

Training Module of Psychosocial Support



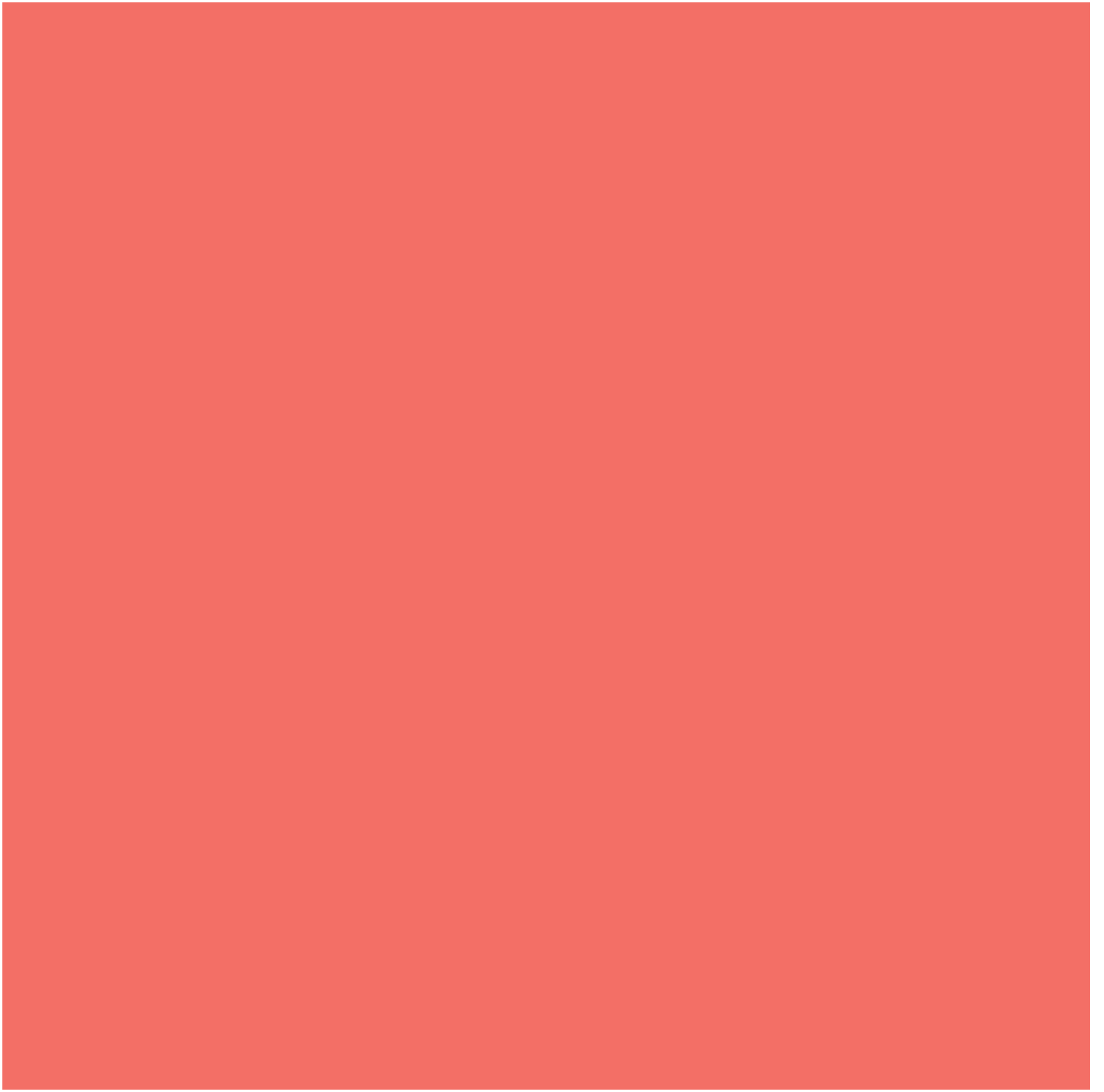


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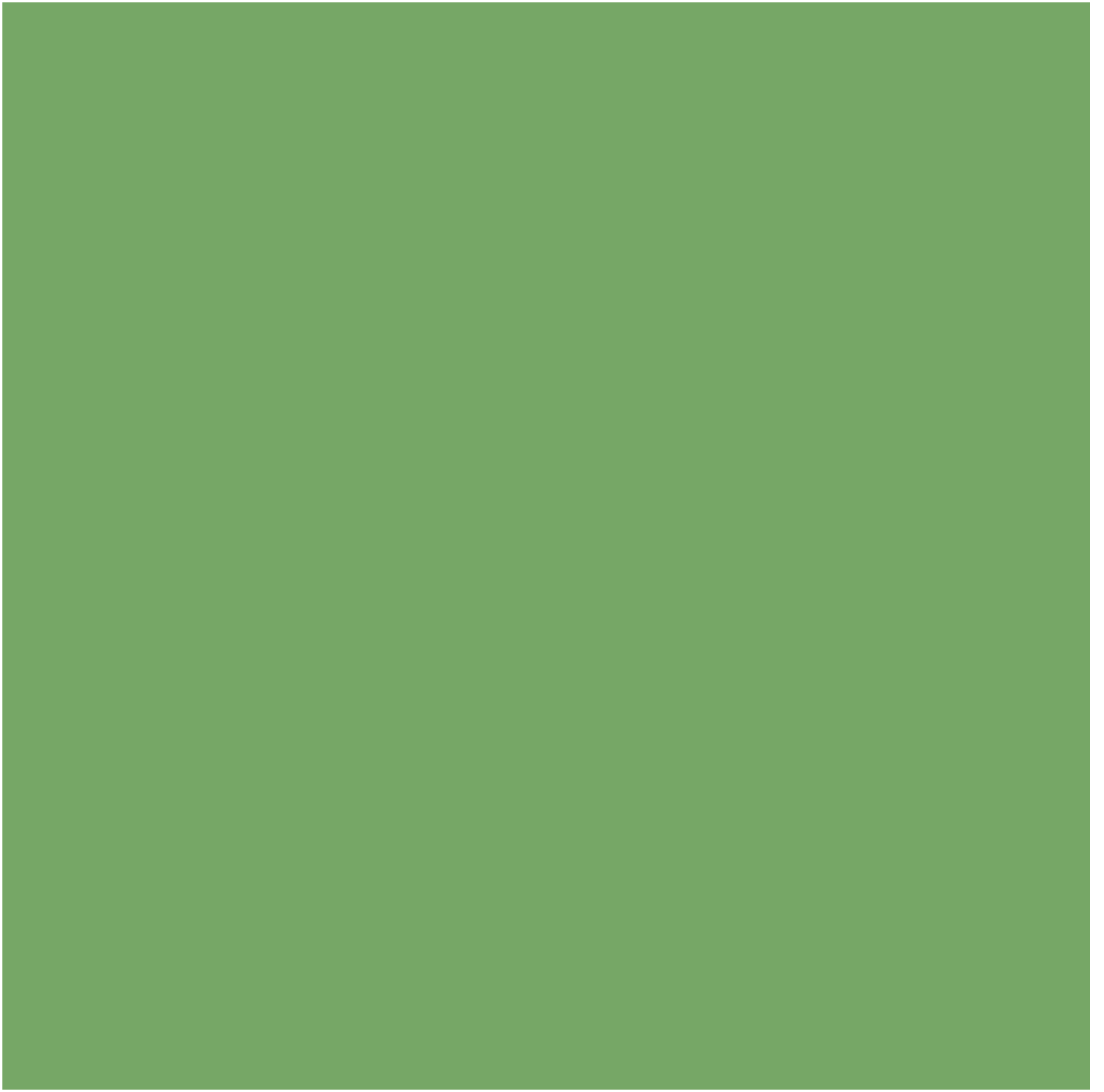
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Day 1

Session

1

Introduction and pre-test



Materials

Notebook, Pen, Name card, Pre-Evaluation Question Paper, Whip card, Marker



Time

1 hour



Method

Group discussion



Sessions

Preface and Introduction, Pre-test, Training Expectations, Objectives, Training Schedules and Rules



Objective

Participants at the end of this session:

- Be able to get to know each other free from inertia
- Be able to present their prior knowledge in writing through pre-test question papers
- Be able to express what they expect from this training
- Be able to say the purpose of this training
- Be able to set rules during training



Procedures

- Firstly, trainer will welcome participants to the training and introduce himself, and saying that it is necessary to get to know each other and build a positive relationship between the participants and the facilitator at the beginning of the training. So we will now get to know each other with enthusiasm
- Participants will talk about a quality of their own by matching their names.
- The quality should be matched with the first letter of the name such as: My name is Amina, I am confident
- Trainer briefly discuss the introductory episode in the supportive large group. She will distribute pens, notebooks and name cards. S/he will ask participants to write their name on the name card

