

Catholic Mental Health Ministry: Literacy & Practical Skills



FACILITATOR GUIDE

Thank you for serving as a facilitator. The *Catholic Mental Health Ministry: Literacy & Practical Skills* resource is designed for community learning (up to 30 participants). You do not need to be an expert or a mental health professional to offer this training.

Presentors:

- create a safe learning environment
- keep learners on track
- encourage helpful conversations.

Beginning Steps

1. Obtain your parish and/or diocesan leadership's permission to offer this training
2. Determine how you will offer the training- in person/online
 - a. Basic Mental Health Literacy for Accompaniment (1.5 hours)
 - b. The CMHM Model of Psychological First Aid (2.5 hours)
3. Recruit others to be on hand in support roles (someone who has been attended ACT)
4. Set a date, time, and place to offer the training
5. Begin promoting the opportunity in your community at least one month prior to the event

Equipment Needed

The ACT (Basic Mental Health Literacy for Accompaniment & Psychological First Aid) resources:

- a. Facilitator Guide
- b. One or both slide decks
- c. One or both sets of Participant Guides for the learners (printed or shared PDF files)
- d. One or both sets of pre-evaluations and post-evaluations (printed or shared files)
- e. Copies of Psychological First Aid scenarios, see more about this below (printed or shared PDF files)
- f. Optional: The *Basic Mental Health Literacy for Accompaniment & Psychological First Aid* handbook (printed or shared PDF files)

IN-PERSON

1. AV Equipment
2. Table or podium

3. Optional: a microphone for the presenter
4. Tables and chairs for learners
5. Optional: name tags, pens or pencils for the learners
6. Optional: beverages and/or food

VIRTUAL

1. Zoom/Google or other Platform that can support virtual training
2. Knowledge and experience offering training over a virtual platform

General Considerations

- A. Start and end at the times you have listed. The teaching notes for both slide decks offer time stamps to help you stay on track
- B. Begin and end the session with prayer
- C. Encourage, but do not demand participation from all the learners
- D. Maintain confidentiality, except in the case of a life-threatening emergency
- E. Have at least one additional person available who can offer prayerful accompaniment to someone who may experience strong emotions as they experience the training
- F. Create a space where learners feel comfortable and help learners to respect differences.
Some tips for helping to create a safe and respectful safe:
 - a. Whomever is speaking is offered the gift of other's undivided attention
 - b. When appropriate and helpful, share your own experiences, but do not dominate the conversation
 - c. Thank learners for their participation throughout the training
 - d. Allow time for silence after asking for group or individual answers, be patient as you wait for learners to process their thoughts
 - e. Keep the group on track, redirect if any one activity is taking too much time or is any one small group or person is dominating the sharing
 - f. If conversations are happening on the side, remind participants to gift their attention to whomever is currently speaking to the group
- G. Acknowledge if you do not have all of the answers to questions that may arise, it is okay to let learners know that some questions do not have clearcut answers or that you will need to do some further research to learn the answer they are seeking
- H. Know your local resources in the event a learner is seeking information that is beyond your scope to provide

Presentation Tips

1. Up to 30 participants
2. Small group exercises
 - a. In person: 5-7
 - b. Virtual: 5-7
3. *Basic Mental Health Literacy for Accompaniment* session will be presented before the *CMHM Model of Psychological First Aid* (Total training time 4 hours and can be offered in one session or two. Plan accordingly and embed at least two 15 minute breaks- see below)
4. Review the entire slide deck you will be presenting, and the accompanying teaching notes, prior to offering the training
5. For these presentations, it is not intended that the facilitator will read every point on every slide.
 - a. The teaching notes for each slide will recommend which points should be reviewed for the learners (feel free to restate in your own words).
 - b. Learners will have time to read some of the other points for themselves.
 - c. Each slide's teaching notes will include additional information that the facilitator should share with the learners (feel free to restate in your own words).

When offering *Basic Mental Health Literacy for Accompaniment*

1. Plan for the training to last approximately 1.5 hours
2. If you wish to add a break to this presentation, introduce it at the end of one of the lessons and plan to adjust the overall training time accordingly

When offering the *CMHM Model of Psychological First Aid*

1. Plan for the training to last approximately 2.5 hours
2. Decide when you will introduce a break(s). Some natural stopping points are:
 - a. After covering the "Look" step (slide 21) and before beginning the "Listen" step of the training (slide 22)
 - b. After presenting the section focused on communication and prior to the slide related to prayer (slide 33)
 - c. Before beginning the PFA Scenarios (slide 40)
 - d. If you introduce one or more breaks into this training (at least one break is recommended), plan to adjust the overall training time accordingly
3. For the active listening exercise, encourage learners to break into pairs who are not spouses or family members

4. For PFA Scenario 1 (slide 40), all learners will use the same Scenario 1 script offered as one of the resource assets
5. For PFA Scenarios A-C (slide 41), multiple sets of Scenarios A-C are offered as resource assets. You may choose one set of scenarios for the entire group, or you may share multiple sets among the small groups (you may also develop one or more of your own scenario sets, to better fit the experiences of your community)

Pre-evaluations

Please have participants complete the Pre-evaluation form(s) for whichever presentation they are participating in. When data from the pre-evaluations are compared with the post-evaluations, we can better gauge the effectiveness of these resources in helping members of our community to be better prepared for mental health ministry. To gauge progress and learning, participants will need to add their names to the pre and post evaluations.

Post-evaluations

If both sessions are offered on the same day, learners should complete 1) the assessment questions and 2) the training evaluations on both post-evaluation documents, however they only need to complete the demographic information once.

ANSWER KEYS

Basic Mental Health Literacy for Accompaniment

1. True
2. True
3. True
4. False

CMHM Model of Psychological First Aid

1. Look, Listen, Link
2. b and c
3. I should consult someone with more training and expertise and/or contact a helpline or crisis line
4. All of the above

To gauge progress and learning, participants will need to add their names to the Pre and Post evaluations.

Presentation Review

This is an anonymous review of the overall training experience. You may choose to collect one Review Form for the complete resource, or you may ask participants to complete one Review Form for *Basic Mental Health Literacy for Accompaniment* and a separate Review Form for the *CMHM Model of Psychological First Aid*.

Certificates of Completion

If you want to offer Certificates of Completion for one or both of these sessions to the learners in your community, please determine with your parish and/or diocesan leadership the parameters that must be met in order for a learner to earn that certificate.

Some suggestions:

- A. Achieving a required number of correct answers on the post-evaluation(s)
- B. Attending a required portion of the training(s)
- C. Showing through discussion and engagement a good understanding of the content shared