Family Matters Family Counselor Training Curriculum
A Facilitator’s Guide


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Cover Photo: Waqas Mahmood
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We would like to extend special gratitude to Guillermo Cespedes, who developed the innovative Family Matters approach during his tenure as Senior Technical Advisor for Creative Associates International’s Citizen Security Practice Area. Furthermore, in his previous role as Deputy Mayor of Los Angeles, he pioneered the model upon which the PIFSM is based. His groundbreaking work with families has resulted in a new and impactful way of achieving substantial risk-level reductions among at risk youth.

Mr. Cespedes and Dr. Jorge Colapinto played a foundational role in introducing family systems approaches based on the PIFSM to the Eastern and Southern Caribbean through the USAID-funded Community, Family and Youth Resilience (CFYR) Program. Their collaboration produced the framework used to create the Family Matters Family Counselor Training Manual. They also developed many of the key concepts, educational strategies, and learning materials included in this training curriculum.

The training and technical support provided by Dr. Andráe L. Brown, with Heru Consulting, has been central to the success of the Family Matters intervention. He played a critical role in adapting the PIFSM model to the Caribbean context and in creating a cadre of highly skilled family counselors across Saint Lucia, Guyana, and St. Kitts and Nevis. Drawing upon his expertise and extensive experience, Dr. Brown skillfully led the design of this robust Family Counselor training curriculum, which effectively builds upon the work of Mr. Cespedes and Dr. Colapinto. He also established a fruitful partnership with Brandon Wallace that resulted in the incorporation of cutting-edge pedagogical methodologies.

We must acknowledge the vital input received from the CFYR Program team, which ensured that the curriculum’s content reflects the realities of implementation within the Caribbean context. Assistance from Angus McMillan, Desmona Jackson, and Dorn Henry, was especially helpful in this regard. We also want to thank all the family counselors who provided valuable feedback and leveraged their real-world experiences working with families to support this undertaking. We are also grateful for the photographs taken by Waqas Mahmood and Kathy McClure, which brought the material to life.

Finally, we would like to recognize the technical contributions made by our colleagues from Creative Associates International’s Citizen Security Practice Area, Enrique Roig, Alexandra Simonians, and Erik Alda, as well as CFYR’s Chief of Party, Debra Wahlberg.
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INTRODUCTION

The Community, Family and Youth Resilience (CFYR) program, funded by the U.S. Agency for International Development (USAID), has supported vulnerable youth in Saint Lucia, St. Kitts and Nevis, and Guyana through a variety of initiatives since 2016. USAID/CFYR’s Family Matters intervention (Family Matters) contributes to breaking wider, endemic cycles of violence through applying a family-based therapy approach to reduce the likelihood that ‘at risk’ youth (age 10 – 17) living in high risk communities will engage in delinquent behavior. The approach builds on the widely recognized Prevention and Intervention Family Systems Model (PIFSM) developed by USAID, which is based on a similar model pioneered by the Los Angeles Mayor’s Office of Gang Reduction and Youth Development (GRYD).

Family counselors have played a leading role in reducing risk factors among 73 percent of the youth participating in Family Matters. We have found that the quality of training they receive has a direct effect on the quality of services they provide. As a result, we have created a curriculum, with a facilitator’s guide, to give those responsible for training new family counselors the resources and tools required to replicate the successful capacity building process developed by USAID/CFYR.

Curriculum Components stored on Google Drive (see link below) include:

- This Facilitator’s Guide
- The Family Matters Manual
- Suggested Training Agendas
- PowerPoint Slide Decks
- Videos
- Handouts
- Readings
- Forms

GD Link: https://drive.google.com/drive/folders/1niXii2vmLkEPZscNyvyZab_qILmAXXjG?usp=sharing

Purpose of the Curriculum

The curriculum accompanies the Family Matters Manual and provides a framework that facilitators can use to coordinate an initial orientation and ongoing training for family counselors. This Facilitator’s Guide provides a framework for facilitating: 1) A five-day Family Counselor Orientation; 2) Seven subsequent Micro Trainings, one for each phase; 3) Additional Deep Dive trainings; and 4) Self-Directed Learning activities. Within the context of Family Matters, the term curriculum refers to a set of training plans and learning tools that help facilitators prepare novice counselors to work with families and strengthen the capacity of experienced counselors. Lesson plans will often need to be customized to meet the specific needs of learners, so the material is presented in a way that gives facilitators the flexibility to make adjustments as needed. Social workers, educators, legal representatives, doctors, psychologists, or other practitioners working with vulnerable youth also might find the content useful.
Target Audience - Facilitator’s Guide

This guide is intended for trainers and facilitators who already have advanced level of professional counseling experience and a comprehensive understanding of *Family Matters*, to include its counseling principles, techniques, procedures, and protocols. They must also have the proven capacity to: a) create an inclusive environment; b) assess and manage group dynamics; and c) engage novice and experienced family counselors. Ideal candidates could be *Family Matters* managerial or clinical supervisors, as well as highly skilled family counselors.

Methodology

The curriculum was developed by violence prevention experts, psychologists, family therapists, and educational specialists experienced in teaching, educational, and family systems strengthening methodologies. It draws upon the knowledge, experience, and evidence-base accumulated after six years of adapting and implementing the PIFSM in six different countries. It also incorporates CFYR’s experience implementing *Family Matters* over twelve months, as well as the adaptations required for the intervention to be successful in the Caribbean context. The voices and lessons learned from those doing the day-to-day work with beneficiary youth have shaped the content and the approach presented.

PEDAGOGICAL FRAMEWORK

The pedagogical framework developed for this curriculum creates structure around the philosophy of learning that underpins our training approach. Trainees will commit to a Self-Directed Learning process, through which they will take responsibility for independently identifying and engaging in learning activities outside of the classroom, to include independently reviewing relevant sections of the *Family Matters* Manual. The Universal Design for Learning methodology gives facilitators the flexibility to accommodate a wide range of individual training needs. All training plans are structured around a Gradual Release process, which supports the effective transfer of knowledge through starting with a teacher-centered demonstration (“I do”), followed by a collaborative class exercise (“We do”), and ending with independent student practice (“You do”). All these concepts are discussed in more detail below.

Self-Directed Learning

Family counselors participating in trainings must commit to a Self-Directed Learning (SDL) approach. According to TEAL (2011):

> “Self-Directed Learning is a “process in which individuals take the initiative, without the help of others” in planning, carrying out, and evaluating their own learning experiences (Knowles, 1975). In essence, SDL is an informal process that primarily takes place outside the classroom. What qualifies learning as “self-directed” is who (the learner) makes decisions about content, methods, resources, and evaluation of the learning. Individuals take responsibility for their own learning process by determining their needs, setting goals, identifying resources, implementing a plan to meet their goals, and evaluating the outcomes.”
Universal Design for Learning

In any class, there will be a wide range of backgrounds, experience, and skills among students. Universal Design for Learning (UDL) is a training framework that helps facilitators accommodate individual differences and training needs through: (1) offering flexible options to engage learners at different levels; (2) presenting information in multiple ways to reach all learners; and (3) giving students a variety of opportunities to demonstrate what they have learned (e.g. presentations, group work, exercises, etc.). Accordingly, the Family Matters Training Curriculum and Facilitator’s Guide offer resources, tools, and approaches that support learning among all students – not just certain students. UDL allows participants choose from a range of available resources, though they might use them in different ways.

