

MAP Indonesia Team

Psychological First Aid (PFA) Training for facilitators

AJCUI:

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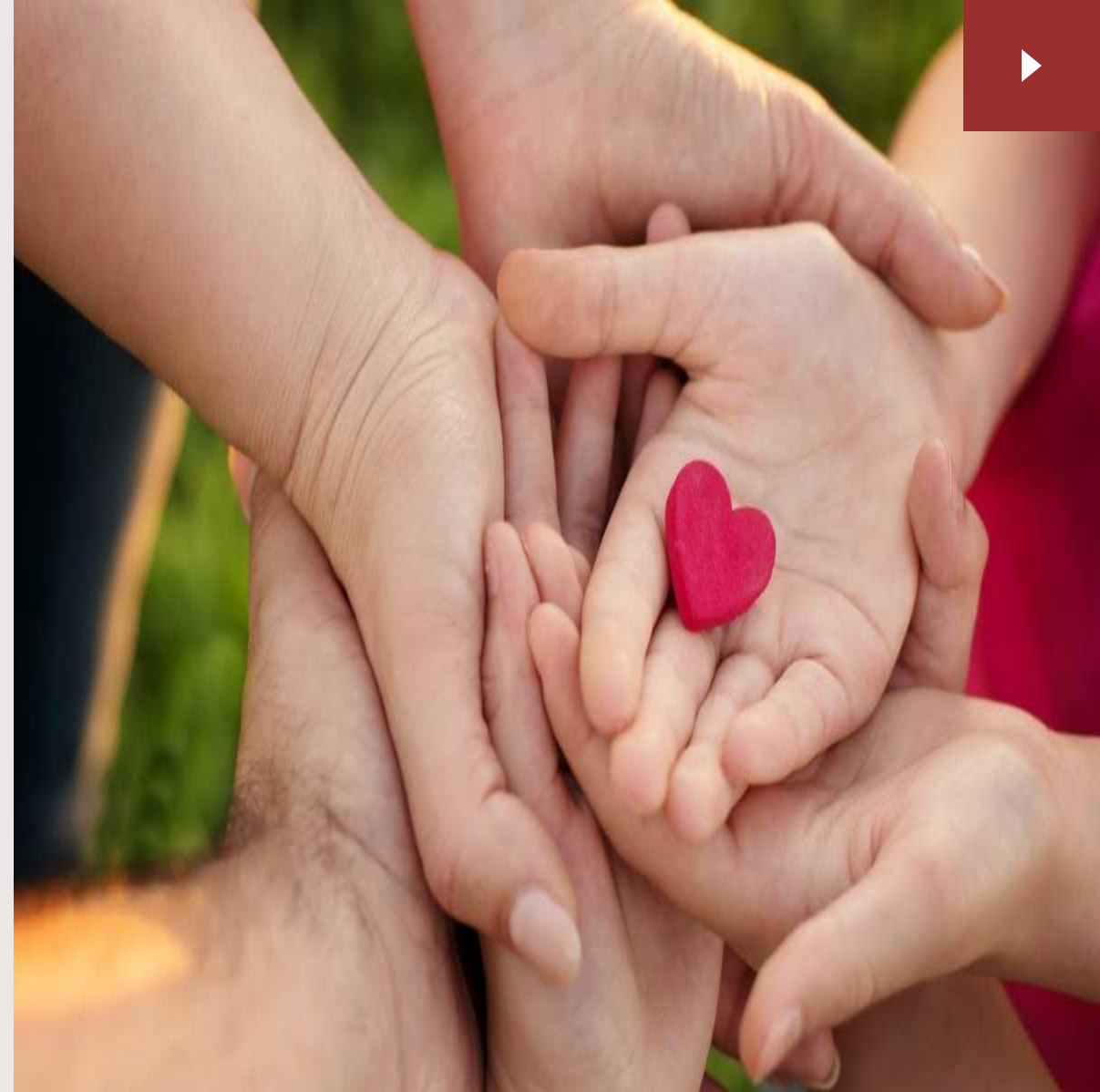
Training Objectives

1. Prepare the facilitators in **providing PFA** in the process of assisting children in the context of the **art-based approach (MAP)** in which it potentially stimulate **psychological impact on children**.
2. The facilitators become more **skillful** in providing the child-based-PFA.
3. The facilitators become **more sensitive** to the needs of the children being assisted and their own.
4. In general, the facilitators are expected to be increasingly **aware of the importance of mental health**.



