow the trainees to cover planned training material during the designated time.



Screenshot of a powerpoint slide that shares the agenda for that session's remote training

Screenshot of a powerpoint slide that shares directions for a breakout room discussion activity

We have provided a side-by-side example of an agenda taken from the Training Guide and a comparable agenda adapted for remote training to highlight remote considerations for lesson planning and agenda setting.

Sample Day 1 Agenda for in-person training (source: WHO Training Guide for PM+ Helpers, 2018)	
SESSION/TIME	**TOPICS**
8:30am-9:00am	ARRIVAL
Session 1: 9:00am-10:45am	Welcome & introductions Logistics and Training schedule Introduction to training materials Comptetency assessments Pre-Training assessment Training expectations and group Rules
10:45am-11:00am	TEA BREAK
Session 2: 11:00am-1:00pm	Understanding common mental health problems PM+ overview and intervention Aims of PM+ Role of the helper
1:00pm-2:00pm	LUNCH
Session 3: 2:00pm-3:30pm	Review of PM+ Basic Helping Skills (Part A for Individual PM+ Helpers or Part B for PM+ Group Facilitators)
3:30pm-3:45pm	TEA BREAK
Session 4: 3:45pm-4:30pm	Nightly homework, daily revision activity

Sample Day 1 Agenda for remote training (source:remote PM+ training conducted by The New School, 2021)	
SESSION/TIME	**TOPICS**
Module 1: 9:00am – 10:20am	• Welcome and introduction to PM+ training • Icebreaker • Logistics and overview of training schedule • Overview of how to access remote training materials (e.g., shared Google Drive folder) • Pre-training assessment activity (including practice using remote workspace) • Group rules and expectations for a remote training (including discussion of privacy in remote settings)
BREAK (10 mins)	
Module 2: 10:30am – 11:10am	• Understanding common mental health problems • Energizer
Module 3: 11:10am – 11:30am	PM+ overview and aims
Module 4: 11:30am – 11:50am	Helper Roles
Module 4: 1:50am – 12:00pm	Homework review

There are similarities and key differences between the two agendas.

SIMILARITIES

• The lessons cover the same core content outlined in the Training Guide for PM+ that is essential for knowledge and skill development.

• Lessons integrate a variety of learning approaches: lecture or presentation, discussions, and experiential activities.

DIFFERENCES

• The remote training agenda for Day 1 is conducted in a shorter time period (3 hours vs. 8 hours for in person training), because trainees may become more easily fatigued and lose engagement with the material if they are taking part in a remote training that lasts longer than a few hours at a time. This means that didactic presentations, in particular, need to be condensed, and the overall training agenda will likely need to take place over more sessions or days. Alternatively, some of the material may need to be covered by asynchronous learning methods, such as watching a pre-recorded presentation, reviewing Powerpoint slides or completing a written homework assignment designed to facilitate the kind of self-reflection and critical thinking that typically occurs within guided discussions.

For example, the basic helping skills lesson was not covered in Day 1 of the remote training. Understanding and practice of basic helping skills is critical for non-clinical or lay providers, so this lesson would either need to be shifted to Day 2 or incorporated into an asynchronous learning plan, and reviewed as a group in the subsequent training session.

• Lessons in the remote training agenda include introduction to topics that would not be necessary or relevant in an in-person training, like an introduced to and opportunity for trainees to practice using remote workspaces that will be used in the training or a discussion of group expectations around privacy when/if trainees are working in shared spaces or in their homes.

• The remote training agenda incorporates more frequent energizers than the in-person training agenda. This is essential to reduce remote training fatigue and provide trainees an opportunity to take a break from their screens.

Full agendas for in person training are listed in pp. 19-103 in Training Guide for Helpers. Sample agendas for remote PM+ training are in the appendix and can be modified for use (TNS CBO training syllabus).

3.2 During Training

Setting Group Rules and Expectations for Remote Training

As training commences, it is important to establish basic ground rules so that all trainees are comfortable and with respect for everyone's time and participation. Trainees should arrive on time, silence their phones and any notifications on their device, and make sure they have what they need until a designated break. Additionally, it is critical that trainees understand the importance of maintaining a non-judgmental space of free flowing ideas and should take care to respect the feedback and opinions of other trainees.

While this ought to be the case with any training, it becomes especially important to come to agreement about group rules during remote training. Given the degree of physical distance of the virtual space and possibility of disconnection, it may be easier to disregard behaviors typical in more formal settings if respect is not designated as an explicit expectation for the training. Confidentiality is critical as all trainees will have opportunities to engage in role play throughout the training. Designating the virtual space as a judgment-free zone will help trainees feel comfortable enough to disclose personal information during role play and feedback sessions.
Everyone is an expert of their own experience and no matter a person's background, the training space is a collaborative learning environment. The perspectives, beliefs and opinions of others can provide insight, and it is important to be respectful and to try to keep an open mind. This can be more difficult in virtual spaces, and it's important for trainers to model non-judgment and shared expertise. The process of setting group rules is a great time for trainers to let the trainees take the lead.

PRO TIP

In addition to collaboratively setting group rules and expectations, it is helpful to go over ground rules specific to the virtual setting: avoid looking at other websites during training, turn off applications and notifications on your computer or laptop, keep your camera on whenever possible, mute yourself if your background becomes noisy. Other expectations may vary across groups and should be discussed openly until a consensus is met. For instance, does the group prefer using the hand raised icon (mimicking the respect of a formal classroom) or unmuting oneself to speak (mimicking a natural conversation)? Or if sensitive information is shared in a breakout room, should it be kept confidential or discussed in the larger group? Case studies can be helpful to guide the group in making decisions about these guidelines on the first day of training.

PRO TIP

Consider restricting teaching lectures or didactic presentations to no more than 20 minutes at a time. An immersive style of training which focuses on experiential exercises and group discussions is encouraged throughout the WHO Training Guide for PM+ Helpers, and it is even more important for a remote training when engagement and focused attention are more difficult to maintain.

Facilitating Group Cohesion and Connection

It is important to consider ways in which connection, collaboration and cohesion can be facilitated and maintained within the group. Remote learning can feel impersonal, and it can be easy to become distracted by other people or temptations in the home or workplace. Therefore, building connection through collaborative decision-making and exercises that foster cohesion lead to more productive, meaningful and memorable training sessions.

A strong group dynamic can be fostered online by:

• Showing respect to each individual and valuing their personal experiences
• Creating engaging and unexpected ways to share information
• Assigning different partners for role play, so that participants have the opportunity to engage with different members of the group throughout the training
• Suggesting fun activities such as ice breakers or energizers which help people to get to know one another in a more relaxed and natural manner
• Maintaining a supportive presence and beinga warm and friendlyand, friendly disposition
• Bringing a healthy sense of humor and play to add lightnessevity to situations if needed
• Assigning tasks to pairs or small groups of trainees (e.g. prepare an icebreaker for the group, present on a topic)

Helpful tips for the remote setting…

• Split into breakout rooms frequently, so trainees who don't feel comfortable speaking in a larger group (especially on video) have a chance to speak and connect with others
• Allow different trainees to share screen to present what they may have discussed in small groups
• Be mindful of and accommodate different learning styles and use a variety of different mediums to help trainees feel included in the group (e.g. presentation, small group discussion, audio, video, break out rooms etc.)

Activities and Breakout Rooms

For activities, on platforms such as Zoom, there is a breakout room feature which facilitates small group interactions. Trainees can be allocated to breakout rooms to practice PM+ strategies and sessions together in pairs, to brainstorm around a specific topic, to prepare for a trainee-directed presentation given to the larger group, or to facilitate more nuanced small group discussions. Small group activities and discussions are also an important way to make space for more introverted or anxious trainees to engage fully in the material and contribute to discussions.

The technology assistant should have access to pairings or groupings designated by the trainers and have the breakout rooms cued up and ready when instructions are being provided. The trainer or trainers should ‘visit’ breakout rooms for a number of purposes. In the case of activities – especially those involving planning, responding to prompts, using technology platforms, or preparation to present back to the larger group – trainers may need to answer additional questions about instructions that did not occur to trainees until they began to work on the exercise in their small group. When breakout rooms are used for small group discussions, it can be helpful for trainers to visit rooms to observe, guide or engage in discussions, highlighting key ideas associated with the respective lesson and correcting any misconceptions about the material.

Perhaps most importantly, trainers should use breakout rooms as an opportunity to observe the trainees in roleplays and while teaching/learning the PM+ strategies and other key skills such as basic helping skills and risk assessment. When observing roleplays, we often recommend trainers keep their microphones muted and camera off so as not to interrupt the practice session. Additionally, it may be even more important in remote training to remind trainees not to “break character” when they feel stuck or when a trainer joins the session as a silent observer. Feedback can be given if the trainer is present during the debriefing component of the breakout session (i.e., at the end of the roleplay), or they can take notes and provide feedback at a later time. We have found it useful to create Google Sheets that may be shared privately between the trainer and individual trainee for roleplay feedback. Trainees have reported that they felt as though they had ‘privacy’ when doing live sessions and felt less pressure when compared to recorded sessions conducted asynchronously.

Before introducing activities involving roleplay, it’s important to acclimate trainees to the observation process:

- Let them know that they will be observed.
- Discuss the purpose of observation and emphasize the importance of feedback to facilitate skill development and growth (as opposed to evaluation). We like the metaphor of a “beginner’s mind”.
- Explain when/if you will be a “silent observer” with camera off and microphone muted.
- Outline procedures for providing feedback and instances when you might interrupt the roleplay (e.g., when a potentially harmful interaction occurs, so you can highlight key skills and behaviors or make suggestions).

PRO TIP

While we encourage "silent observation" (observing trainees with our cameras off and sound muted), there may be moments within a roleplay when the trainer feels it is important to pause the roleplay to make a comment or provide information about something critical like assessing for or responding to risk. You may want to consider factors like your own style and preferences as a trainer, how "urgent" is the information you're imparting, the trainees comfort-level, such as any concerns they have expressed relating to privacy or performance anxiety. But if you are considering pausing the roleplay to provide feedback, it is critical to mention this possibility to the group and provide an explanation about steps you will take (e.g. "I will make a time-out signal and check-in with you to see if it's okay for me to chime in"). As well, consider whether the feedback can be conveyed after the roleplay, as this can model to the trainees the importance of not "breaking character."

Case Vignettes for Remote Learning

While some trainees will feel comfortable using their own experience or taking examples from friends, family or individuals they have worked with when they take on the role of the client in roleplay practice, many trainees will find this difficult or may feel uncomfortable pulling from personal experience due to privacy concerns and other sensitivities (e.g. feeling triggered by what may arise during a roleplay). As such, it is helpful to provide case vignettes for trainees to use during activities involving role plays or other client conceptualizations and application of PM+ skills and strategies. The content of these vignettes should be carefully considered and adapted for the specific community the trainees may be working with in order to give them an understanding of challenges typical clients may face. It can be helpful to provide a clear structure or even a brief script for these vignettes and also to be flexible in adapting the content based on feedback from trainees during sessions.

Case vignettes for the role should be relatively in-depth and provide enough details about any previous sessions to assist the Helper in picking up with a specific PM+ strategy or session. For instance, if the lesson is dedicated to Session 4 and the strengthening social support strategy, you will also want to include a very brief overview of the client's problems addressed in the prior sessions, particularly in relation to the managing problems and get going, keep doing strategy.

Important components to consider in developing case vignettes are:

- Background on the client (who they are, demographics (may be more or less important), important identities, communities they're embedded in)
- Presenting concern (i.e. why they're seeking help now)
- Important assessment details (e.g., 2 problems identified on the PSYCHLOPS, risk level)
- Details regarding their distress/ symptoms, changes in behavior, engagement in activities or social relationship that are relevant to the specific PM+ strategies or whatever strategy or session the roleplay in question is focused on
- What was covered in previous sessions
- And don't forget to include instructions for the roleplay and how to use the case vignette! This is often clear in the trainers plans but less clear to trainees when it comes time to start the roleplay.

PRO TIP

Our recommendation is to use the same case vignette for each day or session of training and consider reusing vignettes across multiple days/sessions when possible. If you're incorporating buddy practice outside of live, synchronous sessions, we strongly recommend that trainees use the same case study throughout all of their practice sessions. For more details on buddy practice, see section 4, page 97.