- Pre-test through helpful question papers
- Give each participant a whip card and marker
- Then two minutes for the participants to think about their expectations from this training
- Give it time and give it two more minutes to write it on the whip card
- Collect the cards, read them one by one, and pin the cards to the whip board
- Trainer will tell the participants that we will check to see if the expectations are met on the last day of training
- Then analyze the objective of the course by presenting PPT
- The training schedule will be distributed among the participants and divide the participants into four groups. The four teams will be called **Management, Entertainment, Reflection and Review** respectively
- The task of the **management team** will be to maintain the discipline and attendance of the participants during the training. The task of the **entertainment team** will be to arrange entertainment for the participants during the training (dance, song, recitation, etc.). The task of the **reflection team** will be to review the content of the day after the training and the task of the **review team** will be to review the content of the previous day
- Thus the four teams will alternate their work among themselves in phases every day
- Then ask the participants what rules we should follow to make the session run smoothly and easily/effectively. Listen to their ideas, write on posters and discuss. At the end of the discussion, hang the poster in the classroom
- The trainer will tell all that this training is fully participatory so we need to keep in mind that whenever we feel the need to comment on something, we will participate spontaneously without any hesitation
- Then trainer will end the session by thanking all.

Session

2

Health and Mental Health, Current Context of Bangladesh



Materials

Flip Chart, Marker



Time

1 hour



Method

Group Discussion, PPT (Power Point Presentation)



Sessions

Health and Mental Health, the current context of mental health in Bangladesh



Objective

Participants at the end of this session:

- Find out what health and mental health are
- Learn about mental health needs
- Can know the current context of mental health in Bangladesh



Procedures

- At the beginning of this session trainer will want to learn about health and mental health from participants
- The Trainer will present PPT, then analyze the definitions provided by the World Health Organization (WHO) with ideas from health and mental health, mental health needs from participants. Then trainer will ask the participants what they know about the current context of mental health in Bangladesh
- Record the opinions of participants on a flip chart and discuss everyone's opinions in large groups
- Then PPT will present the current context of Bangladesh in supportive mental health

Session

3

Ideas about child growth (ideas about developmental theory)



Materials

Flip Chart, Marker



Time

1 hour



Method

Group Discussion, PPT (Power Point Presentation)



Sessions

Ideas about child growth (ideas about developmental theory)



Objective

Participants at the end of this session:

- Gain an idea of the child's development (developmental theory)



Procedures

At this time the participants can ask various questions about the stages of development. But if the participants do not ask questions, then they will ask helpful questions to each other's and discuss for 8-10 minutes (This will be basically a sharing session, participants will feel free to share their views).

- Which stage of development seems to be the most important in making a person's life meaningful?
- If the 7th and 8th stages show unsatisfactory results of development, what do you think the person can do for mental well-being?
- What role do parents think they can play in avoiding unsatisfactory results in the 3rd, 4th and 5th stages of development?

Session

4

The idea of the child's attachment with the child's parents/carers



Materials

Flip chart, marker



Time

1 hour



Method

Group discussion, PPT (Power Point Presentation)



Sessions

The idea of the child's attachment with the child's parents/carers



Objective

At the end of this session, participants will know:

- What is attachment
- How attachments are made between parents and children and why this is important
- The type or variation of the attachment



Procedures

- Participants will be able to ask questions in each section, as well as give their own opinion/opinions. They will also be able to share their experiences
- In each part, the trainer will ask some questions, take everyone's opinion, which the participants will be able to say without any pressure
- Everyone's participation is important during team work, but it is up to them (Trainee). Everyone should be given a chance to speak. We have to create an environment to get feedback from everyone.