Both instructors and learners play a role in UDL. It is the duty of the facilitator to create access or entry points into materials and concepts to be taught, e.g., the Family Matters Manual or resource portholes. Students are responsible for becoming expert learners, setting learning goals, and making the most of all available resources. Facilitators must ensure that there are multiple ways for learners to be engaged throughout the process, as well as multiple ways by which learners can share and show what they know. Tests are one way to assess learners; however, there are hundreds, if not thousands, of other ways. Within the curriculum there are opportunities for engagement and learning assessment, which may include, but are certainly not limited to: videos, role playing, theatrical performances, presentations, written exercises, sharing perspectives with a peer or small group. Students are responsible for being active participants.

Gradual Release – “I do”, “We do”, “You do”

Gradual Release is a methodology for transferring knowledge, starting with a teacher-centered demonstration (“I do”), which is followed by a collaborative class exercise (“We do”), and ends with independent student practice (“You do”). For example, say you have a friend who has never cooked before, it is not enough to give them a cookbook and hope that they just figure it out. With the figure-it-out-mentality, many things can go wrong, e.g., mismeasurements, burns, and wrong ingredients. It is more effective to gradually release responsibility for the cooking process into the hands of a novice cook to decrease space for errors and confusion. A good strategy would be to first prepare a quick recipe (“I do”), while your friend watches and takes notes. Then, prepare a recipe together with your friend (“We do”), while you provide prompts and correct errors as you see them. Finally, your friend would take full responsibility for preparing a recipe on her own while you watch (“You do”), which would confirm her ability to perform the task independently or reveal any final knowledge gaps that need to be addressed. Think of this curriculum like a cookbook, with facilitators sharing recipes to help improve family dynamics, which are gradually released to trainee counselors.

1. **“I do”— Modeling.** This step is basically a teacher-centered demonstration. The facilitator, as the “I” or the knowledgeable other, shows/ explains / demonstrates a concept for a learner who may not have any relevant experience or background. This part of the lesson should be the shortest of the gradual release pieces. Facilitators must keep learners engaged to avoid losing their interest.
2. **“We do”— Guided Practice.** The facilitator works with learners on a collaborative exercise to reinforce the concept modeled under the “I do” demonstration to ensure that it has been translated and understood. The facilitator works with learners, provides prompts and clues, asks/answers questions, and corrects errors. As implied above, the goal is to guide the practice of the learners to ensure that there are no errors in understanding and close any learning gaps that may exist.

3. **“You do”— Independent Student Practice.** The last, and perhaps the most important part of this process, is the “You do” component, during which learners demonstrate what they have learned from the “I do” (modeling) and “We do” (guided practice) sessions. This is where the instructor steps back and observes students showing what they have learned, holding any feedback until the end. This is the **longest** of the three gradual release process components and allows facilitators to assess whether or not learners have a firm grasp on the concepts being taught. If knowledge gaps are still noted, facilitators may reteach a specific idea / concept or bring together, in a small group setting, the participants who demonstrated a lower level of understanding. This is an opportunity to help ensure consistency in knowledge levels among students, which will ultimately lead to better results for the families they will support.

Table 1 – Gradual Release Process Roles and Responsibilities

<table>
<thead>
<tr>
<th>Gradual Release Component</th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“I do”</strong> Modeling</td>
<td>Establish goals / purpose</td>
<td>Actively listen</td>
</tr>
<tr>
<td>A teacher-centered</td>
<td>Direct instruction</td>
<td>Take notes</td>
</tr>
<tr>
<td>demonstration</td>
<td>Model / demonstrate concept</td>
<td>Ask questions</td>
</tr>
<tr>
<td></td>
<td>•</td>
<td></td>
</tr>
<tr>
<td><strong>“You do”</strong> Guided Practice</td>
<td>Works with students</td>
<td>Ask / respond to questions</td>
</tr>
<tr>
<td>A teacher / student</td>
<td>Interactive instruction</td>
<td>Work with teacher and classmates</td>
</tr>
<tr>
<td>collaborative exercise</td>
<td>Checks, prompts, clues</td>
<td>Complete process with others</td>
</tr>
<tr>
<td></td>
<td>Ask / answer questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional modeling</td>
<td></td>
</tr>
<tr>
<td><strong>“We do”</strong> Independent Practice</td>
<td>Observe students</td>
<td>Work alone or in groups without teacher assistance</td>
</tr>
<tr>
<td>An independent student</td>
<td>Provide feedback at the end</td>
<td>Use class notes and resources</td>
</tr>
<tr>
<td>demonstration of</td>
<td>Assess for remaining knowledge gaps</td>
<td>Take full responsibility for outcomes</td>
</tr>
<tr>
<td>knowledge</td>
<td>Plan corrective measures</td>
<td></td>
</tr>
</tbody>
</table>

**TRAINING APPROACH OVERVIEW**

How to Use this Guide

Since training facilitators are expected to be experts in the *Family Matters* approach, this Facilitator’s Guide was structured to provide a framework for delivering an initial orientation and ongoing training to family counselors. Training resources have been loaded onto a shared online platform and can be accessed through the link provided below. Key resources include the *Family Matters* Manual, training plans, PowerPoint slide decks, handouts, and other learning tools, all of which were designed to help facilitators build the capacity of both novice and
experienced counselors. **Facilitators will need to customize the lesson plans and resources provided** to meet the specific needs of learners and the local context, so the curriculum’s content is presented in a way that gives facilitators the flexibility to make adjustments as needed. The pre-work requirements and self-directed learning modules support the SDL and UDL methodologies that underpin the curriculum.

There are clickable links throughout the document (Ctrl button + left click). Those in teal bring the reader to sections in this guide, while blue links are external or go to the Google Drive folder that houses the curriculum. All resources listed in the Catalogue of Training Resources are here: https://drive.google.com/drive/folders/1niXii2vmLkJkEPZscNyvyZab_qLLmAXXjG?usp=sharing

This Facilitator’s Guide covers:

1. An initial five-day *Family Counselor Orientation* to provide an overview of the *Family Matters* approach and an introduction to key concepts.
2. Seven subsequent *Micro Trainings*, one for each phase.
3. Additional *Deep Dive* trainings to be given on an as needed basis
4. *Self-Directed Learning* activities to be completed independently by counselors, as needed

After completing the initial five-day orientation, novice family counselors will receive a Micro Training at the beginning of each of *Family Matters*’ seven phases, which can be supplemented with *Deep Dives* and *Self-Directed Learning* activities, whenever needed. Supplemental training can and should be delivered on an ongoing basis to address knowledge gaps and strengthen skills. While novice counselors will require more frequent training, it is also important to continue building the capacity of experienced counselors. Facilitators can draw upon the materials included in this curriculum to create a wide range of customized trainings to address ad hoc needs throughout the life of the *Family Matters* program.