All case studies will need to be contextualized not only for the community that helpers are working in, but also take into consideration options for those delivering services online. If the cohort of trainees will be delivering PM+ remotely or with a hybrid model combining remote and in-person delivery, case vignettes should include details and instructions related to telehealth. This might include details about difficulty for the client in accessing remote services or concerns about connecting and working with a provider over video.

Past trainees have reported that using the same case study throughout all practice sessions is a helpful way to avoid confusion when switching roleplay pairs. Additionally, it facilitates continuity and progression throughout practice sessions. However, as a trainer it may be important to vary the client presentation in case vignettes in order to better contextualize specific skills or strategies being taught. For instance, when roleplaying the pre-assessment session, skills related to risk assessment are particularly important to practice. You might include details about level and severity of suicide risk that would cue trainees to additional assessment and response (e.g., using the good/less good reasons approach to explore risk and protective factors, safety planning, involving a supervisor) that you would not want to include in later roleplays.

Case Vignette Example

"Valentina is 29 years old and living in [update based on site location]. She has a family of 3 – Valentina and her 2 children. She used to work as an administrative assistant but lost her job during the pandemic. Now she works part-time in retail. She tries to take on additional shifts or work over-time, but she still can't make ends meet.

Valentina's older daughter, Maria, is in fifth grade (she is 11 years old) and has a heart condition. Valentina has been struggling with homeschooling her daughter while also keeping up with her own work tasks and a toddler (her son, Diego).

Because of Maria's condition, Valentina has been working less hours in recent months. These days, Valentina is not sure if the money will be there to pay rent or cover other bills like electricity and cell phone. She is worried that her boss will replace her with someone who is more consistent.

When Valentina is working, it is difficult to focus on even menial tasks. There is so little time in the day and she is constantly worrying about her daughter's health and feels guilty asking family members for help. She feels disappointed in herself every time she has to call out of work, but also feels like a bad mother when she asks her mom, cousin or a neighbor to watch her kids when Maria has to stay home.

The past several years have really taken a toll on Valentina's body. Sometimes she looks in the mirror and doesn't recognize the woman looking back. Her shoulders and back feel especially painful. She is also more irritable, and not sleeping well.

She used to find time to cook big family dinners a couple nights a week for the kids and her mother. But these days, she is so tired all day and night. She feels so isolated. She doesn't have any time to catch up with friends. Valentina's cousin calls sometimes, but it seems like she is always nagging her. Sometimes she thinks that if she could just be stronger and get through this period, things will be okay again. But, she is so exhausted, and each time she tries to change her situation (e.g. looking for a new job), she feels overwhelmed and gives up."

Group Discussion Skills in Remote Settings

"I think differentiating between a manageable problem and a more psychological problem could be really hard for someone who has no training to understand what depression looks like. Understanding what anxiety looks like in the moment [remotely] and being able to reflect on those feelings when it's time to do that versus like just trying to get things done and get through the steps and really sitting with the person, I can imagine that to be difficult."

-PM+ Remote Training Participant

Active group discussions are important in PM+ training, especially for reflecting on larger themes that arise across lessons, learning from other trainees' experiences and world views, and shifting potentially harmful attitudes, biases and stigmas. However, facilitating meaningful group discussions that are dynamic and participatory can be challenging, even in in-person training. Facilitating group discussions online requires similar skills as those required in in-person settings, but it may be necessary to enhance some skills or think of applying certain skills differently. The following suggestions may be helpful for trainers to strengthen their skills in facilitating group discussions, specifically for remote training:

• **Prepare goals and objectives for the discussion beforehand as part of your overall lesson plan.**
This is especially important in the remote setting where time for discussions may be limited because of Zoom fatigue and scheduling limitations. It may also be helpful to share these objectives with the trainees so that they understand the purpose of the discussion. This could be in the form of specific discussion questions, guiding principles or key takeaways.

• **Create an environment that helps trainees feel like they are in one room together.**

- If the training cohort is a smaller group, or discussions occur in breakout rooms, and there is limited audio disturbance in the background, ask trainees to keep their mic unmuted during discussion activities. The act of unmuting can present an additional barrier to sharing, because it feels like one is taking up space. Keeping mics unmuted may support a natural flow of discussion that more closely mirrors an in-person interaction.
- If possible, ask all trainees to turn on their camera, especially during group discussions.

• **Create group ground rules, with the trainees' input, at the start of the training and mention these established norms relating to remote training at the beginning of discussion, if necessary.**
Be explicit in any group exercises aimed at developing rules and expectations that norms around group discussion need to be considered.

- If it doesn't emerge naturally, 'step up, step back' is a useful guiding principle to introduce. This means that trainees who are quieter during a session should encourage themselves to speak up more whereas those who are more vocal in a session should encourage themselves to give others a chance to contribute.
- Revisiting these rules can function as a reminder to actively participate and for more dominant trainees to step back and let others share their opinion as well.

• **Use the hand-raising function in a larger group, if necessary. When trainees are enthusiastic about a** certain topic, there may be many people who want to jump in at once. Let the trainees know that they can "raise their hand" to take turns speaking and sharing their opinions.

• **Introduce a range of remote methods in which trainees can participate in a discussion.** These methods may be especially helpful for quieter, more introverted trainees, to increase overall engagement, and to decrease online fatigue.

- Let trainees know that they can write in the chat or use emojis (if available on the remote meeting platform) to express their thoughts and feelings, if they would prefer.
- Use tools such as polling, quizzes, and word clouds (www.mentimeter.com), if trainees have access, to increase interaction and fuel discussions.
- Mix larger group discussions with smaller discussions in breakout rooms. Some trainees may feel more comfortable sharing their experiences in smaller groups rather than in a large group setting. Splitting the larger group into pairs or smaller breakout rooms with a discussion prompt, and then gathering in a large group to share what was discussed is an excellent method to increase participation and ensure that quieter participants have a chance to voice their opinions. Smaller breakout rooms are also helpful when energy is low and/or when much of that session's training has been delivered in a large group setting.
  - Within these smaller groups, trainees can select a "scribe" to take notes in the smaller discussion and a "presenter" to share with the bigger group.
  - Trainees can also be encouraged to use platforms such as Mural or PowerPoint to visually share their discussion points in the bigger group, using the Share Screen function.
  - Trainers can jump from group to group to listen in, ask specific questions to encourage discussion, validate points brought up by group members, and redirect when necessary.

• **Build upon the facilitation skills that are often used in in-person settings.** This is also an important opportunity for trainers to model the basic helping skills.

- Use skills such as: validation (especially for quieter trainees who rarely voice their opinions), thank trainees for their participation, non-verbal communication skills (e.g. head nodding, listening attentively), and statements demonstrating empathy.
- Rather than answering questions directly that may come up from the group, turn the question back to the trainees to fuel discussion.

• **The trainer or technology assistant can share their screen to take notes on Mural or another platform.** This may be useful for trainees who have difficulty attending to verbal output and learn better from visual methods.

PRO TIP

Creating ground rules for the group can also be an opportunity for trainers to articulate common barriers to group discussion that occur during remote training and to engage the group in collaborative problem solving and open-ended brainstorming. This can also be an opportunity to model the use of the managing problems strategy steps (i.e., consider what is solvable v. unsolvable, define the problem, brainstorm, decide on helpful strategies, and make a shared action plan).

Icebreakers, Energizers, and Guided Relaxation in a Remote Training

Activities unrelated to the lesson at hand offer another powerful tool to combat Zoom fatigue and ensure trainees remain engaged during long training sessions which often cover challenging and emotionally taxing material.

	PURPOSE	LENGTH	WHEN TO USE	EXAMPLES
Icebreaker	Activity or game designed to welcome attendees, get to know one another, and warm up the conversation among trainees. They can have layered objectives that relate to or set up trainees for session content.	5 – 20 minutes	At the start of training or training session	Name games, fun facts, 2 truths and a lie, pose a question to the group, show and tell (ex. What does your name mean, what does self-care mean to you)
Energizer	Activities or games that help trainees be more active and alert, especially if they have been in remote training for some time, especially if they have been in remote training for some time.	1 - 5 minutes	When trainees lose energy (e.g. middle of the session), as a transition from one activity to another, after an emotionally taxing activity or challenging group discussion	Guided light stretching or movement. Allowing trainees to turn their cameras off and play a song, dance or stretch.

	PURPOSE	LENGTH	WHEN TO USE	EXAMPLES
Guided Relaxation	Breathing, visualization, auditory or meditation activities that help trainees relax, rejuvenate, and ready themselves to refocus. Helpful for screen fatigue.	1 -5 minutes	When trainees feel tired, as a transition from one activity to another, after an emotionally taxing activity or group discussion, when you observe shifts in group energy	Guided breathing, progressive muscle relaxation, close eyes and listen to soothing music together, guided visualization techniques, grounding exercises
Review	Recapping learning from the prior day or from an important lesson in a fun way can function to energize the group and build a sense of mastery.	3 - 10 minutes	At the beginning of the training day or session to recap key points, in the middle of the day/ session after important lessons, at the end of the day/session to consolidate information	Polls, short multiple-choice quizzes, using mentimeter.com to generate word clouds

Other considerations for icebreakers, energizers, and guided relaxation:

• Must be culturally appropriate.

• Must be fit for remote training.

• Trainers can ask for volunteers to lead them in various activities or assign trainees ahead of time to bring in an activity for that session.

• Important to include these activities to reduce online fatigue for trainees, even when time is limited.

• Gauge the mood of the group to pick the best type of activity fit for that moment.

• Trainers can plan out which activities they would like to do and when or practice flexibility and bring in these activities as needed.

• It's helpful to have a list of each type of activity on hand, so you have something ready in-the-moment when the need arises.

Conducting Adaptation of PM+ Remotely During Training

Adaptation is the process of modifying and adjusting the content and implementation of the intervention based on the culture and context of the helpers and clients. Training can be utilized as a crucial method in the adaptation process and should be integrated into remote training as well.

TIPS

• **At the start of training, let trainees know that they are encouraged to constantly reflect on the aspects of the intervention that may need to be adapted for their communities and/or adapted for remote delivery.**
Trainees should be encouraged to share their reflections during discussions within the training. When time is limited, you can also incorporate prompts related to adaptation (e.g. teaching each PM+ strategy) in any offline homework or asynchronous work.

• **Conduct dedicated cultural adaptation meetings remotely with trainees.**
If trainees are from several organizations or will be delivering PM+ to different communities, conduct meetings with each respective group of trainees in order to make efficient use of time. These meetings may function like a qualitative focus group discussion. It can be a space where trainees reflect on the training thus far and how PM+ may fit into their organization. It is useful to prepare prompts in advance that encourage helpers-in-training to consider previous experience working with clients or interacting with family, friends and community members more informally. Whether the training sessions are held in consecutive days or once a week, it is recommended to have these one-hour meetings in the middle or towards the end of the training. Please see below for some suggested questions to guide these conversations.

Example questions for cultural adaptation meetings

TOPICS	QUESTIONS
Warm-up questions (initial thoughts, needs of population)	• From what you know about PM+ so far, do you think the program would be helpful for potential participants from the community(ies) that you serve? Why/why not? What do you think would make it more helpful?
	• Who do you think (in the community that you serve) would benefit the most from PM+? • Could PM+ be stigmatizing for participants? What parts of PM+ may be stigmatizing? What would make PM+ less stigmatizing? • What are common daily challenges faced by the community that you serve (potential PM+ participants)? Systemic challenges? • How do you think PM+ would help manage these stressors? • What would participants be looking for in a program to help manage these stressors?
IMPLEMENTATION	
Referrals	• Do you know of a protocol for responding to suicide ideation/planning already in place within your organization? Please share. • How do you think the risk assessment and protocol that we have for PM+ fits with your organization? • What could be modified in the referral system so that it fits remote delivery of PM+? • What are common difficult situations that participants may be going through that would be difficult for a helper (you) to handle? (Probe: IPV, familial disputes, medical support) • What would be appropriate referral services? • How would these referrals be made so that participants can best access them?