Day-2

Session

1

Psychosocial Support, Qualities of a Psychosocial Supporter



Materials

Flip chart, marker



Time

1 hour



Method

Group discussion, PPT (Power Point Presentation)



Sessions

Psychosocial Support, Qualities of a Psychosocial Supporter



Objective

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

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



Procedures

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

Session

2

Active Listening, Confidentiality



Materials

Flip chart, Marker, PPT (Power Point Presentation)



Time

1 hour



Method

Group Discussion, Activity



Sessions

Active Listening, Confidentiality



Objective

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

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



Procedures

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

Session

3

Feelings and Values, Non-judgmental attitude



Materials

Flip chart, Marker, Value exploration sheet, Case studies on non-judgmental attitude



Time

1 hour 30 minutes



Method

Group Discussion, Role play, PPT (Power Point Presentation), Activity



Sessions

Introduction to Feelings and Values, Non-Judgmental attitude



Objective

By the end of this session the participants will:

- Be introduced with his/her own feeling
- Be aware of Values
- Be aware of his/her own values through the practice of 'value exploration sheet'
- Understand about non-judgmental attitude



Procedures

- The trainer will provide a list of feelings to each of the participant and discuss those in a large group
- The trainer will provide a 'Value exploration sheet' to each of the participant and each of them will fill the sheet up (5 to 10 Minutes)
- After that, the trainer will discuss on 'Value exploration sheet' in a large group
- After the discussion, s/he will present PPT and talk about values
- After that, the trainer will divide the participants into four groups
- Each group will be provided a Case study
- The participants, at first will discuss the questions of the case study in their own group. Later on, they will talk over those in the large group
- After that, the trainer will show a PPT on non-judgmental attitude and talk about it.

** [NB: Case studies on non-judgmental attitude have been attached to the end of the Module]

Session

4

Empathy



Materials

Flip chart, marker, PPT, case studies on empathy



Time

2 hours



Method

Group Discussion, Activity



Sessions

Empathy



Objective

By the end of this session, the participants will:

- Be aware of Empathy
- Learn the importance of showing empathy



Procedures

- The trainer will divide the participants into three groups
- Each group will get one case study
- Each of the three groups will discuss according to the questions of the case study
- The members of each group will talk about their case studies in a large group and others will share their opinion on it. The trainer will give a brief on four major feelings (Happiness, Sadness, Anger and Fear) for the convenience of discussion
- After the end of this discussion, the trainer will divide the participants into 3 or 4 groups. Each member of the group will share any of the events of their life and rest of them, by adding feeling will repeat the experience. Everyone has to participate one by one.
- The trainer will show PPT on Empathy.

Day-3

Session
1

Idea of a psychosocial support session, professional environment, Recognition and Strokes



Materials

Flip chart, Marker



Time

1 hour 30 minutes



Method

Small group discussions, Pair practice, Role play, Flip chart, Marker, PPT



Sessions

Idea of a psychosocial support session, professional environment, Recognition and Strokes



Objective

By the end of the session Participants will-

- Get idea of a psychosocial support session
- Be able to practice psychosocial support in a professional environment
- Learn how to appreciate and acknowledge



Procedures

- At the beginning of the session, the trainer will discuss the topics of previous day
- The trainer will discuss about the structure of a session
- The trainer will explain 'SOLER' through practice
- The participants will sit within a circle in a large group. Anyone among the participants will appreciate a quality of any one of the participants on the right or left. Then that participant will also praise a virtue of the participant by thanking the admirer. In this way, the participants in the big team will appreciate everyone
- Finally, the trainer will discuss appreciation and strokes through PPT

Session

2

Communication skills, the way of asking questions



Materials

Flip chart, marker, PPT



Time

1 hour



Method

Group Discussion, Activity



Sessions

Communication skills, the way to ask questions



Objective

Participants at the end of this session, will learn:

- about communication skills
- about the importance of communication with the child
- how to ask questions or types of questioning



Procedures

- The trainer will discuss the ways of communication and effective communication in large groups
- The trainer will discuss how to ask questions as a key to effective communication. Later on, showing some questions, the trainer will ask the participants about the patterns of mentioned questions (open ended questions, closed ended questions and probing questions)
- The trainer will then divide the participants into groups and instruct one of them (from each group) to tell some parts of an event to his/her own group. Then the other members of the team will find out more necessary information by asking questions.