The initial Family Counselor Orientation is fairly standard, with some room for modification to meet the needs of learners. The Micro Trainings and other supplemental trainings, however, will need to be planned as a collaboration between the clinical supervisors and facilitator (if they are different people). In these cases, the needs of learners must drive the training content. Facilitators can draw upon the resources provided as a part of this curriculum to design trainings that effectively close identified knowledge gaps.

Traditionally, training is conceived as a linear process, i.e. once training has occurred and a level of confidence is achieved, then the topic is not revisited. However, *Family Matters* recognizes that family counselors will require ongoing training, reminders, and refreshers to promote a deep understanding of the highly complex concepts and skills they must master.

While an abundance of diverse training resources is provided as a part of the curriculum, it is impossible to cover / anticipate all training needs. Facilitators will need to research and/or develop additional materials that effectively addresses knowledge gaps.
<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Description</th>
<th>Length</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Counselor Orientation</strong></td>
<td>Initial five-day orientation for newly hired family counselors; a structured overview of the <em>Family Matters</em> approach and an introduction to key concepts.</td>
<td>5 days</td>
<td>32 – 40 hours</td>
</tr>
<tr>
<td><strong>Micro Trainings</strong></td>
<td>Micro Trainings are conducted prior to or shortly after entering a new phase. Family counselors review the previous phase and are then prepared for the upcoming phase. Facilitators can draw upon the resources provided in this curriculum and customize these trainings to address identified knowledge gaps relevant to the previous or upcoming phase.</td>
<td>1-2 days each</td>
<td>8 – 16 hours each</td>
</tr>
<tr>
<td><strong>Deep Dives</strong></td>
<td>Deep Dives are targeted trainings that addressed specific learning needs identified by clinical supervisors or raised by counselors. They are delivered on an ad hoc (as needed) basis. Facilitators can draw upon the resources provided with this curriculum, as well as their own resources, to develop deep dive trainings.</td>
<td>1-3 hours each</td>
<td>1 - 3 hours each</td>
</tr>
<tr>
<td><strong>Self-Directed Learning</strong></td>
<td>Self-directed learning (SDL) is performed independently, generally at the learner’s own pace and outside of a classroom. Facilitators can ask counselors to complete an SDL module (or modules) before, during, or after a training. Counselors can benefit from SDL at any time, and managers and clinical supervisors should assign regular SDL activities to encourage continued capacity building. Many of the materials contained in the <em>Family Matters</em> Training Curriculum can support SDL. Facilitators and managers/supervisors should also research and develop additional resources to close knowledge gaps.</td>
<td>Self-paced or as assigned</td>
<td>N/A</td>
</tr>
</tbody>
</table>

It is important to remember that facilitating is different from teaching. A good facilitator encourages group members to express and talk about their own ideas. He or she asks questions, probes, and motivates learners to participate and share their opinions. Everyone learns in a different way and each group has different dynamics. Facilitators should keep this in mind while guiding counselors through the learning process.

**Dialogue & Inquiry – Socioeducational Materials**

In keeping with the UDL and Gradual Release methodologies underpinning the pedagogical approach set forth in this guide, facilitators should always strive to engage learners in a two-way, interactive learning process. Asking questions that facilitate dialogue and inquiry among students, is an excellent way to encourage critically analysis and a deeper understanding of highly complex concepts. Accordingly, facilitators can find discussion questions and prompts throughout this facilitators guide, which designed to be open-ended and encourage many different types of conversation. Facilitators are also encouraged to develop their own means of encouraging dialogue and inquiry.

The nature of the dialogue and inquiry process is fluid, so it is important for facilitators to remain flexible when facilitating the sessions. You may find that when you ask an initial question, the conversation goes in a different direction than anticipated. That is a good thing! Use the energy...
in the room to spark the natural curiosity of learners. Stay attuned to the group. Feel the temperature of the room and use what the participants bring. If the conversation is rich, then you are on the right track. Ask questions that encourage the conversation to go deeper. You can always address the other key points you had hoped to get to in the discussion at a later time.

**Socioeducational materials** are excellent tools to facilitate discussions, highlight key concepts, and create a space for all participants to think deeply and engage in **dialogue and inquiry**. These tools can be used to raise consciousness or understanding around a particular topic, theme or ideology. Socioeducational materials can include videos, music, poetry, art, and other forms of media, which all provide a great way to engage a diverse group of learners, remain culturally relevant, and keep the pace and tone of the trainings interesting. For example, you could show a video of a high school graduation or birthday celebration to illustrate the importance of family coming together to bring meaning to milestones through rituals. Facilitators can also ask family counselors, youth and families to develop their own materials to generate discussions. Using these various mediums also encourages family counselors apply creativity and innovation to their work with families.

This curriculum provides thirteen videos that can be used as socioeducational tools to address a plethora of topics with the family counselors (see the [Videos & Multimedia Resources](#) section). The videos are accompanied with guidelines and prompts for **discussions, dialogue and inquiry sessions, and group exercises**, Facilitators are also expected to create their own socioeducational materials.

**Room Set-Up - Materials and Guidance**

The facilitator must be prepared to disseminate content, create an empowering learning environment and effectively manage all the elements of the training. A **mantra to live by, particularly when working in remote locations, is to “be prepared for something to go wrong”**. The more prepared the facilitator is to handle any unforeseen circumstances, as well as anticipate and address known challenges, the more successful he or she will be. Facilitators should come prepared with all materials required to present or have fully stocked presentation kits on location.

| ✔ Projector | ✔ Appropriate cables and adaptors |
| ✔ Laptop | ✔ Extension cords |
| ✔ Speakers | ✔ Tape |
| ✔ Microphone | ✔ Doorstop |
| ✔ Handouts for participants | ✔ Bottled water |
| ✔ Backup copy of the presentation on thumb drive | ✔ Paperclips |
| ✔ A map of training room and layout design | ✔ Small cups |
| ✔ Training evaluation forms | ✔ Post-it notes (multicolored) |
| ✔ Technical support contact information | ✔ Large Chart Paper / White board |
| ✔ Encouragers (small prizes) | }
FAMILY COUNSELOR 5-DAY ORIENTATION

The Family Counselor Orientation is designed to prepare newly hired family counselors to effectively implement *Family Matters* through achieving the following overarching goals:

- Provide an overview of all seven phases
- Develop a foundational understanding of key concepts, tools, and procedures
- Encourage team building among participants

**Approach**

The Family Counselor Orientation training covers a 32- to 40-hour training sequence delivered over a five-day period. While each day is uniquely designed to meet prescribed learning objectives, there are some consistent elements regarding the content delivery structure. The training framework provided in this section will support an elevated level of 1) rigor and quality in the dissemination of materials and knowledge; 2) participation and engagement; 3) retention; and 4) applicability. Facilitators have full discretion to assign readings, group projects, material reviews, take-home assignments, and “think-abouts” prior to, during, and after the training.