IMPLEMENTATION	
Barriers to attendance	• What factors would make it difficult for a potential PM+ participant to attend all 5 sessions? (What are barriers to attending?) What would make it easier for participants to attend PM+? • Any barriers for helpers to provide PM+? • Are there any barriers specific to remote delivery?
Persons	• When matching helpers to clients, are there any considerations that should be made that would shape the clients' experience? (ex. Gender matching, differences in age, knowing/not knowing the client before the program etc.)
PM+ INTERVENTION	
Strategies	• What do you think is important to share with participants about the PM+ program before they start? • What do you think is important to mention to participants about dealing with adversity/difficult or stressful situations? • What did you think of the stress management (deep breathing) technique? Do you think participants would like this technique? What kind of problems do you think it would be most useful for? (Go through these questions with every strategy) • How could we adapt the technique to better fit your participants? • What difficulty may participants have in doing deep breathing? What can we, as helpers, do to support participants in overcoming those difficulties? • Do you think participants will practice this strategy between sessions? What would motivate participants to do so?

INTERVENTION FIT	
Language	• How can we adapt the following terms used in the program, so it is not stigmatizing, and easier for participants to understand and relate to? › PM+, intervention/program, adversity, technique/strategy, stress management, deep breathing, get going keep doing, helper, client, assessments, sessions, mental health, stress
Metaphors	• Are there any sayings, metaphors, visuals, or imagery that would be useful to include when discussing the nature of the program, its intentions, or the strategies? • Appendix E of the PM+ manual includes client handouts for each strategy. Are there other ways you would want to visually represent or recap the strategies when you're working with clients?
Case Examples	• Appendix F of the PM+ manual includes case examples for 'Imagining How to Help Others' in Session 5. What types of pretend clients would be relatable to participants? What types of problems might they experience?

If systematic adaptation is an important aspect of the overall program implementation or if implementation occurs in the context of a larger research study, be sure to document all suggested adaptations. Please see suggestions below for how these adaptations can be documented (Stirman et al., 2019). Adaptation dimensions refer to elements in an intervention that should be culturally sensitive (Bernal et al., 1995).

ADAPTATION DIMENSION	TYPE OF CULTURAL ADAPTATION	IMPLEMENTATION STRATEGY (what should be changed?)	RATIONALE FOR CHANGE (why it should be changed?)	EVIDENCE FOR CHANGE
Language- culturally appropriate words or phrases used in the intervention	Implementation Content Cultural Concepts of Distress	Description of what exactly should be changed in the manual, other intervention material, or delivery	Description of why it should be changed and what this change would accomplish for the intervention	Note what steps in the adaptation process provided evidence for this change (e.g. qualitative interview, background reading)
People- role of ethnic/ racial similarities and differences between client and PM+ helper				
Metaphors- cultural symbols and concepts				
Content- cultural values, customs, transitions				

ADAPTATION DIMENSION	TYPE OF CULTURAL ADAPTATION	IMPLEMENTATION STRATEGY (what should be changed?)	RATIONALE FOR CHANGE (why it should be changed?)	EVIDENCE FOR CHANGE
Concepts-cultural values such as dependence vs. inter-dependence				
Goals-intervention should include goal setting in a manner that aligns with the culture				
Methods-any adaptations to strategies in PM+				
Context - considering social, economic & environmental context				

Bernal, G., Bonilla, J., & Bellido, C. (1995). Ecological validity and cultural sensitivity for outcome research: Issues for the cultural adaptation and development of psychosocial treatments with Hispanics. Journal of abnormal child psychology, 23(1), 67-82.

Stirman, S. W., Baumann, A. A., & Miller, C. J. (2019). The FRAME: an expanded framework for reporting adaptations and modifications to evidence-based interventions. Implementation Science, 14(1), 1-10.

Screen Fatigue, Burnout & Self-Care

Online platforms require a consistent focus on computer screens, so it is likely that this will become tiring, particularly during consecutive training sessions conducted over the span of more than a few hours each day. Zoom fatigue is a primary reason that a staggered training model may be preferable to the consecutive training model often used for in-person trainings.

In order to mitigate some of these effects, it is useful to incorporate frequent breaks throughout the day via engaging in brief fun activities and use interactive spaces to facilitate collaboration and conversation. It can also be helpful to offer mini-breaks when trainers can encourage people to stretch, use the restroom or get up and head outside for some fresh air when they can.

Additionally, trainers should try to limit lectures or lessons where the trainers speak for less than 30 minutes. In remote training, it becomes even more important to prioritize breakout sessions and small group discussion, Q&As and other activities before and after any lectures or presentations to create a more engaging space.

3.3 Post-Training

On the final day, it is just as critical to review all the learnings, undertake a post-training assessment, review important next steps, and close the training in an uplifting way. Suggested activities following training:

- **Create a supervision plan prior to completing the training.**
Let trainees know about the supervision plan and highlight how often they will have to meet and in what setting (e.g. in-person or over Zoom, as a group or individually). It is important to let trainees know what will be covered in supervision sessions as well (e.g. combination of didactic/review, skill practice, case presentation, and discussion).

- **Send an email highlighting next steps and how to catch-up on work.**
Email trainees thanking them for their participation in the training along with an overview of next steps. The more specific and genuine the better. Next steps could include taking a week or so of break (if program timeline permits), guidance for completing missed assignments, homework, or asynchronous work, approach to reviewing training materials, and setting up supervision sessions.

- **Follow up with individual trainees as needed.** Remote training itself, or specific aspects of the remote training, may have been challenging for some of the trainees. While we recommend checking in with trainees frequently over the course of the training, it is important to allot time for individual follow-up with trainees, especially those that may have experienced challenges with the remote format or with situations in their personal life that interfered with their ability to fully participate. Schedule times to meet individually and/or inquire how the trainers can be of help. This can also be a space to begin to explore trainees' goals for upcoming supervision.

- **Create an opportunity for helpers to provide feedback to trainers.** It's important that feedback be reciprocal. While we encourage the incorporation of consistent feedback opportunities throughout the training (e.g., quick end-of-day polls, questions included in offline homework; see section 4, page 91), trainees may be too busy or otherwise preoccupied to provide meaningful feedback during the training. Additionally, some helpers may need more time to process their experiences in training before feeling ready to provide feedback. While individual feedback sessions are a valuable time to invite feedback (and a way for trainers and supervisors to model skills in eliciting feedback that are critical in work with PM+ clients), it's also helpful to provide space for anonymous feedback. Post-training focus groups are also a great way to elicit feedback to adapt and improve your training practices. Some helpers will be encouraged to share with their peers.

"I love [remote] supervision. I love learning from my peers and hearing different perspectives about their clients, but also their ideas about my clients. It was just a really beautiful collaborative space where we could be vulnerable and critique ourselves and the program, but also really learn from each other. And it was really important to me to meet weekly and keep that time just for supervision."

-PM+ Remote Training Participant

04

Ensuring Competency during Remote Training

Assessing Helper Competency and Ensuring Quality Care in Remote Training

Competency-based Assessment

As introduced in 'Assessing Pre-training Experience', structured role play assessments with trained actors can be organized prior to beginning the training, following completion of training, and again after initial supervision of 1-3 supervised "practice" cases to inform the plan for ongoing training and/or supervision. Trainee competency also needs to be assessed and monitored during the training (both in live training interactions and in asynchronous work like buddy practice).

In competency-based training, the focus is on specific knowledge, skills, attitudes and values that comprise key competencies and standards of care or service delivery consistent with evidence-based practice. As trainers emphasize the PM+ aim of clients becoming their own helpers, trainee autonomy (their confidence and competence in delivering PM+) should also be prioritized when developing a plan for competency assessment. We encourage you to explore the resources on EQUIP: Ensuring Quality in Psychosocial Support and Mental Health Skills to support your assessment plans, and specifically, the e-learning module 'How to turn my training into a competency-based training'.

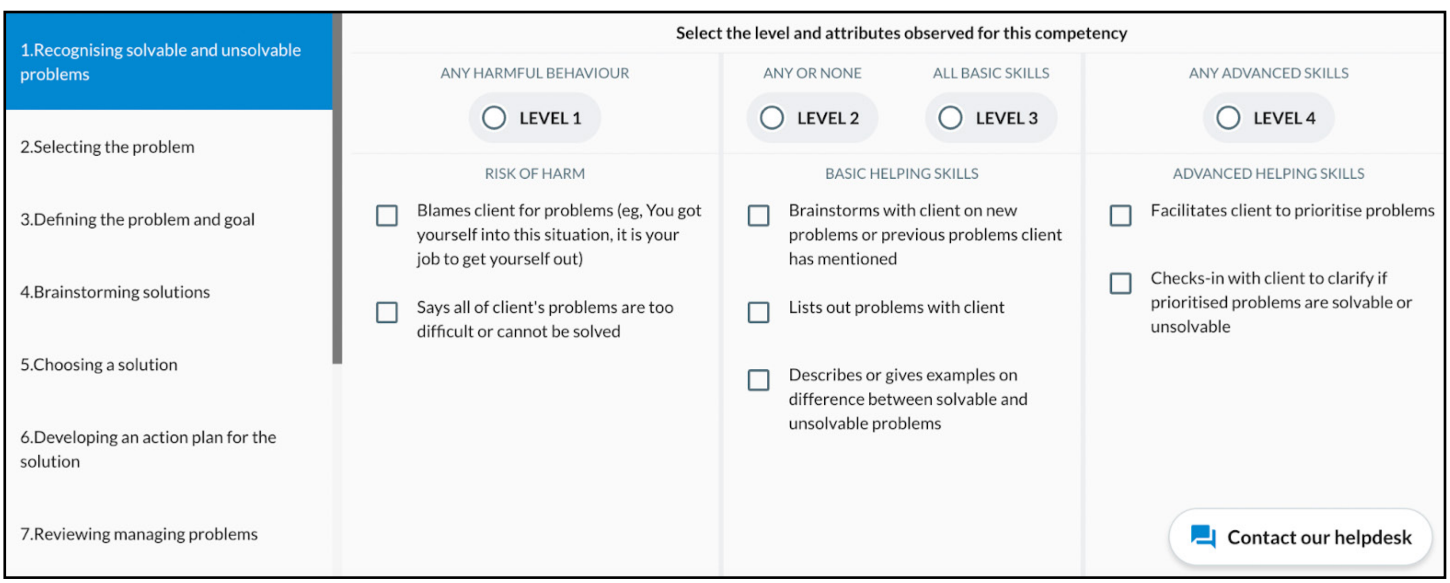
The aims below address critical competencies that trainers should monitor to ensure safe and effective delivery of PM+ across multiple domains and related considerations for remote assessment.

AIM 1:

During and after participation in remote training, **PM+ trainees should be supported in their development of increasing competency in both - common therapeutic factors (aka "basic helping skills") and PM+.**

• The Problem Management Plus (PM+) Competencies tool includes 12 competencies that cover PM+-specific skills: introducing and teaching the four PM+ strategies, developing an action plan, and scheduling activities and tasks.

• Available resources for remote training: **ENACT Remote** tool to assess basic helping skills and **Problem Management Plus (PM+) Competencies** tool to assess fidelity in teaching the PM+ strategies.



Screenshot of ENACT tool on EQUIP online platform

AIM 2:

The ENACT tool outlines behaviors or skills that are indicative of: potentially harmful behaviors (Level 1), basic helping skills (Levels 2-3), and advanced skills (Level 4).

Any unhelpful or potentially harmful behaviors (Level 1) demonstrated by the trainee in a live roleplay conducted during the training or in a post-training, roleplay assessment should be identified, discussed with the trainee, and a plan for monitoring or follow-up should be created in collaboration with the trainee.

AIM 3:

Trainees should be encouraged to maintain fidelity to the manual and core components of the PM+ intervention while also feeling empowered to adapt the language and delivery for different cultures and contexts.

• PM+ session-by-session checklists are included in 'Training Appendix J' (pp. 150-152) of the WHO Training Guide for PM+ Helpers. However, the checklists do not include essential topics that must be covered when PM+ sessions are delivered remotely over video platforms or telephone.

If your trainees will be delivering PM+ remotely, it is important to adapt session checklists to include key helper behaviors and skills necessary for safe remote care, such as confirming emergency contact information, asking the client for their location, discussing limits to confidentiality based on client's location, and discussing private spaces etc. The ENACT Remote includes examples of important basic helping skills for remote care that can be incorporated into session checklists for remote PM+.