Participants

- A total of 20 people from 10 organizations (3 Children's Forums and 7 CSO's working with urban poor youth/at risk of sexual exploitation)
- Ages 18 - 50 years
- Male and female
- Those who already have experiences or who are just starting to provide assistance to children



SCHEDULE

Month	Week	Activity	Day	Session	Hour
March	I & II	PFA Stage 1 (PFA#1)	6	8	16
March	III & IV	MAP Manual Facilitator Training (ToT)	9	9	27
April	I & II	PFA Stage 2 (PFA#2)	4	8	16
		TOTAL	19 days	25 sessions	59 hours

Method

1. **Asynchronous:** providing reading materials, sending questionnaires (gform) for assessment and monitoring-evaluation of the ongoing processes, and creating a WA group with participants to establish communication between sessions
2. **Synchronous:** games, sharing, discussions, lecturing to emphasize the materials, quizzes, role play. These activities are carried out in main class (all participants) or in small groups (2 groups).





PFA#1

6 DAY, 8 SESSION, 16 HOURS

Class: Zoom Main Room (MR)
Group: Zoom Break-out Room (BR)

Content	Output	Methods & Approach	Activities
Opening (20') : MR	Good Rapport and Comfortable interaction	Participatory	<ul style="list-style-type: none">▪ Greeting the participants▪ Ice-breaking activity: "Guess the songs"
Introduction (30') : MR	Knowledge about the MAP programs in relation of the PFA#1 – TOT – PFA#2	Participatory	<ul style="list-style-type: none">▪ Giving participants the explanation about the PFA#1 - MAP ToT - PFA#2 training series▪ Class discussion, Q&A
Class Activities 1 (30') : MR	Group cohesiveness, attitude	Participatory	<ul style="list-style-type: none">▪ Self-introduction from each participant▪ Share some experiences in assisting children in community
Class Activities 2 (30') : MR	Commitment, attitude	Participatory	<ul style="list-style-type: none">▪ Introduction of PFA Training▪ Discuss about the schedule of each session and the rules.
Closing (10') : MR	Group cohesiveness, commitment, attitude	Participatory	<ul style="list-style-type: none">▪ Giving encouragement to the participants

After Session 1

We asked the participants to fill in the questionnaire (g-form) for purposes below:

1. Identification:

- Participants' initial understanding of PFA
- Participants' experiences with previous PFA training (if any)

2. Evaluation day 1 especially about:

- How were the interactions and communication between all parties in the class
- How they felt and their motivation to commit
- How was the internet connection during sessions, the challenges they faced with internet connection and how they would address this issue



PREPARATION FOR SESSION 2

At the end of the first day, we shared reading material about Basic Elements of PFA via WA Group and asked participants to read.

A day before the training, we asked participants to fill in g-form in order to identify:

- participants' understanding on the content of the reading
- Participants' understanding on the basic concepts and principles of the PFA
- Participants' aspiration on the skills needed to do PFA
- Participants questions (if any) related to the knowledge they have gained from reading



Content	Output	Methods & Approach	Activities
Opening (10') : MR	Group cohesiveness, attitude	Participatory	<ul style="list-style-type: none">▪ Greeting the participants▪ “What are you doing” class activity▪ Debriefing & discussion
About PFA (25') : MR	Knowledge, attitude	Participatory	Know what is PFA, the purpose and benefits of PFA
About PFA in the MAP Project (20') : MR	Knowledge, attitude	Participatory	Child Assistance in the context of MAP-Pandemic C19-PFA
More about PFA (30') : MR	Knowledge, attitude	Participatory	Principles of PFA and introduction to PFA basic skills
Class discussion (20') : MR	Knowledge, attitude	Participatory	Discussion on the application of PFA skills
Closing (15') : MR	Group cohesiveness, commitment, attitude	Participatory	Plan, games, and encouragement

After Session 2 and preparation for Session 3 & 4

- Participants filled out g-form in order to :
 - Provide an evaluation for sessions 2
 - Evaluate their progress in understanding PFA sessions
 - Identify their experiences in assisting children, challenges, and how they handled the challenges (if they willing to share)
 - Identify if there's cases they would like to raise or to be discussed
 - Identify their stress and coping when assisting children (if they willing to share)



Training Design

PFA#1, DAY 3-SESSION 3

March 6, 13.00-15.30

Content	Output	Methods & Approach	Activities
Opening (45') : BR	Group cohesiveness, attitude	Participatory	<ul style="list-style-type: none">▪ Greeting the participants▪ “what emotions I feel” class activity▪ Debriefing & discussion
About emotion (20') : MR	Knowledge, attitude	Participatory	Discussion more about emotion and its relation to PFA
The PFA 6-steps (45') : MR	Knowledge, attitude	Participatory	Discussion more about emotion and its relation to 6 PFA steps
Closing (10') : MR	Commitment, attitude	Participatory	Encouragement
Recess (30')	-	-	-