Facilitators will encounter a wide range of backgrounds, experience, and skills among students. See the [Universal Design for Learning (UDL) section](#) in this guide to learn more about how the framework developed for the orientation training can help facilitators accommodate individual differences and training needs. Some key targets that facilitators can pursue to support UDL include:

- All learners know training goals
- Intentional, flexible options for all students to use
- Student access to resources from the start of a lesson
- Students building and internalizing their own learning

During the orientation (and after) facilitators should collaborate with clinical supervisors / managers to conduct a needs assessment that will inform future supplemental trainings, to include follow-on Micro Trainings and Deep Dives.

Facilitators should encourage learners to take responsibility for independently identifying and engaging in learning activities outside of the classroom, to include independently reviewing relevant sections of the *Family Matters* Manual.

Photo by Kathy McClure
TRAINING SCHEDULE

The table below shows how every orientation training day will be structured, along with illustrative times and time allotments. Each daily agenda offers different lessons, activities and exercises organized around the same session outline (Table 3). Facilitators can, of course, adjust the schedule to meet the real time needs of learners and flow of the day, but should do their best to ensure that all content is covered by the end of the orientation. This may require some longer days. Facilitators have the discretion to determine the start and ending times, and dismiss the counselors early (or later) if warranted.

Table 3 – Standardized flow of each training day

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Focus</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:30 am</td>
<td>AM Centering Exercise and Opening Ritual</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>9:30 - 10:30 am</td>
<td>AM Module</td>
<td>60 Minutes</td>
</tr>
<tr>
<td>10:30 – 10:40 am</td>
<td>Bio-Break</td>
<td>10 Minutes</td>
</tr>
<tr>
<td>10:40 – 10:45 am</td>
<td>Model &quot;I do&quot;</td>
<td>15 Minutes</td>
</tr>
<tr>
<td>10:45 – 11:05 am</td>
<td>Guided Practice &quot;We do&quot;</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>11:05 – 11:40 am</td>
<td>Independent Practice “You do”</td>
<td>35 Minutes</td>
</tr>
<tr>
<td>11:40 - 11:50 am</td>
<td>Bio Break</td>
<td>10 Minutes</td>
</tr>
<tr>
<td>11:50 – 12:50 pm</td>
<td>Chat &amp; Chew Lunch Break</td>
<td>60 Minutes</td>
</tr>
<tr>
<td>12:50 – 1:50 pm</td>
<td>PM Module</td>
<td>60 Minutes</td>
</tr>
<tr>
<td>1:50 – 2:05 pm</td>
<td>Model “I do”</td>
<td>15 Minutes</td>
</tr>
<tr>
<td>2:05 – 2:35 pm</td>
<td>Guided Practice &quot;We do&quot;</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>2:35 – 3:05 pm</td>
<td>Independent Practice “You do”</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>3:05 -3:20 pm</td>
<td>Deep Dive</td>
<td>15 Minutes</td>
</tr>
<tr>
<td>3:20 – 3:35 pm</td>
<td>Exit Ticket / Closing Ritual</td>
<td>15 Minutes</td>
</tr>
</tbody>
</table>

Details that explain the rationale behind the sessions listed in the table above are provided below.

AM Centering: These 30-minute sessions set the tone for the day and serve as an opening ritual, through providing space for a welcome and introductions or opening question.

AM / PM Module: These 60-minute sessions are dedicated to an overview of the Family Matters intervention and provide blocks of time to review each of the seven phases. PowerPoint slide decks are provided. The Family Matters Manual is also a great resource to have on hand.

Gradual Release Sessions (See section on Gradual Release in this guide for more information)

- Guided Practice – “We do”: A teacher / student collaborative exercise.
**Chat & Chew Lunch Break:** This is a 60-minute working lunch. Participants will engage in conversations around a specific topic that is included in the daily agenda while they eat. This can be done in many ways. You could release the group for lunch, instruct participants to discuss a topic with the others at their table, and ask them to briefly share any highlights or key learning points when they return. Alternatively, the discussion could be held in the classroom with the entire group of trainees while everyone eats at their desk. You could also assign groups before the break and request a more formal presentation of each group’s key findings or conclusions when they return. As always, facilitators are encouraged to use their creativity.

**Bio Breaks:** These 10-minute breaks are intended to give participants some time to get up, move around, and visit the restroom. The *AM Bio Break* would provide a good opportunity for a coffee break. The *PM Bio Break* scheduled before lunch gives participants an opportunity to stretch their legs or take care of any personal requirements before they sit down to eat. Since the Chat & Chew Lunch session involves structured conversation related to the training, it is good to give participants a few minutes to do their own thing. Facilitators can also choose to skip a scheduled Bio Break if they need to make up time or to better meet the needs of learners.

**Deep Dive:** This 15-minute session is designed to “Fill in the Gap” through focusing on a topic or theme that participants are struggling with or would like to know more about. The Facilitator and counselors in training choose deep dive concepts together. This can be done through a quick discussion at the beginning of the session or at any other time during the training. Any time a need is identified, it can be flagged for a subsequent deep dive.

**Exit Ticket:** This 15-minute session is a part of a daily closing ritual conducted to highlight and reinforce a particular component of the training, while also providing an opportunity to assess the progress of learners. Exit Ticket prompts that describe tasks that each learner must complete before walking out the door at the end of the day are provided in each daily orientation agenda. This could include a verbal or written assignment. It could be as easy as asking each counselor to provide a spoken response to the Exit Ticket question. Alternatively, you could ask each participant to write down and hand in their response. In this case, it is helpful to acknowledge that you have read the submissions. You could either state that “you enjoyed reading what they wrote” and call out a few examples during the following morning’s AM Centering Session or write a short but positive note on their papers before returning them.

The information you will gain through these exercises will provide valuable insights into the knowledge transfer process and reveal possible gaps in understanding. You can to adjust the training schedule based on your findings, as needed. It is important to note that Exit Ticket component should be quick. At this point, you don’t want to get into any in depth discussions at, as you are aiming to complete the day.

**Self-Directed Learning (SDL):** While not explicitly mentioned in the table above, SDL is an important part of every training, and generally occurs outside the classroom. In addition to the SLD prompts provided through this guide, you should actively encourage and promote SDL whenever possible. For more information see the section on Self-Directed Learning Activities in this guide, as well as the brief explanation above in the Pedagogical Framework section.
**Family Matters Orientation Training: Five-Day Curriculum Structure and Overview**

The chart below only intends to summarize the topics covered during the initial orientation. Detailed agendas for each day, along with facilitator instructions, can be found in the subsequent sections in this guide dedicated to each training day. The length of each day is 6 hours and 45 minutes. However, some sessions may take longer than planned. The schedule below covers 32 hours and 5 minutes of contact time over five days (excluding bio breaks). However, the training may take up to 40 hours in total.