Example competencies listed in the ENACT tool

(Additional basic helping skills and information about the ENACT can be found on the EQUIP website)

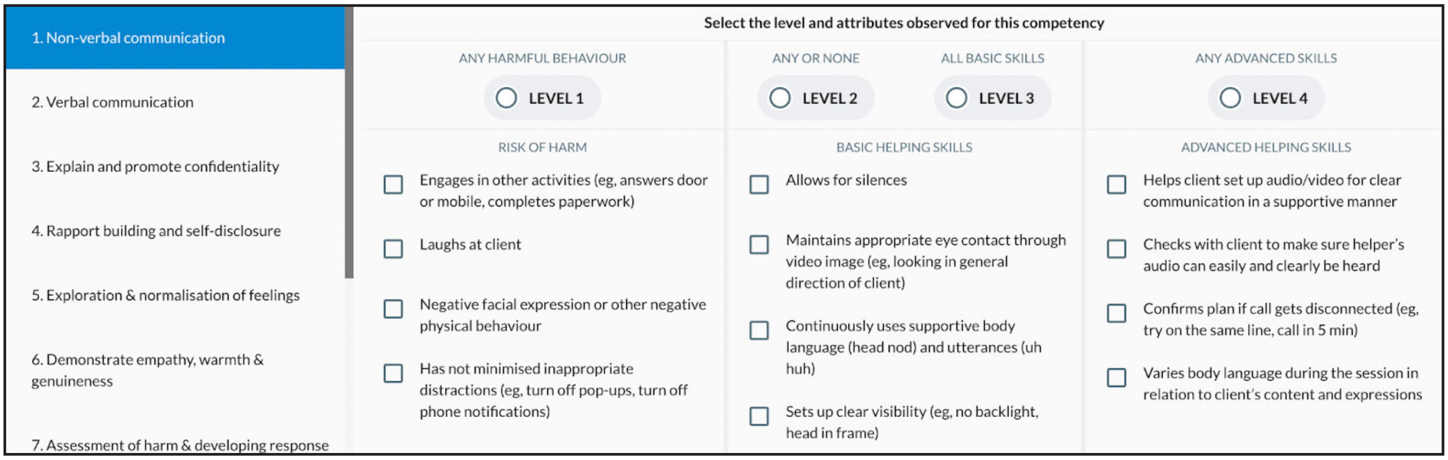
ENACT COMPETENCY	SKILL LEVEL	HELPING SKILL FOR REMOTE DELIVERY
Nonverbal communication	Basic	Sets up clear visibility (e.g., no backlight, head in frame)
	Advanced	Helps client set up audio/video for clear communication in a supportive manner
	Advanced	Checks in with client to make sure helper's audio can be clearly heard
	Advanced	Confirms plan if call gets disconnected
Explain and promote confidentiality	Basic	Addresses confidentiality issues specific to remote communication (e.g., family member overhearing)
	Advanced	Helps client achieve comfortable level of privacy (e.g., separate room, using headphones, etc.)
	Advanced	Creates a code word or signal with client in case they need to stop
Assessment of harm & developing a response plan	Advanced	Asks where the client is located and about access to in-person resources
	Advanced	Offers hotline or other remote referral resources in case of emergency

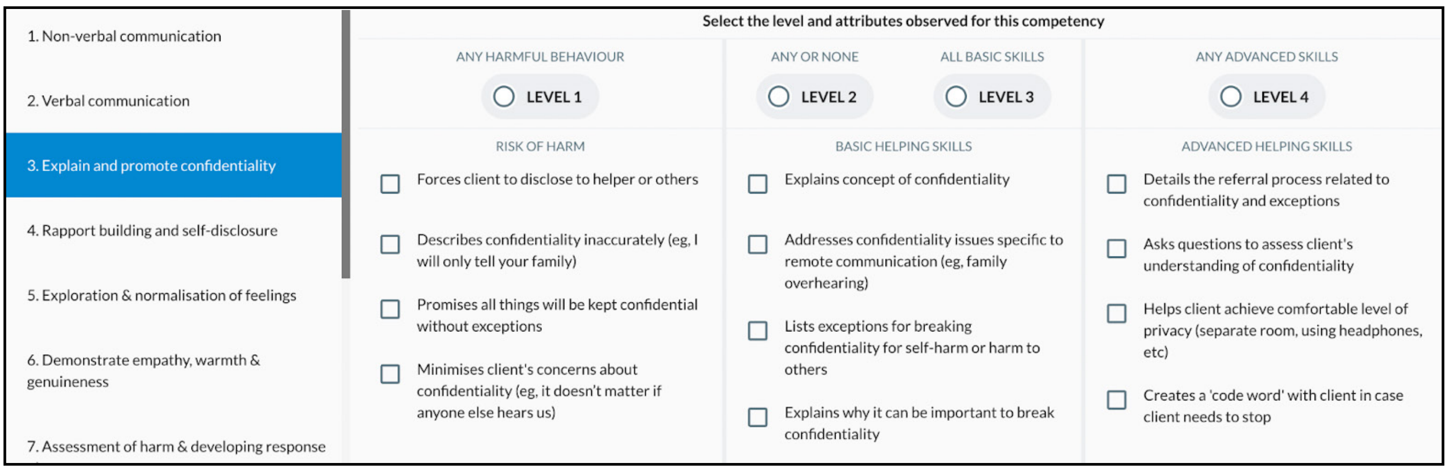
PRO TIP

Several of the skills outlined in the table address safety issues specific to remote care, for example, asking where the client is located and trainee's knowledge and preparedness to discuss hotlines and remote referral resources. Behaviors or skills necessary for safe, high quality remote care should be incorporated into your training agenda as well as any session checklists that trainees use to facilitate roleplay practice and/or to prepare for client sessions.

An e-learning module on 'Providing Psychological Care Remotely' can be found on EQUIP and samples of extended session checklists for remote delivered PM+ are included in the Appendix (session-by-session checklists).

ENACT Tool Examples





Screenshots of ENACT tool on ENACT-Remote online platform

AIM 4:

Trainees' confidence and perceived self-efficacy should improve across the training and supervision.

• During post-training feedback sessions or any individual supervision meetings, PM+ providers should be given increasing autonomy to self-assess using provided resources, such as fidelity checklists and ENACT competency tool. This requires the trainer to shift roles from expert/teacher to primarily supportive in nature.

Advance Preparation for competency-based assessment in a remote training

Identify and train "actors" and raters for roleplay assessments

• One benefit of remote training is that your "actors" for the structured, roleplay assessments do not need to be physically present. Roleplay assessments can be conducted remotely, as long as both the actor and trainee have access to necessary technology for a remote meeting.

• Your actor(s) should be outfitted with necessary program access (like Zoom) to record audio or video of the roleplay, so that trainers and/or other trained raters can review the recording and rate the roleplay in the EQUIP platform.

• Actors and raters require training too! They need to have an understanding of the aim of the roleplay, knowledge and familiarity with both the ENACT and PM+ Skill Competency rating tools and of the specific competencies being assessed and behaviors that will be observed. They will also need to familiarize themselves with case vignettes and/or scripts outlining key prompts and responses they should deliver during the roleplay. This preparation will facilitate the observation of key competencies in the helper.

• All the training resources you will need can be found on EQUIP:

- E-learning modules on using EQUIP competency assessment tools and training raters and actors: https://equipcompetency.org/en-gb/courses
- Video demonstrations of roleplays: https://equipcompetency.org/en-gb/resources/5050
- A guide for rating and scoring: https://equipcompetency.org/en-gb/resources/5072

Prepare case vignettes, actor scripts, and roleplay instructions well in advance

• Clear written and verbal instructions are even more important for remote roleplays, as there is more room for confusion.

Acting "jitters" or performance anxiety that cause your trainees to break character (i.e., shift from the helping role to engage in conversation about their performance in the middle of a roleplay) may be more likely in remote roleplays. We also observe that trainees often get confused about what to do in the ENACT roleplay (which assesses basic helping skills) if written instructions are not clear.

• For example, they may begin the pre-assessment session or start session 1 of PM+ during the ENACT roleplay instead of simulating a first encounter with a distressed person, because the instructions were vague.

• When this occurs, there isn't enough opportunity in the roleplay to adequately assess basic helping skills and rate competencies on the ENACT. Sample role play scripts for specific competency assessment tools, like the ENACT, which can be adapted for your training context are available on EQUIP: https://equipcompetency.org/en-gb/resources/5051

• It is also important to establish a procedure for remote roleplays to delineate when they start and stop. For example, turning the camera function off and on to signal the beginning and end of a role play.

• Procedures for recording roleplays should be clearly agreed upon by trainers, actors and trainees. Depending upon your context, this may require a signed informed consent or documentation of verbal consent.

Develop a plan to monitor remote learning throughout the training process.

Monitoring the effectiveness of remote learning is important to improve the delivery of training and can be done at different levels and time points.

- **Every training session**
  - Trainers can encourage trainees to fill out a Google form or document anonymously and provide feedback after each (or every few) training sessions. Receiving continuous feedback can help to adapt the training to fit the needs of the trainees and to monitor which trainees may need more support and attention.

  - Trainers can be "silent observers" (by turning off their camera and muting themselves) and observe when trainees practice role plays in small groups or breakout rooms. When using this technique, it is important to let the trainees know beforehand that the purpose of observing them is not to judge but to gather and provide feedback that will facilitate skill development and growth as a helper. During this time, facilitators can use the EQUIP platform and the ENACT tool (or other relevant tools) to measure trainees' competencies and/or to point out potentially harmful behaviors, offer suggestions and highlight specific competencies that need more practice.

    Trainers can then:

    a) Share common points of improvement or what trainees did well when debriefing the roleplay experience in the larger group

    b) Share more individualized feedback with trainees in a private forum (e.g. private Google doc, one-on-one meeting). During these larger group discussions, trainers can also highlight specific competencies and note which ones the group should focus on in the upcoming sessions or during buddy practice.

- **Every few training sessions**
  - Check-in meetings with individuals or smaller groups throughout the course of training provide dedicated space for feedback from trainees on the effectiveness of the training, challenges, and suggested activities. Getting feedback during the training can help strengthen the training in real time. It strengthens the sense of connectedness with trainers and between trainees, facilitate group bonding, and models elicitation of feedback as a key competency of any helper. These feedback sessions can also be incorporated into cultural adaptation qualitative meetings.

- **After training is completed**
  - While trainers should seek feedback from trainees throughout all stages of pre-training preparation, during training, and during implementation, we encourage actively requesting feedback after training is complete. Using an anonymous survey (e.g. Google Form without collecting names or emails) will encourage honest reflection about the training experience and may elicit a broader range of considerations than group discussions or individual conversations. Please see Appendix [see page 125] for sample questions to include in a feedback form and adapt to the needs of the training and context.

Include plans for 1-on-1 check-ins and individualized feedback, as needed.

- We encourage offering one-on-one feedback sessions with trainees and their trainer-supervisor following the training and completion of the post-training ENACT, and again after initial practice cases. These can be scheduled into the training session as a brief check-in on the final day of training alongside review, if you're able to schedule the ENACT roleplays prior to the final training session. Alternatively, you can schedule 30-60 minute individual meetings outside the training sessions or include individual check-ins duringin the first supervision session. It's helpful to consider group size (i.e., whether you'll need 60, 90 or 120-minutes for supervision meetings to ensure enough time for individual check-ins with each trainee). If individual check-ins are conducted during a supervision meeting, that week's supervision may require additional time. Trainees can be brought into a breakout room with the primary supervisor for a check-in, while a co-facilitator or tech facilitator leads an activity or group discussion in the main room. If there is only one supervisor, the trainer can provide a guided activity or discussion topic to be covered or provide additional time for roleplay practice or preparation for upcoming work with clients.

- If trainers observe any specific individual concerns (e.g. a trainee continuing to demonstrate harmful behaviors in role plays during the review session or in the post-training ENACT roleplay), trainers should request a one-on-one feedback session and should develop a remediation plan with the trainee. Creating a plan to foster ongoing skill development should be a collaborative conversation between the trainee and trainer-supervisor. If appropriate, this process should include a manager or supervisor from the implementing organization.

Consider how you will facilitate **deliberate practice** and **self-reflection** in live, synchronous training sessions as well as asynchronous or offline work.

Deliberate practice refers to “learning by doing”, as with roleplays. Lessons that incorporate or encourage reflection on experience help to consolidate learning goals, but they require more intentional planning for remote training. Ways you can facilitate deliberate practice and self-reflection:

• Encourage deliberate practice throughout the entire training and implementation process: in live training sessions, in offline work, and in post-training supervision plans.