Session

3

Psychological First Aid



Materials

Flip chart, marker and board, PPT



Time

2 hours



Method

Multimedia presentation and group discussion



Sessions

Psychological First Aid



Objective

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

- To know the details about psychological first aid
- Gain an idea of the principles by which psychological first aid can be provided easily
- Practice skills of giving psychological first aid through the role of psychosocial counsellor



Procedures

- If possible, try to know how much participants know about psychological first aid and try to have a participatory discussion
- Then the trainer will start the discussion by presenting PPT
- During presentation, the trainer will try to make the presentation interactive by following the instructions of Handout
- In the case of psychological first aid, you need to have a clear idea of what can and cannot be done. There are several basic steps that can be taken to begin the process of psychological first aid. Discuss the steps by dividing into groups and through role plays
- Discuss when, where and how to use it. PFA - Principles of Implementation: Seeing, Listening and Connecting and Acting as Primary Psychosocial Assistants. The trainer will divide all the participants into several groups through a game. The trainer will write the names of the animals such as crows, cats, cows, cuckoos, goats etc. on the paper according to the number of groups he wants to form. Then ask everyone to pick up the paper one by one. No one will say which animal's name is written on the paper, only the call of the animal will be linked to the respective group members
- Remember that the facilitator must ensure the individual and team participation of each participant
- Before starting the group activity, the rules of the group activity will be provided by the counselor

Day 4

Session

1

Client Identification



Materials

PPT, marker, flip chart



Time

2 hours



Method

Group discussion



Sessions

Idea about the types of client (Based on Symptoms)



Objective

At the end of this session, participants will learn about

- How to identify the client



Procedures

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

Session

2

Observation and Assessment



Materials

Flip chart, marker



Time

2 hours



Method

Group discussion



Sessions

Observation and Assessment



Objective

At the end of this session participants will learn about

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



Procedures

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

Session

3

Child Behavior Analysis



Materials

PPT, marker, flip chart, poster paper



Time

1 hour



Method

Group discussion



Sessions

Child Behavior Analysis



Objective

At the end of this session participants will learn about

- How to understand and analyze a child behavior and it's



Procedures

- Trainer will explain the ABC model with the help of helpful PPT
- The trainer will then form small groups of two and ask them to play a role on the ABC model. In this case, for the convenience of the participants, trainer can mention some of the behaviors of the child on the basis of which the participants will arrange in the ABC model

Or,

- Anyone from each group will discuss a case of daily life in the group. It can be a client or a personal event. Remember, the incident must be a child
- At the end of the discussion, the case should be written briefly with the poster paper and the case should be analyzed by ABC. Once sorted, a large group from each group will present the case through poster paper. (Explain the rules of auxiliary work, time and ground rules such as privacy, respect etc. before starting the team work).

Day 5

Session

1

Basic Concept of Parenting



Materials

PPT, markers, flip chart, poster paper



Time

1 hour



Method

Group Discussion



Sessions

Basic Concept of Parenting



Objective

At the end of this session, participants will learn about

- Importance of parenting
- Get an idea about the type of parenting



Procedures

- At the beginning of the session, participants will be asked about how much they know about parenting or what they mean by parenting
- Then trainer will discuss through help of PPT
- Trainer will discuss in a participatory manner as per the instructions given in the handout through helpful PPT
- The rules of team work will be helpful.

Session

2

Ethics and Professional Boundary of Psychosocial Supporter



Materials

PPT, markers, flip chart, poster paper



Time

1 hour



Method

Group discussion, role play



Sessions

Ethics and Professional Boundary of Psychosocial Supporter



Objective

At the end of this session participants will

- Learn about the ethical principles
- As a psychosocial facilitator you will learn about professional boundary of work



Procedures

- Trainer will support participants will be divided into four groups
- Each team will be given a case study
- The team will discuss the questionnaire mentioned in the case study
- Trainer will discuss about supportive ethics through PPT
- The trainer will discuss the scope of a psychosocial facilitator and ensure everyone's participation

Session

3

Supervision and Referral



Materials

PPT, markers, flip chart, poster paper



Time

1 hour



Method

Group discussion, role play



Sessions

Basic Concept of Parenting



Objective

- At the end of the session, participants will
- Learn what supervision is and its importance.
 - Learn about the need for referral.



Procedures

- Trainer will show PPT and discuss with supervisors and referrals of helpful participants.
- Participants will discuss what is helpful referral and its requirements through PPT.
- Conclude the session with a brief discussion of supportive group work and a list of places to refer.