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM Opening Ritual</td>
<td>30 min</td>
<td>Welcome &amp; introductions</td>
<td>Welcome &amp; opening question</td>
<td>Welcome &amp; opening question</td>
<td>Welcome &amp; opening question</td>
<td>Welcome, video, &amp; opening questions</td>
</tr>
<tr>
<td>AM Module</td>
<td>60 min</td>
<td><em>Family Matters</em> Approach Intro</td>
<td><em>Phase 1</em> Overview</td>
<td><em>Phase 3</em> Overview</td>
<td><em>Phase 5</em> Overview</td>
<td><em>Phase 7</em> Overview</td>
</tr>
<tr>
<td>Model “I Do”</td>
<td>15 min</td>
<td>Data-informed practices</td>
<td>Four key YSET scales &amp; Phase 1</td>
<td>Genograms</td>
<td>Watch Family Engagement Video</td>
<td>Experienced Family Counselor(s) presents</td>
</tr>
<tr>
<td>Guided Practice “We Do”</td>
<td>20 min</td>
<td>What draws you into this work?</td>
<td>Structured YSET I interview protocol</td>
<td>Teams complete a genogram exercise</td>
<td>Family meeting skills building exercise</td>
<td>Q&amp;A session with Counselor(s)</td>
</tr>
<tr>
<td>Independent Practice “You Do”</td>
<td>35 min</td>
<td>Define your role as a counselor</td>
<td>Practice interviewing families</td>
<td>Create and share genograms</td>
<td>Complete a FACES Scale</td>
<td>Q&amp;A with Counselor(s) Continued</td>
</tr>
<tr>
<td>Lunch /Chat-and-Chew</td>
<td>60 min</td>
<td>Topic: 12 Premises</td>
<td>Topic: Phase 1 and teaching families</td>
<td>Topic: Genogram introduction / creation</td>
<td>Discuss family meeting exercise</td>
<td>What did you learn from the Counselor(s)?</td>
</tr>
<tr>
<td>PM Module</td>
<td>60 min</td>
<td><em>Family Matters</em> Intro (Cont.)</td>
<td><em>Phase 2</em> Overview</td>
<td><em>Phase 4</em> Overview</td>
<td><em>Phase 6</em> Overview</td>
<td>1:1 Exchange: new &amp; experienced counselors</td>
</tr>
<tr>
<td>Model</td>
<td>15 min</td>
<td>Assessment resources &amp; tools</td>
<td>Family meetings and ecomapping</td>
<td>Positive Patterns Worksheet &amp; family traditions / rituals</td>
<td>Family meetings discussion (Cont.)</td>
<td>Break &amp; transition to closing sessions</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>20 min</td>
<td><em>FM Manual Scavenger Hunt</em></td>
<td>Enact family roles &amp; create ecomaps</td>
<td>Learners write about a family tradition</td>
<td>Participants create action plans</td>
<td>Participants explain key action plan components</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>35 min</td>
<td>3 min participant presentations</td>
<td>Watch video and create ecomaps</td>
<td>Bingo! Who wrote about which tradition?</td>
<td>Participants explain key action plan components</td>
<td></td>
</tr>
<tr>
<td>Deep Dive</td>
<td>15 min</td>
<td>Topic selected by group</td>
<td>Topic selected by group</td>
<td>Topic selected by group</td>
<td>Topic selected by group</td>
<td></td>
</tr>
<tr>
<td>Exit Ticket/ Closing Ritual</td>
<td>15 min</td>
<td>Looking ahead – learning / working with families</td>
<td>How will ecomaps and genograms help families?</td>
<td>Why is family important?</td>
<td>How will you communicate with families?</td>
<td><strong>Closing Ritual</strong></td>
</tr>
</tbody>
</table>
PRE-WORK (Self-Directed Learning)

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the <em>Family Matters</em> Manual (SDL)</td>
<td>7 hours</td>
<td>Ctrl + Click link: <em>Family Matters Manual</em></td>
</tr>
</tbody>
</table>

- It is critical that novice family counselors study the *Family Matters* Manual and associated readings *prior to orientation*. This will help establish a common knowledge base. The model applied through *Family Matters* taps into many theories and approaches, which are thoroughly covered in the manual. If participants are viewing the materials for the first time in training, class time will be wasted covering concepts clearly explained in the manual.

- Facilitators should also review the *Family Matters* Manual as a refresher, along with the orientation training plan, exercises and materials.

DAY 1

**Summary**

**Goals**

1. Set the tone for the training and communicate expectations.
2. Reinforce the knowledge learners have gained after reading the *Family Matters* Manual before the start of the orientation (SDL pre-course work).
3. Ensure that all learners have a basic understanding of the *Family Matters* intervention and the roles and responsibilities of family counselors.
4. Teach the 12 Premises as a foundational concept.

**Resources**

- Day 1 *Agenda*
- Introduction *Video*
- *Family Matters* Overview *PowerPoint Slide Deck*
- *Family Matters* *Manual*

**Materials**

- See *Room Set-up checklist* (pg. 11)
- Notecards
- Pens
  - Optional:
    - Markers, easel, and chart paper
    - Printed copies of the *Family Matters* Manual (optional)

Ctrl+ left click on links in this chart to access materials

Day Length: 6 hours and 45 minutes

**Agenda – Day 1**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Description</th>
<th>Length</th>
</tr>
</thead>
</table>
| 9:00 - 9:30 am| AM Centering Exercise and Opening Ritual | • Welcome  
  • Opening  
  • Introductions  
  • Ground Rules  
  • Logistics | 30 Min |
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
</table>
| 9:30 - 10:30 am  | AM Module             | • Introduction video (see note below)  
• Family Matters Overview (Day 1 PowerPoint)  
✓ Key Terms  
✓ 12 Premises  
✓ Overview of the Seven Phases  
✓ Data and Assessment  
✓ Counselor Responsibilities Overview | 60 Min   |
| 10:30 – 10:40 am | Bio-Break             | *Bio-Break*                                                                                                                                                                                                   | 10 Min   |
| 10:40 – 10:45 am | Model “I do”          | Data-informed Practices: “This is Bigger than Us” (See note below)                                                                                                                                          | 15 Min   |
| 10:45 – 11:05 am | Guided Practice “We do” | Guided Discussion  
What draws you into this work? What is your why? | 20 Min   |
| 11:05 – 11:40 am | Independent Practice “You do” | Define your role as a counselor: Participants use notecards to write an informal definition of their roles in Family Matters and share with the group. | 35 Min   |
| 11:40- 11:50 am | Bio-Break             | *Bio-Break*                                                                                                                                                                                                   | 10 Min   |
| 11:50 – 12:50 pm | Chat & Chew Lunch Break | • Which of the 12 premises align most or best to your core values?  
• Which of the 12 premises align least with your core values? | 60 Min   |
| 12:50 – 1:50 pm  | PM Module             | • Family Matters Overview PowerPoint (cont.)  
✓ Strategic Techniques  
✓ Core Philosophical Underpinnings (e.g. systems approach, empowering families, etc.)  
✓ Brief Forms Review (see note below) | 60 Min   |
| 1:50 – 2:05 pm   | Model “I do”          | Assessment Sources and Tools Overview (see note)                                                                                                                                                              | 15 Min   |
| 2:05 – 2:35 pm   | Guided Practice “We do” | Scavenger Hunt! Participants review the Family Matters manual and locate specific concepts that are of interest or that they would like to discuss, and facilitator will answer some questions on the spot. (see note below) | 30 Min   |
| 2:35 – 3:05 pm   | Independent Practice “You do” | Saw One, Did One … Teach One! The facilitator will have assigned topics to participants during the Scavenger Hunt! exercise; Participants give a micro-presentation of 3 minutes max. (see note below) | 30 Min   |
| 3:05 -3:20 pm    | Deep Dive             | Fill-in-the-Gaps - Facilitator and participants choose the deep dive concepts together                                                                                                                                 | 15 Min   |
| 3:20 – 3:35 pm   | PM Centering / Closing Ritual | • Explain Homework Assignments (see note)  
• Exit Ticket - What are you excited to learn about tomorrow? What personal strengths will allow you to work with families throughout the Family Matters continuum? | 15 Min   |