• Lesson plans for group discussion in synchronous training sessions should include questions to assess knowledge and attitudes, but also questions that invite trainees to reflect on their experiences in the roleplays they conducted in breakout rooms or during offline practice with a buddy. End-of-day polls or offline homework can incorporate questions that follow-up on topics and discussions covered in live sessions. This feedback can be used throughout the sessions to resolve challenges and to integrate the material more comprehensively. Iterative plans that integrate individual self-reflection and group discussion make it easier for trainees to synthesize information across lessons and training sessions, take in different perspectives, and begin to internalize skills in a way that better prepares them for PM+ delivery.

• Trainees can use guided debriefing questions after role plays (whether in-session or out-of-session). By discussing these questions with their partners after role plays, the trainees can identify personal learning goals and growth edges. Trainers can develop specific reflection prompts (e.g., how might you respond to this client when…) to guide trainees as they watch demonstration videos and to guide peer feedback in buddy sessions (see examples below). Buddy discussions (either in breakout rooms or as part of a structured offline, homework plan) also provide a fruitful space for trainees to brainstorm adaptations to language or how the strategies are taught and encourage the practice of cultural humility.

SAMPLE POLL OR END-OF-SESSION QUESTIONS OR REFLECTIONS

› *Thinking back to Day 1 of training, what are some areas of growth you’ve noticed in yourself? What has surprised you about yourself?*

- *What is something you need to practice more or need more experience in to feel confident?*
- *What skills or strengths have you observed in others in the training that you would like to bring into your work with clients?*

• Trainers should model self-reflection as both an explicit practice and demonstrate self-reflection in examples from their own work with PM+ clients and in their own lives.

• Highlight the role of self-reflection as a necessary process for cultural humility in individual feedback meetings or check-ins throughout training and supervision.

• Continue to demonstrate deliberate practice (skills rehearsal + reflection) in supervision sessions.

Buddy System

If resources are available, trainers can pair up helpers-in-training with a “buddy” who has previously completed PM+ (or Group PM+) training. Ideally, the buddy will also have delivered the intervention to some clients, but this is not necessary. Buddies can be located close-by or in any global site, as long as the buddy is able to meet with the assigned trainee in-person or online for practice.

Buddies serve a number of important functions:

• A designated person to act as the client while trainee practices skills as helper
• Alternate to act as client and helper, so helpers-in-training can practice and witness a more advanced PM+ helper in action
• Opportunity for the trainee to have the experience of a client in a simulated roleplay
• A peer to provide feedback, support, guidance and informal mentorship

Prior to confirming participation in the program with each buddy, it is crucial to clearly outline buddy expectations including the time commitment (total hours, duration) and if they will simply be expected to act as the client in these sessions or also provide feedback and support to the trainee. In our experience, helpers-in-training often seek out a mentor who can answer questions and share their experience, so it is important to check-in with buddies periodically.

PRO TIP

If previously trained or experienced PM+ helpers are unavailable, you can also pair up trainees. In this case, it is important to take into consideration relative skill levels and who is most in need of additional support and mentoring. Reviewing pre-training questionnaires, which provide information about prior experience delivering MHPSS, and rating pre-training ENACT roleplay assessments becomes especially important when deciding on buddy pairings. This approach works particularly well if you pair trainees from the same implementing organization, who are more able to coordinate their schedules with the support of their on-site managers.

There are several points that must be considered when pairing buddies with trainees:

• How much time they have to dedicate to this activity
• Geographic time differences and availability
• Level of buddy experience needed to best support the trainee
• Personality of both individuals

An initial email or message can be sent to connect the trainee with their buddy. From there, they can schedule on their own. Once each trainee is paired with a buddy, the pair should meet every week (if training sessions are held once a week) or every few weeks, depending on availability to each pair, the needs of the trainees, and timeline for implementation. In the case of a consecutive training model, it may not be feasible for buddies to meet during the training. In this case, it is important to allot time for buddy practice (after training concludes and before initial practice cases are assigned) when planning the training and supervision schedule.

Because remote training sessions are often shorter than in-person sessions, this often leaves little time for trainees to practice each strategy or session completely. **Therefore, it is recommended that the trainees practice delivering each of the five sessions at least once with their buddy.** Though the buddy system requires additional time, practice is a critical part of PM+ training.
Both trainees and buddies have had positive experiences with this format and have gained valuable knowledge and skills.

Quote from a training cohort which was matched with experienced PM+ helpers for buddies, some of whom were from international communities of practice:

> ***"I loved, loved that this [the remote training] was international, that we had the opportunity to train with people from all over the world. Let me say that again, I loved that this was international, because it was virtual, it gave us the opportunity to literally be in the same space with people from all over the world at the same time in the same place."***
>
> *-PM+ Remote Training Participant*

We recommend providing some structure for the roleplay practice, so this task is not left to the buddy who is volunteering their time. You can create checklists with items and questions based on the specific session, strategy or competency that will be practiced. See example below for a roleplay focused on Session 1 - Managing Stress strategy.

Feedback from your Buddy
SESSION 1: ROLEPLAY
• What did you notice about your buddy's use of basic helping skills? Share any feedback about how they helped you feel calm/at ease or made it easier for you to trust them. Try to identify 1-2 specific helping skills. • What did you buddy do really well? • Were there any parts of the session that you had difficulty with as a client? • When you were confused or discouraged? How could your buddy help to facilitate your learning? • Were there any key sections of the session that your buddy forgot?
MANAGING STRESS STRATEGY
• Did they introduce the Managing Stress strategy? • Did they explain its purpose/what it helps with? • Did they guide you through the strategy step-by-step? • Did they help you develop an action plan?

In our experience, asking trainees to identify someone in their life to practice PM+ with (such as a partner, friend or roommate) presents a number of challenges for trainees including leading to less effective and consistent practice.

Facilitating Individual Use of PM+ Strategies in a Remote Training

One of the best ways for helpers-in-training to learn how to teach the strategies is by incorporating them into their own lives. Personal use of the strategies also helps to de-stigmatize the intervention, strengthens personal connection to and awareness of their utility, increases motivation to be a PM+ helper, and provides valuable hands-on experience to inform work with initial practice cases. There are several ways this can be done:

- Ask trainees to try each strategy on their own using their own personal experiences and problems. This will provide hands-on experience that connects helpers to the impact that PM+ can have on participants' lives and can be included into discussions about appropriate self-disclosure with clients. Trainers can incorporate the personal application of strategies into the homework or offline work. Here are a few examples of homework prompts:
    - Practice the managing stress strategy for 1 – 5 minutes daily. Note down when you will practice on your calendar or phone. After a few days of practice, write what impact (if any) the strategy has had on your overall well being, mood, and functioning. Submit these reflections as part of the offline work or come prepared to discuss in our next session.
    - Apply all seven steps of the Managing Problems strategy to create an action plan for a problem that you or a loved one is currently experiencing. Take notes from each step and submit as part of the offline work.
    - Using the principles of Get Going, Keep Doing, develop your own self-care plan. This can include getting active, connecting with others, or any activities that fill you with joy. Upload, copy and paste or take a photo of your personal plan.
    - Create your own self-care plan incorporating at least 2 of the PM+ strategies.

- Encourage trainees to share PM+ strategies with their family and friends. Trainees can then share their experiences (successes and failures!) during training sessions. For example, one trainee mentioned that she had been practicing the breathing technique from Managing Stress at home with her young child. When her child was feeling overwhelmed or dysregulated, they would go to a space where she could help her child practice slow breathing with the balloon imagery. The child seemed to enjoy the engagement with the parent and it really helped the trainee to practice skills in real life situations which is what we hope our clients will do.

• If the implementation timeline permits and resources are available, future helpers can actually participate in PM+ as clients prior to officially beginning the training, which can reduce the amount of time spent on didactics and knowledge-focused activities in your lesson plan.

"I appreciated that the facilitators of the training were very receptive to feedback in real time from us. So they were checking in and taking the temperature on a day-to-day basis so they were able to make some mid-training modifications in terms of Zoom synchronous learning and then asynchronous outside of Zoom learning so they kind of shifted that mid-training which addressed some of the pain points of the training. Those adjustments helped us get across the finish line."

-PM+ Remote Training Participant

Key Facilitator Skills Required for Remote Training

A successful training requires focus, direction, organization, inclusive and engaging practices, and supportive guidance from a facilitator (or several facilitators). It requires a balance of preparation and flexibility, experience in PM+ and humility surrounding the wealth of wisdom and experience that helpers-in-training will bring with them into their learning. **Facilitation skills are essential to ensure that trainees not only learn the required knowledge about PM+ and the four strategies, but also develop competency in basic helping skills, an understanding of their role as a helper (as well as the limitations of this role), and culturally sensitive attitudes throughout the training process.** As a trainer, it is important to remember that one of the most effective methods to ensure that trainees internalize basic helping skills is by modeling and demonstrating these skills as a facilitator during the training. Many of the most critical facilitator skills overlap with the basic helping skills that PM+ helpers need to develop in order to deliver competent, culturally sensitive care.

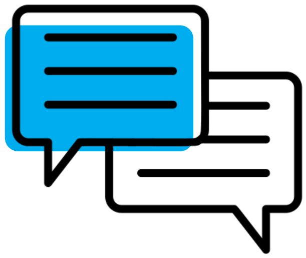
The following ENACT remote basic helping skills are also skills that a good facilitator should develop and model:

Non-verbal communication

• Ensuring that the remote aspect of the training is comfortable for the trainees and troubleshooting when needed (e.g. explicitly addressing privacy issues specific to the remote setting)

• Supporting them through any technical challenges

• Orienting trainees to any digital tools (e.g. Zoom, Google Drive, Mural, Jamboard, etc. Including showing how to mute/unmute, use camera, and other tools depending on the group proficiency with technology.)



Verbal communication

• Asking open ended questions to facilitate introspection, reflection and reconsideration (at an individual level), and meaningful discussions (at a group level).
• Gently guiding trainees rather than correcting them or using accusatory statements.
• Using culturally sensitive language and terminology.
• Using summarizing or paraphrasing statements during discussions.
• Allowing trainees to complete their statements and discussions before chiming in.
• Encouraging trainees to provide input and requesting feedback frequently.
• Using clarifying statements (I heard you say, I understood…).

Explain and promote confidentiality

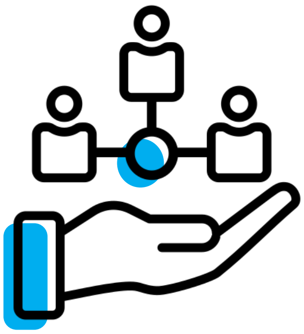
• Establish collective ground rules about what remains confidential (both in the larger group and within smaller breakout rooms or among pairs).
• Avoid minimizing any trainees' concerns about confidentiality; instead explore them as a group.
• Provide different pathways for trainees to reach out to the facilitator if they have any concerns (around confidentiality or other issues in the training). This could include sharing them verbally in the training, sending an email, sending a message through the chat, raising hand, or posting in an anonymous space etc.
• Ask questions to make sure that trainees understand what confidentiality means in terms of sensitive topics that emerge and specific to the remote setting.
• Check-in to make sure that trainees are in a comfortable physical space and can have the level of privacy they need (i.e. separate room, using headphones etc.).
• Don't ask personal or potentially embarrassing questions.

Rapport building and self-disclosure

• Make casual and informal conversation to connect with the group at the outset of training sessions and include check-ins in your agenda.
• Ask each trainee for their introductions as appropriate for culture and context (e.g., what they prefer to be called, gender pronouns, anything they would like to share with the group)
• Avoid dominating the session or conversation; instead invite the group into discussions with open-ended questions.
• Model being comfortable with silence, which will encourage trainee participation. This can include trainers muting. themselves to indicate that they are looking for others to share
• Don't minimize the experiences of any trainee, even if controversial.
• Praise trainees frequently and incorporate specific acknowledgements into group discussions and roleplay debriefings.
• Share personal experiences (including past challenges, which were overcome) as both a PM+ helper working with clients and as a facilitator.
• Don't discuss information or feedback about specific trainees with the whole group; instead summarize themes or refer to the group as a whole.

Explore and normalize feelings

• Encourage trainees to share their emotions, experiences, and any other information in a way that is gentle and culturally appropriate. Never force trainees to share anything they are uncomfortable sharing.
• Explain that many helpers have the same questions, concerns, and reactions to the PM+ material (within the specific training and in past trainings).
• Acknowledge the amount of dedication and time commitment involved in participating in the PM+ training
• Validate frustration when learning new skills, especially if technology is presenting a challenge.
• When helpful, comment thoughtfully on trainees' facial expressions to encourage emotional expression.