Session

4

Self Care and Post-test



Materials

flip chart, marker



Time

1 hour



Method

Group discussion, role play



Sessions

Ethics and Professional Boundary of Psychosocial Supporter



Objective

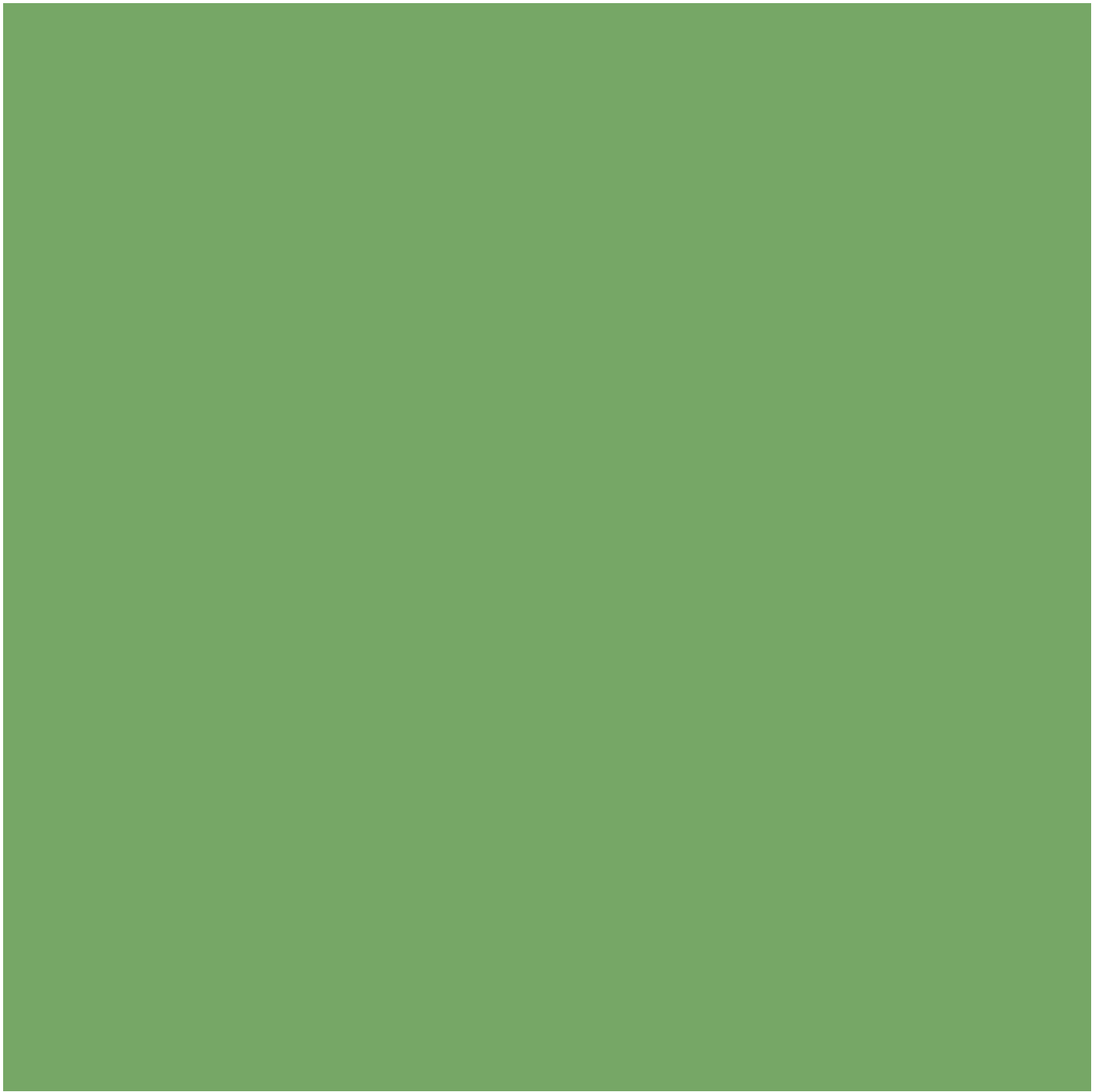
At the end of the session participants will

- Learn how a psychosocial supporter will take care of themselves
- Learn about the importance of Self-care for the client and in their personal life



Procedures

- Trainer will want to know what they mean by self-care from the participants and record their ideas on a flipchart
- Then in the case of working as a supportive psychosocial helper will discuss the importance of 'self-care' and its importance with the help of PPT
- After the discussion in the light of the helpful handbook will manage relaxation
- At the end of the relaxation, trainer will want to know the feelings and discuss the importance of relaxation
- At this stage, the trainer will say, we have reached the very end of 5 days of training. Now we will discuss what we did in these 5 days. You will review the whole course through question and answer. Then you will evaluate the training by distributing helpful question papers.
- Finally trainer will announce the end of the course with a helpful concluding remarks.





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