**Facilitator Notes – Day 1**

The agenda above should serve as the primary resource for planning and delivering the training. The notes below are intended to be supplemental and offer helpful tips to the facilitator. Feel
free to use your creativity to enhance the training plan, though do your best to cover all of the content.

- The 12 Premises are a foundational concept that family counselors must internalize to be effective. Ensure learners have a firm grasp on this component of the training. This could be a good topic for a Deep Dive if you see learners struggling.

- You may need to bring some printed copies of the *Family Matters* Manual for counselors to reference for the Scavenger Hunt! and Saw One, Did One … Teach One! activities. If counselors will have access to laptops, then they can use the online version of the Manual. They should have been provided a link to the Manual before the orientation started, so they could read it before starting training as pre-work.

- You may want to bring in some large paper and an easel, with some markers so participants can create their three-minute presentations for the Saw One, Did One … Teach One! activity. However, this is optional. Participants can just as easily use a white board or just deliver their presentation based on notes.

Selected Day 1 Exercise / Activity Descriptions

*Only exercise and activities that are not self-explanatory are covered here.*

1. **Data-informed Practices: “This is Bigger than Us” (Modeling “I Do”)**

Spend 15 minutes explaining how *Family Matters* is an evidence-based intervention supported by data and why data is important to their work. Ideally facilitators would draw upon their own experiences and share up to date statistics showing the average level of risk reduction among beneficiary youth locally. It is also important to explain how progress is gauged through the administration of a baseline, midline and end-line YSET. You can also go into the history of the intervention and the YSET, starting in Los Angeles, if you have time. You can find some good information in the Introduction Section of the *Family Matters* Manual, which starts on page one. You may want to share upon completion of the first year of implementation, 73 percent of USAID/CFYR’s beneficiary youth experienced a reduction in risk factors, and 56 percent experienced such a significant reduction that they dropped below the minimum risk threshold for problem and delinquent behavior. Some of these topics may have been covered in the Day 1 PowerPoint, but the idea between this session is to highlight the importance of data.

2. **AM Module – Family Matters Introduction and Overview**

- Welcome and Introduction to Family Matters Video
  
  https://drive.google.com/file/d/13CJdP532B0g-P_6M9Jm07K5VjGdveChv/view?usp=sharing
  
  - Length: 00:03:25
  
  - Description: Dr. Brown welcomes new family counselors and provides an overview of the Family Matters Training series and the work that they will engage in.
Questions for Reflection, Dialogue, & Inquiry: Dr. Brown states that you are working with the most resilient people in the world. How does this simple reframe change the way we think about the families we serve? How does seeing families from a strength-based framework change the way we approach our work? When we focus on the strengths of others, how does it change our practice and we engage systems? What do you think the impact of this program will be on the youth, families, and communities?

- Deliver Family Matters Overview PowerPoint Slide Deck

3. PM Module – Family Matters Overview Continued

- Core Philosophical Underpinnings: Take some time to discuss the key concepts that underpin the Family Matters methodology, such as family systems, the asset-based approach, empowering families, the family as a protective force, etc. If you need some inspiration, you can find some good information in the Key Concepts section of the Family Matters Manual, starting on page 7.

- Brief Forms Review: This will build on the introduction to forms and templates you gave, based on Slides 36 and 37 in the Day 1 PowerPoint Slide Deck – Family Matters Overview. You can either select the forms you think are most important to share (link to forms folder on Google Drive) or pull up the Family Matters Manual and scroll through the Forms, Worksheets and Scales Section starting on Page 178. The goal is to familiarize family counselors with the key forms they will be using and help them understand why they are important.

- Flex Time: There is some buffer time built into this section to accommodate any Day 1 slides that were not completed in the AM session. If you still have extra time, you may want to consider further discussion on the 12 Premises, such as group presentations on their discussions, as a follow on to the Chat and Chew discussions.

4. Assessment Sources and Tools Overview (Modeling “I Do”)

Spend 15 minutes explaining how family counselors draw upon many resources and data points to form a more complete picture of how they families they work with function and the problems they face. For instance, the YSET is just one data point that provides insight into the index youth, based on his or her own perspective. However, the referral source interview and counselor observations provide additional perspectives that will create a more dynamic understanding of the youth. When you add in, for example, a FACES analysis, the underlying family dynamics revealed would give you a multidimensional understanding of the family as whole, which is the key to creating sustainable change.

You are expanding upon your initial introduction to this concept on Side 38 of the Day 1 PowerPoint Slide Deck. The graphic to the right, also on Slide 38, shows the many tools and
assessments that counselors will use to better understand the families they work with. You are encouraged to draw upon your own experiences to explain this concept to learners.

5. **Scavenger Hunt! (Guided Practice – “We do”)**

- Learners will spend 30 minutes looking through the *Family Matters* Manual identifying concepts that they find interesting or have questions about. They should be instructed to ask the facilitator questions as they arise, and you will answer some of the questions on the spot.
- You should also keep a list of some topics that participants can use to develop presentations for the next session – Saw One, Did One … Teach One!
- For this exercise, learners can work independently, in pairs, or in small groups, whichever you feel best supports learning objectives.

6. **Saw One, Did One … Teach One! (Independent Practice – “You do”)**

- Learners will have a total of 30 minutes to create and deliver 3-minute presentations based on topics identified during the Scavenger Hunt! exercise and assigned by the facilitator.
- Presentations can be prepared and delivered individually or in groups. Keeping in mind that each presentation will be three minutes in length, the facilitator should determine the number of groups in a way that enables the session to stay within the allotted time frame. For example, if you allow 10 minutes for the development of presentations, then you only have 20 minutes for the presentations to be delivered, so you can only get about in 6 – 7 presentations.