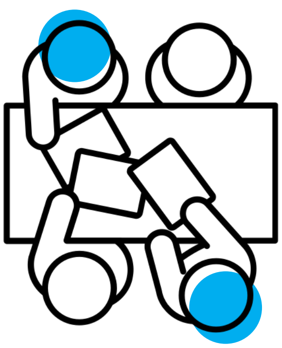
Empathy, warmth, and genuineness

• Don't be critical or dismissive of trainees' concerns or specific learning needs; instead be curious, ask questions, and be flexible in adjusting the training to met their needs.

• Be warm, friendly and genuine throughout the training. This means be yourself! If you're maternal and caring, be the mom.

• If you are creative and playful, mix things up.

• Be genuinely concerned for trainees' and their experience in the training and demonstrate care in both verbal and non-verbal expressions.

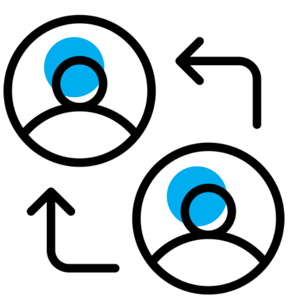


Collaborate on goals

• Ask about trainees' goals and expectations for training individually (e.g. via a pre-training form) and as a group (e.g. in group meetings prior to the training, in guided discussion around goal settings).

• Connect trainee goals with aims and objectives in your training syllabus.

• Be flexible and modify training and supervision agenda to incorporate activities that explicitly address trainee goals for their development as helpers.



Elicit feedback

• We have said this frequently but it's worth repeating. Elicit feedback often and be responsive. This is an important way to model humility and the role of facilitator as teacher/guide/coach rather than expert.

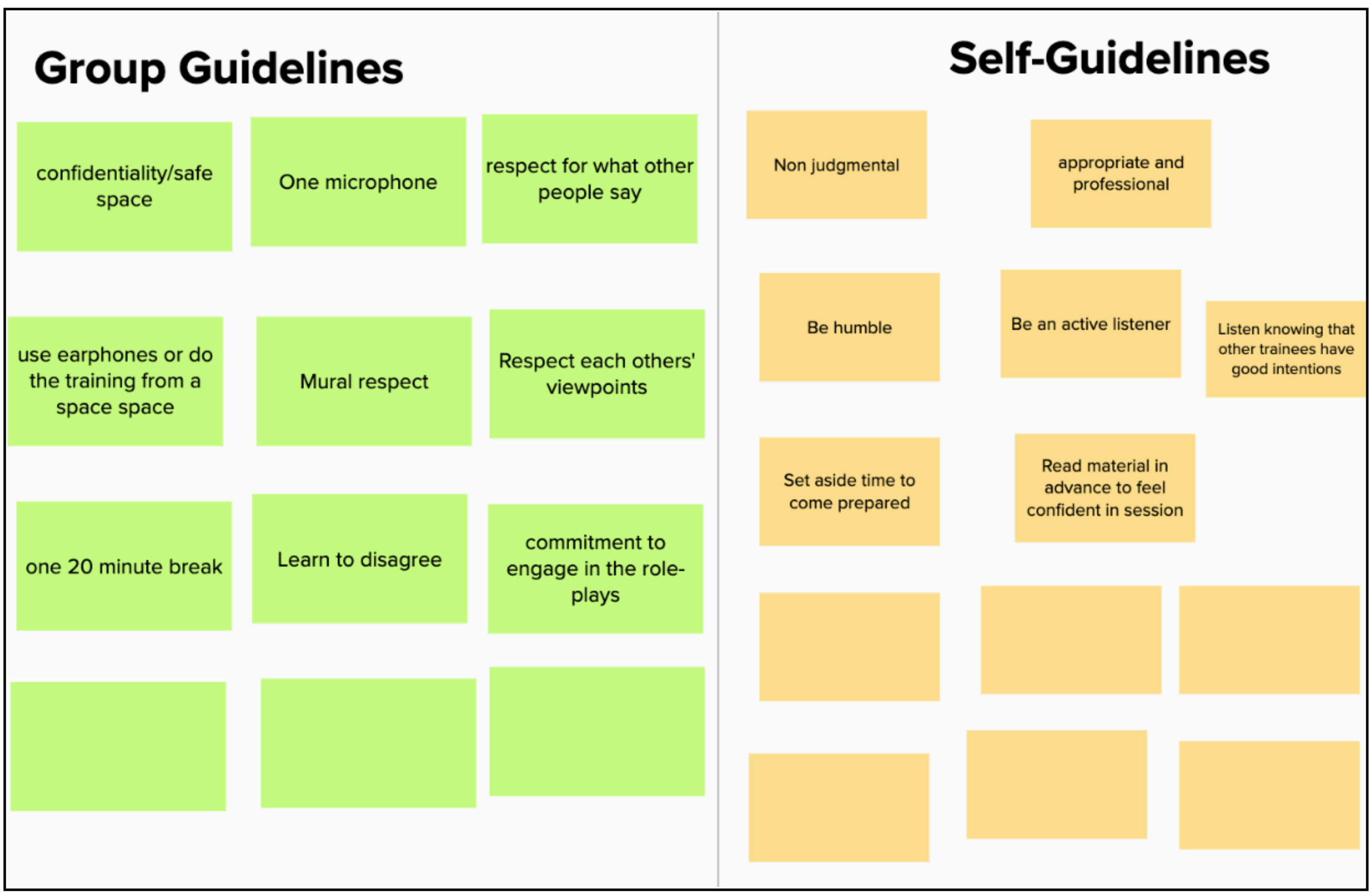
• When providing suggestions or examples of how to respond to clients, ask questions to see if trainers find this helpful.

• Provide clarifications or alternative suggestions as needed.

• Summarize feedback and explicitly outline ways you intend to address it.

Here are a few additional skills that a good facilitator should have that are not a part of the ENACT remote competencies:

- Advanced preparation and organization
- Time management and timekeeping
- Establishing a safe environment for sharing
- Creating and maintaining focus amongst the group
- Evaluating the mood and capacity of the group and determining when to take a break, when to incorporate an icebreaker/energizer/guided relaxation, when to break from or revise the agenda
- Managing group dynamics including more dominant and quiet trainees



Screenshot of a remote training activity on the Mural platform

05

Challenges and Solutions during Remote Training

Challenges for Remote Training and Possible Solutions

"I think having people who were skeptical about the program made it uncomfortable for the people who are really motivated to do it and had really positive experiences about it. It kind of felt like our experiences were, I don't know, denounced in some way. The negative experience had to be taken into consideration when I, for instance, felt uncomfortable speaking up about how good of a time I was having knowing that there are people who are just sitting there not interested, and it just felt judgmental."

-PM+ Remote Training Participant

Group Dynamics

Group dynamics can be especially challenging in virtual spaces. In person, trainers can observe nuances such as body language and check-in with individual trainees discreetly, but this is more challenging in remote training. Even with training groups who work together on a regular basis, it is important to pay attention to differences of personality and learning or working styles. If the trainer is pairing trainees to practice offline, thinking critically about trainees who would complement each other is a key consideration. It can also be helpful to check in with people individually to see how they are doing and to acknowledge and address any difficulties that may arise. The goal is to create a cohesive, collaborative, non-judgmental environment where trainees feel comfortable learning. Below are examples of challenges that may arise and how these might be addressed in order to maintain a positive training experience.

Below are examples of some group dynamics that may occur in remote trainings and possible solutions on how to address them

DYNAMIC	CASE EXAMPLE	CHALLENGE	POSSIBLE SOLUTIONS
Quiet group	During a remote PM+ training delivered by a US based trainer to a group outside of the US, trainees were initially not very talkative during group discussions and were hesitant to respond to questions asked by the trainer. Because of internet issues and cultural norms, most of the trainees had their video off making it sometimes difficult to know their level of engagement	How to facilitate engagement, participation and group cohesion in a remote setting?	• Identify groups strengths (e.g., attentive and focused) • Provide opportunities for breakout rooms where trainees can more freely talk to one another. • If possible, have one on one phone calls or online meetings where trainer can get to know the trainees and make them more comfortable in a remote setting. • Organize the agenda so it is less discussion heavy and allow for other activities in small groups, role plays and games. • Use validation when a trainee does respond to a question. • Encourage engagement through more direct questions that have clear answers (e.g. games or quizzes) which can build confidence in the trainees, highlight what they have learned, and help develop comfort in sharing/volunteering.

DYNAMIC	CASE EXAMPLE	CHALLENGE	POSSIBLE SOLUTIONS
Talkative (cohesive) group	When working with trainees from 2 mentorship-based nonprofit organizations, the group was composed of multiple confident, talkative and social trainees and trainers struggled to stick to agenda and time keeping	How to maintain structure and adhere to the schedule while supporting positive interactions in group discussions and breakout rooms?	• Identify group's strengths (e.g., confident, experienced, very engaged with content, encouraging of each other) • Establish guidelines such as times when participants are muted and times when there is an open forum • Encourage norm of group time keeping and adding topics and questions to a parking lot
Dominant trainees	1-2 trainees dominant group discussions, may speak more often or for longer periods, and/or demonstrate a tendency to be critical of lesson content or their peers	How to support each trainee's strengths in a positive manner and to make sure no one is excluded?	• Discuss group norms/rules/expectations at the outset of training and return to them when necessary • Provide a template for structured peer feedback (e.g., questions to guide feedback, encourage the sandwich approach to constructive feedback) • Give dominant trainees a task to occupy their time and attention and best utilize their strengths (e.g., summarize key points that arise in today's discussion)

DYNAMIC	CASE EXAMPLE	CHALLENGE	POSSIBLE SOLUTIONS
Quieter trainees	Few trainees may not speak in group discussions as much as other trainees. Because of this attention of the trainers may go towards those who are dominant rather than quieter in the group.	How to provide focus to all trainees based on their unique needs, reduce barriers to participation for quieter trainees, and include activities in the training that are easy for quieter trainees to participate in?	• Provide opportunities for small break out rooms where trainees that may not speak in a large group may feel more comfortable to share their opinions. • Include activities such as brief quizzes and roleplays to make sure that all trainees, including those who are quieter, are learning and retaining the material.
Inconsistent attendance	When working with several community based organizations in the US, it was difficult for trainees to attend each of the training sessions because of their busy work schedule outside of the training.	How to encourage trainees to attend trainings and lessen the barriers to attendance?	• Establish a standard for minimum attendance requirement with the group • Schedule 1-on-1 check-in with trainee when late arrival or missed sessions become a pattern, especially if the trainee is not communicating about attendance issues • Collaboratively develop a plan for trainees to make-up missed work asynchronously. • Consider involving the trainee's manager/ supervision only if you

DYNAMIC	CASE EXAMPLE	CHALLENGE	POSSIBLE SOLUTIONS
			have their agreement. • Setting guidelines at the beginning of training that attendance is mandatory and that if a person needs to be absent, to communicate that before the day's training.
Early training drop-outs	When working with several community based organizations in the US, several trainees stopped attending training after the first few sessions and let the trainers know that they will no longer be able to attend the training	How to make sure that those that sign on to the remote training are able to complete it without dropping out?	• Be clear about training expectations before training begins • Utilize an "opt-in" model of trainee recruitment whenever possible • Reduce or eliminate asynchronous work or "homework" that is inessential • Include all training activities (e.g. pre-training ENACT roleplays, surveys, quizzes) and meetings within the structured training schedule, so trainees don't have to give up any of their time outside of designated training sessions

FORMAT FOR REST OF SECTION

- **Case example:** brief paragraph or quote in our own words about what happened
- **Lessons Learned**

Technology Issues

CASE EXAMPLE

In 2021, we conducted a remote PM+ training with trainees from several countries. The trainees had varying levels of access to the internet. Some trainees had to join from their phones with their videos off while others were able to join from their computers with their videos on. It was necessary to adapt and modify the training and materials so that it would be accessible for all trainees. Rather than using external sites to take notes or play games, we used basic powerpoint. During breakout rooms, we tried to form groups that had a mix of trainees with different levels of internet access so at least one person could take notes on the discussion using powerpoint. As trainers, we tried to remain patient and understanding when trainees had disruptions to their internet.

LESSONS LEARNED

• When leading a training with different levels of internet access and technology knowledge, make sure all tools used in the training are accessible to everyone in the group. This may mean using a simple powerpoint presentation or word document rather than tools such as Mural, Mentimeter, and other websites that require trainees to use various webpages.