Content	Output	Methods & Approach	Activities
Opening (15'): MR	Group cohesiveness, attitude	Participatory	Brief explanation about the activities in session 4
Self-care & Coping Stress (45') : BR	Knowledge, attitude	Participatory Experiential Learning	<ul style="list-style-type: none">▪ Participants voluntarily share about their experiences of stress, their emotions, and their coping▪ Participants also practice active listening, empathy, and ethics of confidentiality
Self-care & Coping Stress (45') : MR	Knowledge, attitude	Participatory	<ul style="list-style-type: none">▪ Learn about the concepts of stress and coping▪ Further discussion about what was experienced by participants in child assistance related to stress and coping
Closing (15') : MR	Group cohesiveness, commitment, attitude	Participatory	Plan and encouragement

Content	Output	Methods & Approach	Activities
Opening (5'): MR	Group cohesiveness, attitude	Participatory	Brief explanation about the activities in session 5
Review about the PFA 6-Steps (20') : MR	Knowledge, attitude	Participatory	<ul style="list-style-type: none">▪ Briefly discuss the PFA 6-steps▪ Prepare participants to practice the look and listen steps (by providing an overview of what to do)
Practice: Look and Listen (90') : BR	Knowledge, attitude	Participatory Experiential Learning	<ul style="list-style-type: none">▪ Doing role-playing activities voluntarily▪ Conducted by 4 participants and taking turns being a facilitator in assisting children and assisted children▪ Provide feedback among participants in the group
Closing (5') : MR	Group cohesiveness, commitment, attitude	Participatory	Plan and encouragement

Content	Output	Methods & Approach	Activities
Opening (5'): MR	Group cohesiveness, attitude	Participatory	Brief explanation about the activities in session 6
Review about the PFA 6-Steps (10') : MR	Knowledge, attitude	Participatory	<ul style="list-style-type: none">▪ Briefly discuss the PFA 6-steps▪ Prepare participants to practice the look and listen steps (by providing an overview of what to do)
Practice: Look, Listen, Comfort, Connect, and Protect (90') : BR	Knowledge, attitude	Participatory Experiential Learning	<ul style="list-style-type: none">▪ Doing role-playing activities voluntarily▪ Conducted by 2-3 participants and taking turns being a facilitator in assisting children and assisted children▪ Provide feedback among participants in the group
Closing (10') : MR	Group cohesiveness, commitment, attitude	Participatory	Plan and encouragement

Content	Output	Methods & Approach	Activities
Opening (5'): MR	Group cohesiveness, attitude	Participatory	Brief explanation about the activities in session 7
Review about the PFA 6-Steps (10'): MR	Knowledge, attitude	Participatory	<ul style="list-style-type: none">▪ Briefly discuss the PFA 6-steps▪ Prepare participants to practice the look and listen steps (by providing an overview of what to do)
Practice: Look, Listen, Protect, Connect, Comfort, and Hope (90'): BR	Knowledge, attitude	Participatory Experiential Learning	<ul style="list-style-type: none">▪ Doing role-playing activities voluntarily▪ Conducted by 3-4 participants and taking turns being a facilitator in assisting children and assisted children▪ Provide feedback among participants in the group
Closing (10'): MR	Commitment, attitude	Participatory	Encouragement
Recess (60')	-	-	-



Content	Output	Methods & Approach	Activities
Opening (10'): MR	Group cohesiveness, attitude	Participatory	Brief explanation about the activities in session 7
More about Comfort and Hope Steps (20'): MR	Knowledge, attitude	Participatory	<ul style="list-style-type: none">▪ Briefly discuss about Comfort and instilling Hope▪ General introduction to grounding and relaxation techniques
Practicing (80'): MR <ul style="list-style-type: none">▪ Grounding & relaxation techniques▪ Resource development & installation (RDI)	Knowledge, attitude	Participatory Experiential Learning	<ul style="list-style-type: none">▪ Doing grounding and relaxation techniques (deep breathing and sensing fingertips)▪ Body scanning▪ Bilateral stimulation technique
Closing (10'): MR	Group cohesiveness, commitment, attitude	Participatory	Plan and encouragement



PFA#2

4 DAY, 8 SESSION, 16 HOURS

Class: Zoom Main Room (MR)

Group: Zoom Break-out Room (BR)

Plan

Day 1:

PFA skills booster and action plan (Class)

Day 2

Improve PFA skills and trouble shooting (Group)

Day 3

Improve PFA skills and trouble shooting (Group)

Day 4

Review, share, and strengthen action plans (Class)

Thank you