**Homework**

1. Review Phase 1 in the *Family Matters* manual (pages 43 -74). Learners should endeavor to understand how a family would progress through each sub-section of Phase 1. Prepare answers to the following questions:

   ✓ What or who makes up a referral network? (beginning on p. 51)
   ✓ What is the importance of the referral source? (beginning on p. 53)
   ✓ What are some of the features of the YSET assessment? (beginning on p. 57)
   ✓ After reviewing the FACES Communication Scale (beginning on p. 64)

2. Review Phase 2 in the *Family Matters* manual (pages 80 – 96). Learners should pay close attention to the process of creating an ecomap.
DAY 2

Summary

<table>
<thead>
<tr>
<th>Goals</th>
<th>Resources</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide learners with a more in depth understanding of <strong>Phase 1</strong>.</td>
<td>• Day 2 Agenda</td>
<td>• See Room Set-up checklist (pg. 11)</td>
</tr>
<tr>
<td>2. Provide learners with a more in depth understanding of <strong>Phase 2</strong>.</td>
<td>• Phase 1 PowerPoint Slides</td>
<td>• Markers</td>
</tr>
<tr>
<td>3. Develop an understanding of the YSET Interview Protocol and the four key YSET scales.</td>
<td>• Phase 2 PowerPoint Slides</td>
<td>• Chart paper (large)</td>
</tr>
<tr>
<td>4. Teach ecomaps as a foundational concept.</td>
<td>• Glows and Grows Worksheet</td>
<td>• Tape</td>
</tr>
<tr>
<td></td>
<td>• YSET Tool</td>
<td>• Optional:</td>
</tr>
<tr>
<td></td>
<td>• Family Matters Manual</td>
<td>− Post-it Notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Whiteboard / Easels</td>
</tr>
</tbody>
</table>

Ctrl+ left click **links** in this chart to access resources

Day Length: 6 hours and 45 minutes

**Agenda – Day 2**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Description</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:30 am</td>
<td>AM Centering Exercise and Opening Ritual</td>
<td>• Introduction and Reintroductions</td>
<td>30 Min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Opening Question: <em>How have your perceptions of the program changed, in terms of roles, responsibilities, and goals, since yesterday?</em></td>
<td></td>
</tr>
<tr>
<td>9:30 - 10:30 am</td>
<td>AM Module</td>
<td><strong>Phase 1 Overview</strong> (PowerPoint – See Note)</td>
<td>60 Min</td>
</tr>
<tr>
<td>10:30 – 10:40 am</td>
<td>Bio-Break</td>
<td></td>
<td>10 Min</td>
</tr>
<tr>
<td>10:40 – 10:45 am</td>
<td>Model “I do”</td>
<td>The four key YSET scales (See Note)</td>
<td>15 Min</td>
</tr>
<tr>
<td>10:45 – 11:05 am</td>
<td>Guided Practice “We do”</td>
<td>Structured YSET I Interview protocol (See Note)</td>
<td>20 Min</td>
</tr>
<tr>
<td>11:05 – 11:40 am</td>
<td>Independent Practice “You do”</td>
<td><strong>Practice Makes Permanence:</strong> Learners practice interviewing families using the Fishbowl method. (See Note)</td>
<td>35 Min</td>
</tr>
<tr>
<td>11:40- 11:50 am</td>
<td>Bio-Break</td>
<td></td>
<td>10 Min</td>
</tr>
<tr>
<td>11:50 – 12:50 pm</td>
<td>Chat &amp; Chew Lunch Break</td>
<td>What will be the most difficult Phase 1 concept or idea to teach to families?</td>
<td>60 Min</td>
</tr>
<tr>
<td>12:50 – 1:50 pm</td>
<td>PM Module</td>
<td><strong>Phase 2 Overview</strong> (PowerPoint – See Note)</td>
<td>60 Min</td>
</tr>
<tr>
<td>1:50 – 2:05 pm</td>
<td>Model “I do”</td>
<td>Family meetings and ecomapping (See note)</td>
<td>15 Min</td>
</tr>
<tr>
<td>2:05 – 2:35 pm</td>
<td>Guided Practice “We do”</td>
<td>• <strong>And the Oscar Goes To . . .</strong> Family roles are enacted based upon assigned scenarios.</td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create ecomaps (See Note)</td>
<td></td>
</tr>
<tr>
<td>2:35 – 3:05 pm</td>
<td>Independent Practice “You do”</td>
<td><strong>Watch This!</strong> Participants watch a video and individually create ecomaps, which they then share and compare with the larger group. (See Note)</td>
<td>30 min</td>
</tr>
</tbody>
</table>

Ctrl+ left click **links** in this chart to access resources
Facilitator Notes – Day 2

The section below supplements the agenda above, provides more in-depth instructions for selected exercises and activities, and offers suggestions. You are encouraged to use your creativity to enhance the training plan and materials, though do your best to cover all the content.

- Day 2 has a tight timeline. You may have time in the PM Module to cover any material you may not have gotten to in the AM Module Phase 1 introduction. If needed, you can also use the time allotted for the Deep Dive to make up for lost time.
- To prepare, you should review the Phase 1 and 2 PowerPoints and the sections of the Family Matters Manual relevant to the exercises the day before you facilitate the training.

Selected Day 2 Exercise / Activity Descriptions

Only exercise and activities that are not self-explanatory are covered here.

1. AM Module – Phase 1, Referral and Assessment

Goal – Phase 1 Overview: By the end of this module, learners will be able to understand how index counselors 1) make first contact with the youth and their family, 2) assess whether they are eligible to participate in Family Matters, and 3) develop initial action plans for working with eligible youth and their families.

Materials / Resources:
- Required: Phase 1 PowerPoint Slides
- Optional: Glows and Grows worksheet or Markers, Post-it Notes, and Chart Paper

Time: 60 Minutes

Prep: Learners should have reviewed pages 43 -74 in the Family Matters manual and answered the following questions (this was the homework assigned on Day 1):

1) What or who makes up a referral network? (beginning on p. 51)
2) What is the importance of the referral source? (beginning on p. 53)
3) What are some of the features of the YSET assessment? (beginning on p. 57)
4) After reviewing the FACES Communication Scale (beginning on p. 64)
Opening Exercise: One of recurring themes of Phase 1 is communicating, specifically interviewing. Ask learners to take two minutes to write down memories of a time when they were interviewed (e.g. job, school, etc.), and chart down the glows (things that went well) and the grows (areas that could have been improved). They can draw their own chart in their notebooks, similar to the example below. Alternatively, you can handout a worksheet (see resources list above). You can also ask learners write down Glows and Grows on post-it notes and place them on a Glows and Grows chart drawn on a white board or chart paper at the front or back of the room. Dedicate the next three to five minutes to encouraging a few people in the group to share.

<table>
<thead>
<tr>
<th>Glows</th>
<th>Grows</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ The interviewer smiled throughout the conversation.</td>
<td>− The interviewer did not make meaningful eye contact/ seemed distracted.</td>
</tr>
<tr>
<td>+ The interviewer clarified a few ideas during the interview.</td>
<td>− The interviewers phone kept ringing during the interview.</td>
</tr>
</tbody>
</table>

Facilitator’s Notes:
- Monitor the time with a stopwatch or app, i.e. Google Timer or the timer on your phone.
- Not everyone will have an opportunity to share.