• Make sure to provide clear instructions verbally and written so that trainees with various learning styles and those and those who are following along by audio all receive clear instructions for every activity.

• Create breakout rooms thoughtfully with a mix of trainees that do and do not have steady internet access and/or technology knowledge. This way, trainees in each group can support one other.

• It is possible that some trainees may drop in and out of the training during a given session because of access issues. As a trainer, it is important to approach these issues with a patient and calm demeanor.

• If a trainee(s) is having difficulty with an aspect of technology that other trainees are proficient in, a co-trainer or technology facilitator (if they are a part of the training), can create a separate breakout room to work through the technology issue with the trainee(s). This way, the training will not be disrupted and one trainer can continue to lead the training in the main room.

Motivating Engagement: Buddy and Roleplay Practice

CASE EXAMPLE 01

In 2021, I was paired with a buddy who had previous experience as a community mentor to young people. She expressed that her position was as a respected elder and that she saw her role as an advice giver, an expert. It was challenging to work with this pre-existing structure to create curiosity and to emphasize that the client is the expert of their own experience.
We would often role play and focus on facilitating curiosity as opposed to offering advice; it can often be challenging to make this shift. Role play should be non-judgemental and collaborative to support the trainee's confidence in developing PM+ skills.

LESSONS LEARNED

• There may be situations where the trainee has experience as a counselor, social worker, or in another mental health role. It can be difficult to decouple experiences where the trainee has occupied a mentor role providing advice and solutions to a stance of curiosity and collaboration. A helpful arena to discuss and process these difficulties and any other difficulties that may arise for the trainee are in buddy roleplay practice. Buddy experiences may serve as useful practice for rapport building and deliberate practice to facilitate growing confidence in PM+ Helper skills.

• One of the most helpful components of the buddy interactions is a clear agenda, roleplay instructions and/or a structured checklist for buddies to follow in their meetings. This should be provided to both the experienced helper and trainee by the trainer ahead of time. This structure can help to facilitate self-reflection and peer feedback while keeping the pair on task. Without a semblance of structure, buddy interactions tend to veer into "chit chat" about topics unrelated to training. Roleplay anxiety is another reason trainees often veer off task in roleplays. This structure ensures trainees have adequate support during a time when they are learning new skills and a new protocol.

• Much like interactions with the client, the buddy interactions should be warm and supportive, keeping in mind that the goal is to role play with the trainee or to discuss challenges in the training. This time can be approached as a deliberate practice session to enable trainees to hone their skills outside of the formal training. It is the role of the buddy to help keep the time together focused on the objective or the agenda that day. If the conversation veers into another topic, the buddy should be mindful to redirect the conversation back to the specific meeting objective.

• Debriefing in buddy sessions should keep in mind specific objectives as opposed to open, unstructured conversation. Some light "training" or guidance for the more experienced buddy may be helpful. They should be encouraged to review what was covered in training since the buddies last met and address specific challenges or concerns for the trainee. For instance, if the trainee is finding it difficult to approach the managing problems strategy in a collaborative and structured way without resorting to advice giving, the buddy can model what this might look like with a simulated problem. Trainees may struggle to come up with open-ended questions to help the client to find their own solution. Walking through these moments can build trainees' confidence in this skill when they find themselves working with the client.

CASE EXAMPLE 02

In a recent cohort, helpers from one organization–who were volunteers within the organization and clients of the organization which served older adults–were paired with trainees who were employees of a social service agency, which focused on job placements and workforce development. Pairing helpers from these two organizations helped to motivate the employee helpers, who saw the highly motivated volunteers delivering PM+ to more clients due to their community needs as well as their more open schedule. As well, helpers from both organizations were exposed to different client problems, and a wider range of problems to which the strategies can be applied.

LESSONS LEARNED

• Pairing up trainees from different organizations or implementing partners enhances motivation and engagement, because there is a stronger sense of responsibility to attend buddy practice meetings.

• Trainees benefit from their buddy's experience working in a different context often with different client populations and/or implementation challenges.

Motivating Engagement: Offline/Asynchronous Work

CASE EXAMPLE

As part of a recent remote training, we included several different types of homework or asynchronous work that trainees were encouraged to complete in between training sessions. This included watching videos, answering and submitting reflection questions, reading relevant sections of the manual, and occasionally reading other relevant articles and writing.

While trainees were eager to complete the assignments after the first few sessions, motivation to complete these assignments dropped over time. To address this issue, we have reduced the amount of asynchronous work, integrated strategies to keep motivation high, and slightly rearranged our training schedule (see below).

LESSONS LEARNED

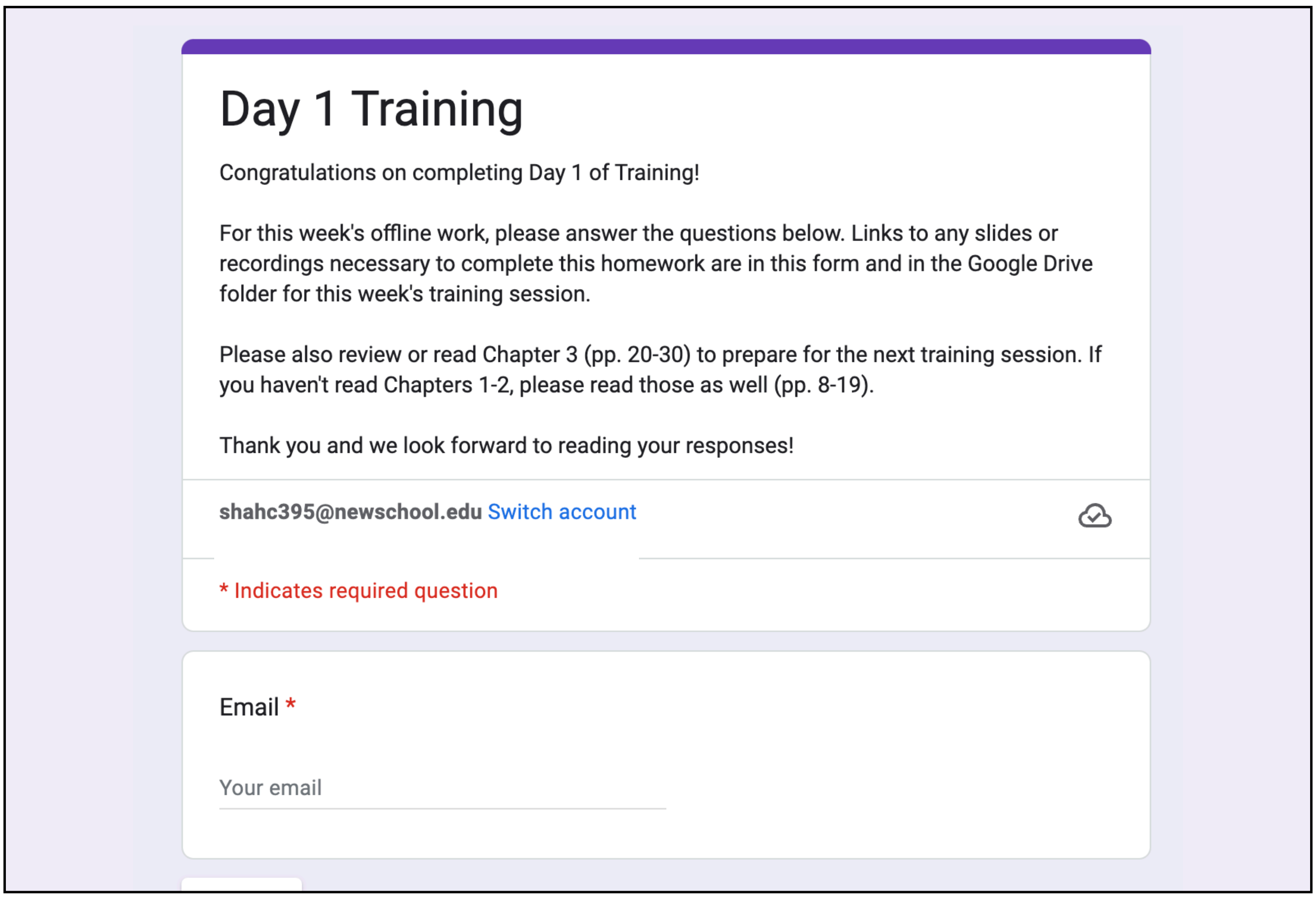
• Prior to the training, be sure to meet with the trainees and set their expectations about how much homework or asynchronous work they will have. Ensure that all trainees have access and know how to use the resources that the trainers will include in the homework (ex. where trainees can find the videos, access to a PM+ manual etc.)

• If trainers are aware that the trainees will have limited time to complete the homework in between sessions, our recommendation is to only select the most important, necessary, and effective assignments. For example, videos that trainees can watch on their phones or computers, practicing with a buddy from their training group, and/or reading the manual may be a better use of trainees' limited time than submitting an assignment to the trainers. Homework should also be adjusted based on trainees' access to the internet, free time, and skill level.

• Consider modifying the remote training to fit the needs of the trainees. For example, the trainers may want to demonstrate each session to the trainees before the trainees perform role plays themselves. This interactive method may help increase motivation and engagement in a remote training. It also helps to build competency and confidence gradually and helps the trainees see an example of what the sessions will be like.

• Include more advanced role plays such as working with reluctant clients and responding to suicide and risk towards the end of the training. Starting with heavier and harder topics, especially in a remote setting, may be discouraging and overwhelming for some trainees.

• Provide feedback using the ENACT on basic helping skills and encourage self-assessment from the trainees as well. Though remote trainings may be challenging for many trainees, steady feedback may be helpful in showing the trainees that they are making progress, even in a remote setting.



Day 1 Training

Congratulations on completing Day 1 of Training!

For this week's offline work, please answer the questions below. Links to any slides or recordings necessary to complete this homework are in this form and in the Google Drive folder for this week's training session.

Please also review or read Chapter 3 (pp. 20-30) to prepare for the next training session. If you haven't read Chapters 1-2, please read those as well (pp. 8-19).

Thank you and we look forward to reading your responses!

shahc395@newschool.edu Switch account

* Indicates required question

Email *

Your email

Screenshot of a homework assignment on Google Forms platform

Appendix

Example PM+ training Syllabus with Agenda sent to trainees before the start of remote training

THE NEW SCHOOL FOR SOCIAL RESEARCH

June - August 2021 Problem Management Plus (PM+) Helper Training

Welcome to PM+ Helper training! Prior to starting the training, please review this syllabus and refer to it throughout the training to access homework, offline commitments, and general expectations for the training. We are so excited to have you on board! Feel free to reach out to Kendall, pfefk996@newschool.edu, and Manswi, sangraum@newschool.edu, with any questions or concerns along the way.

What is Problem Management Plus (PM+)?

- PM+ is a psychological intervention developed by the World Health Organization (WHO) for adults experiencing symptoms of common mental health problems (e.g., depression, anxiety, stress or grief), as well as self-identified practical problems (e.g., unemployment, interpersonal conflict). PM+ has been used in many parts of the world and was designed to be flexible and adapted to fit many different contexts and cultures. Participation in PM+ has resulted in a decrease in general psychological distress, depression, and anxiety in rigorous studies conducted in Kenya, Pakistan, and Nepal; however, PM+ has only been implemented in the United States very recently. Last year at the start of the pandemic our team (at the New School and George Washington University) began adapting PM+ for remote training and implementation with help from the International Federation of Red Cross and Red Crescent Societies (IFRC). You are part of an early group of implementers being trained to deliver PM+ to NYC communities experiencing mental health impacts of the pandemic, an adversity that we're all facing together.
- The intervention is based on the premise that problems are a part of our lives, and it is difficult to solve many problems, especially in low resource communities most impacted by systemic inequality and disparities in access to mental health care. PM+ focuses on providing clients with the tools to manage their own problems, and therefore, reduce stress in their lives.
- PM+ is typically 5 sessions. Helpers and clients meet 1 time per week for five weeks, and each session is approximately 90 minutes.
- PM+ is part of a broader movement, called "task sharing", to improve access to mental health support and reduce stigma by building capacity for community-led mental health interventions. People without a mental health background or any specialized education or previous training can be trained to deliver PM+ to clients.

Aims of the Training

- Learn to competently deliver PM+ intervention to persons affected by adversity
- Learn to effectively deliver remote mental health and psychosocial support interventions competently and safely over Zoom
- Learn about common mental health problems (e.g., depression, anxiety, stress)
- Learn how to conduct PM+ assessments and to identify and respond to risky clients
- Determine who should be included or excluded from PM+
- Learn basic helping skills
- Learn how to teach the four PM+ strategies
- Engage in supervision and provide feedback to others in a meaningful way
- Explore ways of implementing PM+ in your own context and with your community

Remote Training

- Weekly training sessions will be conducted on Zoom. We'll use the same Zoom link each week. You will also be able to access the link through the Google calendar invite.
- Each session will last approximately 4 hours and will include several short breaks or one longer break.
- We'll start our session each morning with an icebreaker, energizer or relaxation activity. Please make an effort to be on time. We'll need the whole 4 hours.
- Activities during training will be a combination of breakout room discussions, roleplays, group discussions, guided interactive exercises, and some powerpoint presentations to accommodate a variety of learning styles.
- We will use an online platform called Mural to aid us with our brainstorming and notetaking in group work and document our discussions. Feel free to explore before we get started. Here's a brief "How To" webinar.
- If you have any feedback for us about the training, please feel free to email and let us know. We are open to molding the training to fit your learning needs!

Trainee Expectations

- The training includes weekly, 4-hour sessions with trainers and asynchronous, offline work, totaling approximately 80 hours. Training will last 9 weeks and take place between June 22, 2021 and August 17, 2021.
- Please read as much of the manual as possible before the training begins. This will free up time for you to focus on watching the demonstration videos and reviewing material to prepare for weekly sessions.
- Showing up to each class on time. If you need to join a session late or leave early, please email us ahead of time to let us know.
- Let us know 24-48 hours prior to the training day if you need to miss a session.
- Each training session will cover a lot of material, so it is extremely important not to miss any part of the training. If you have an emergency and cannot make it to a session or a part of a session, please email us beforehand. Plan to watch the recorded session, and we'll follow-up with any other activities to help you keep up with the group.

Offline Homework

The WHO-recommended course of training is 10 full days (i.e., 80 hours). In order to accommodate busy schedules we have condensed the training into 9 half-days of synchronous learning, and we have extended the training to a 9-week period to give you time to complete the offline work in your own time. The asynchronous learning elements or offline homework assignments are a crucial part of your training. You will not be able to meet the necessary training requirement without engaging in the offline work in a consisten and meaningful way. A couple key things to keep in mind:

- It is incredibly important to read the relevant chapters in your PM+ manual prior to our weekly training sessions (or if you've read the manual prior to the training, please review!). Please pay particular attention to the scripts provided within the chapters on each PM+ strategy. We will expect you to be familiar with this material, as we'll dive right into discussion and role play in our weekly, group training sessions.

- Make time to watch the demonstration videos. It is very helpful to get to see the strategies being taught and to observe the style of other Helpers.
- If you fall behind on your offline work due to circumstances at work or in your personal life, please let us know. We're here to help and will be happy to work with you to come up with a plan to make up the work. Life happens!

EQUIP Role Play Assessments

The World Health Organization created an initiative called EQUIP (short for Ensuring Quality in Psychological Support) to look at how we can improve the quality of care delivered to people suffering from psychological distress around the world. The role plays we will ask you to participate in were designed to assess competency in common factors (ENhancing Assessment of Common Therapeutic Factors, aka ENACT) and in PM+ treatment-specific factors. In the role plays, you will practice your skills as a Helper with a trained actor who will play the role of a potential client seeking care. Role play assessments will be scheduled at three timepoints (pre-training, post-training, and post-supervision) to assist the trainers/supervisors in identifying skills to focus on during the training, tracking your progress over the course of training and supervision, and providing you with individualized feedback. A few key points to note before your first role play:

- The pre-training role play should be scheduled during the first week of training. **You will receive a link via email to sign-up for an appointment.** The roleplay itself will only be 10-minutes long; however, we'll ask you to sign-up for a 30-minute time slot to allot time for you to read the instructions and to account for any technology disruptions that may arise.
- Please **read and sign the informed consent** and email it back to Alexa, digia681@newschool.edu, before your scheduled appointment. The document provides background information on the ENACT roleplays and on feedback interviews that we'll ask you to participate in following the training.
- Lastly, please **watch this video** https://drive.google.com/file/d/1Uz8TtwRDrf0pQNFg4cpyniitBKq77oAT/view?usp=drivesdk to learn more about roleplay assessments and why we are doing them.
- If you have any questions about ANY of this, please let Kendall and Manaswi know.

Weekly Buddy Practice

- Each trainee will be matched up with a buddy. Your buddy will be someone who has completed the PM+ training and also may have experience delivering PM+ to clients.
- You will be expected to meet with your buddy each week starting the week of June 28th for one hour each week. During this hour, you will roleplay material that was covered in the training session (with you as the "helper" and the buddy as the "client"). You can also use some of this time to talk through the strategies and ask your buddy about their experience with PM+.
- Meeting up and practicing with your buddy is a very important part of training, because we often will not have enough time in the training sessions to roleplay each part of the PM+ sessions. The more practice, the better prepared you will be to see future clients!

Cultural Adaptation Focus Group Meetings

- Because PM+ is an intervention that can be adapted to fit different cultures and contexts, it is extremely important to think critically about the needs of the population you will be serving and how PM+ will fit into the existing structure of your organization. We will meet with you and the other members of your organization who are in the training at least twice to brainstorm ideas and guide you through adaptations.
- These meetings will also be an opportunity to check-in and see how you are doing in the training and gather any feedback that you may have for us.
- We will begin to schedule these meetings after the first 4 - 5 weeks of training.

Supervision

Following the 9-week training, you will deliver PM+ to at least 2 clients. Suitable clients will be identified by your organization.

- In order to complete the PM+ training, you must participate in weekly 60 to 90-minute, group supervision for the duration of your first two PM+ "supervised practice" cases.
- Supervision will be facilitated by a clinical supervisor at the New School to help monitor the progress of your cases. It is also an opportunity for you to learn from your peers.
- Consolidating what you learn during the training with real world implementation is a crucial part of the training. It's also the most fun!

Training Day	Topics	Homework
Pre-training		• Submit your participant questionnaire in Google Forms • Read your PM+, ideally Chapters 1-10 (pg. 8-73). Chapters 1-2 (pp. 8-19) will be covered on Day 1. • Schedule ENACT role play for Week 1 of training
Day 1 (June 22)	• Introductions & pre-training exercise (Mural) • Group rules & expectations (Group discussion) • Understanding common mental health problems (Breakout) • PM+ overview & aims (Didactic) • Helper roles (Breakout)	Day 1 submission form • Complete ENACT pre-training role play (15 mins) • Connect with your buddy and schedule first meeting • Helper roles exercise • Read/review Chapt. 3 (pp. 20-30) in your manual on Basic Helping Skills (BHS) and review BHS slides • Watch BHS mini videos • Communicating concern case example • Submit discussion q's & reflections
Day 2 (June 29)	• Coping continuum exercise • Cultural humility & adversity	Day 2 submission form • Read Cultural Humility article & reply to prompts

	(Breakout) • Basic helping skills exercise (Breakout + Mural) • Reluctant client (Role play)	• Read/review Chapt. 4 (pp. 31-36) on PM+ Assessments • Review Appendix A, B & D, pp. 76-90, 95-96 • Complete EQUIP modules on Assessing and Supporting People Experiencing IPV & Suicidal Behaviors • Watch Pre-assessment demo video & Suicide risk assessment demo video • Risk assessment case example • Submit discussion q's & reflections
Day 3 (July 6)	• Working remotely (Group Discussion + Mural) • Intro to assessment (Didactic) • Pre-assessment (Role play) • Risk assessment (Breakout) • Exclusion criteria (Discussion)	Day 3 submission form • Role play pre-assessment with your buddy • Complete EQUIP module on Providing Psychological Care Remotely & reply to prompts • Reply to prompts on Assessing Risk • Read/review Chapt. 5 (pp. 37-41) on Understanding Adversity & Chapt. 6 (pp. 42-45) on Managing Stress • Watch Session 1 demo video & reply to prompts • Watch Managing Stress strategy mini videos (link will be provided) • Review Appendix G, pp. 108-117, *pay particular attention to Session 1 scripts* • Submit discussion q's & reflections
Day 4 (July 13)	Session 1 • Aims of Session 1 (Didactic) • Educating Clients about PM+ & Confidentiality (Breakout) • Educating Clients & Understanding Adversity (Role play) • Managing Stress (Didactic & Role play)	Day 4 submission form • Role play Session 1 with your buddy • Reply to prompts on Session 1 • Read/review Chapt. 7 (pp. 46-55) on Managing Problems • Watch Session 2 demo video & reply to prompts • Watch Managing Problems strategy video 1 & Managing Problems strategy video 2 • Review Appendix G, pp. 118-120, *pay particular attention to Session 2 scripts* • Submit discussion q's & reflections

Day 5 (July 20)	Session 2 • Aims of Session 2 & Intro to Managing Problems (Group exercise & Didactic) • Solvable/Manageable v. Unsolvable Problems (Breakout) • Choosing & Defining the Problem (Breakout) • Brainstorming & Making a Plan (Breakout) • Managing Problems (Role Play)	Day 5 submission form • Role play Session 2 with your buddy • Reply to prompts on Session 2 • Read Chapt. 8 (pp. 56-64) on Get Going, Keep Doing • Watch Session 3 demo video & reply to prompts • Watch GGKD strategy video 1 & GGKD strategy video 2 • Review Appendix G, pp. 121-125, *pay particular attention to Session 3 scripts* • Submit discussion q's or reflection
Day 6 (July 27)	Session 3 • Managing Problems Review (Group Discussion) • Intro to Inactivity Cycle (Didactic & Breakout) • GGKD Live Demo • GGKD (Role Play)	Day 6 submission form • Role play Session 3 with your buddy • Reply to prompts on Session 3 • Create your own activity plan • Read Chapt. 9 (pp. 65-69) on Strengthening Social Support • Watch Session 4 demo video & reply to prompts • Watch Strengthening Social Support strategy video • Review Appendix G, pp. 126-129, *pay particular attention to Session 4 scripts* • Submit discussion q's & reflection
Day 7 (Aug 3)	Session 4 • Who do you go to for…? (Group exercise) • Strengthening Social Support (Didactic & Discussion) • Strengthening Social Support (Role Play)	Day 7 submission form • Role play Session 4 with your buddy • Read Chapt. 10 (pp. 70-75) on Staying Well & Looking Forward • Watch Session 5 demo video & reply to prompts • Review Appendix G, pp. 130-133, *pay particular attention to Session 5 scripts* • Submit discussion q's & reflection
Day 8 (Aug 10)	Session 5 • Aims of Session 5 (Didactic) • Recovery/Staying Well • Imagining how to help others • Looking to the Future • Working remotely (Breakout)	Day 8 submission form • Role play Session 5 with your buddy • Develop list of cultural adaptations • Self-care exercise • Submit discussion q's & reflection

Day 9 (Aug 17)	• Review of Session structure (Didactic) • Assessment, Response to Risk & Exclusion Criteria (Breakout & Discussion) • Choose your own adventure (Role play) • Parking Lot review (Group Discussion + Mural) • What's Next?	• Make up any missed assignments! • Schedule post-training ENACT role play

FEEDBACK ON PM+ TRAINING (SAMPLE QUESTIONS)

Thank you so much for being a part of the PM+ training! As part of the reflection process as you complete this training and to further improve this experience for future cohorts, we would love to hear your honest feedback about the different aspects of this training. We value your experiences. We have learned so much from you along the way and hope to continue to do so. Thank you for your time, commitment, and dedication in learning PM+!

With gratitude,
_________ (Trainers' names)

- What did you think about the training content? Was there something that you wish we had spent more time on?
- What was your experience with the role plays and activities conducted in the training? Any feedback on any of these activities?
- What was your experience with the offline work (homework, videos, manual reading etc.)? Any feedback on this aspect of training?
- What was your experience with the ENACT roleplay assessments? Did you find them useful for your learning process?
- What was your experience interacting and doing role plays with your buddy? Any feedback on how to improve this experience?
- What was your favorite part of the PM+ training? Least favorite part?
- Any thoughts on how PM+ could be implemented within your organization?
- Is there anything about PM+ that you would like to learn more about?
- Any other feedback for the trainers?

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