2. The four key YSET scales (Modeling – “I do”)

Building on the Phase 1 introduction, you will spend 15 minutes discussing the four key YSET Scales that have proven to be the most helpful in developing action plans and measuring progress:

1) Scale A: Antisocial Tendencies Scale
2) Scale B: Weak Parental Supervision Scale
3) Horizontal Family Scale
4) Vertical Family Scale

Facilitators are encouraged to draw from their own experience to provide examples of how the scales have been used to develop action plans, measure progress, and adjust treatment plans. Other resources include the Day 2 – Phase 1 PowerPoint Slide Deck and the Family Matters Manual.
3. Structured YSET I Interview protocol (Guided Practice – “We do”)

Together, the facilitator and participants will quickly review the steps in the YSET I protocol process. It would be helpful to display them on a screen or write them on a whiteboard / chart paper.

**YSET I Protocol Steps**

- **Step 1:** Prepare for the interview (practice introduction)
- **Step 2:** Immediately before the interview, communicate to caregivers that the YSET is confidential and takes place between the counselor and index youth.
- **Step 3:** Have a brief introductory conversation with the referred youth
- **Step 4:** Follow the YSET interview protocol
- **Step 5:** Complete the post-interview checklist
- **Step 6:** The YSET scoring process.

**Group Exercise:**

- Time: 15 - 20 minutes
- Materials: chart paper, tape, and markers
- Facilitator creates approximately 5 groups, with an even number of participants in each group, if possible.
- Each group is assigned one of the six steps in the YSET interview process listed above (10 to 15 minutes).
- In groups, participants should place the title of the YSET protocol step assigned to them on a large piece of chart paper.
- Groups will write down 5 key aspects each step on the chart paper (e.g. the goal, importance, the key tasks performed by counselors).
- Allow for brief presentations (1min each) from some or all groups, as time allows.

4. Practice makes Permanence (Independent Practice – “You do”)

**Goal:** Conduct enactments to practice interviewing skills and prepare counselors for challenges they may face when following the YSET I interview protocol.

**Time:**

- 35 minutes
- Each enactment should last about 5 minutes.
- Allow for 1-to-2-mintues after each enactment for a brief discussion.

**Exercise Description:**

- Learners will take turns practicing aspects of the YSET interview protocol through conducting enactments using the Fishbowl Method.
You will create groups of 2 to 3 people and assign a scenario, based on YSET protocol steps 2, 3 and 4 listed above.

Scenario suggestions, resources, and ideas:

- A scenario related to Step 2 where a parent is insistent about being in the room during the YSET interview would work well for groups of three (e.g. Counselor, Parent and Youth / Counselor and two parents).
- For Step 3, you could have a parent interrupting when a counselor is having an introductory conversion with a youth.
- See pages 52 and 53 in the *Family Matters* Manual for scenario ideas related to Step 4, such as “youth refuses to answer a question” on the YSET. You should also take note of the appropriate responses described in the manual for each scenario. These would work best with groups of two.
- Draw upon your experiences to develop other scenarios that will help prepare counselors for challenges they may face when following the YSET I interview protocol.

Guidelines:

- Arrange learners so they are circled around the presenting group, as seen in the chart to the right. One of the speakers will play the role of the Family Counselor and the other group member(s) will play the youth and/or parents.
- The group in the ‘Fishbowl’ remains in character as they act out a scenario, while the others watch.
- During the enactment, observers should be listening and writing notes, ensuring that they are documenting words, phrases, moods, areas of growth (glows), and areas of improvement (growns).
- Facilitators keep track of time to ensure there is a little time after each enactment to elicit thoughts from the participants—both inside and outside of the Fishbowl – i.e., the participants in the center and the observers.

5. **PM Module – Phase 2, Building Agreements**

Goals – Phase 2 Overview: By the end of this module, learners will 1) understand how ecomaps are informed, created, and shared with families; 2) demonstrate their comprehension of ecomaps; and 3) how the process of building agreements intersects with family dynamics.

Prep: Learners should have reviewed pages 80 – 96 in the *Family Matters* Manual, paying close attention to the process for creating an ecomap. *(the homework assigned on Day 1)*
Time: 60 minutes

Facilitator Notes:
- The training should be guided by the Phase 2 PowerPoint slide deck, which is shorter than the Phase 1 slide deck, and serves as a guide rather than a script.
- There are underlined links in the PowerPoint that will bring you to the forms/documents mentioned in the text if you have internet (use the Ctrl. + Click function).
- You are encouraged to supplement the content provided to best meet learning needs within your current class and context.

6. Family meetings and ecomapping (Modeling – “I do”)

Facilitator will explain the process for introducing and creating an ecomap with families and use additional resources as needed to ensure full understanding.

Process Summary - (Quick Reference):
- Tell the family you would like to learn more about them and that it would help you to see a map of the family.
- Ask the family to help you get to know about them by confirming, correcting, or enlarging the ecomap that you drew in the Strategy Team Meeting. You should not show the map you drew in Phase 1 to the family, but you may redraw the sketch with the family. Make sure the family understands symbols, and encourage them to enhance the drawing, such as with pictures.
- Start by placing the youth (circle for female, square for male) at the center of a whiteboard (or a piece of paper). Indicate the name and age of the youth inside the circle or square.
- Draw circles and squares around the child to represent the people who live in the household, indicating name, age, and relation (e.g. “mother,” “stepfather,” “grandmother,” “brother,” or “sister”).
- Outside the household circle, add people who do not live in the home but interact with the youth and/or other members of the household, such as extended family, biological parents who do not live in the home, or close friends. Draw another circle around the larger group.
- If extended family members are included, ask some questions about contact with them (e.g. do they visit? how often? etc.). Do not ask specifically whether and how the extended network is supportive of the family but respond with interest if that subject comes up spontaneously.

![Diagram of an ecomap](image)

Remember: The difference between an ecomap and a genogram is that the ecomap only includes living family members and family friends, while the genogram also includes family members who have passed away. A genogram usually does not include friends, unless they are key to the family structure.
7. And the Oscar Goes To . . . (Guided Practice – “We do”)

Goal: Conduct enactments to practice facilitating family meetings.

Time:
- 30 minutes
- Each enactment should last about 5 minutes.
- Allow for 1-to-2-minutes after each enactment for a brief discussion / creation of ecomap.

Exercise Description:
Facilitator breaks counselors into groups, assigns scenarios (see below for some ideas) and ensures each has person has a family role in preparation for Family Meeting enactments. Each group can only do one enactment (i.e. only one group member will be able to play a counselor on Day 2).

- Each group must have enough participants to conduct one enactment with a counselor and multiple family members.
- Group participants enact their roles based upon type-casts in the scenarios they receive.
- Groups will conduct enactments based on the assumption that the counselor and family know each other and have a history.
- Ideally, group will be seated as shown in the chart to the right.
- Each session should last about 5-7 minutes.
- After / or during the enactment session, the person playing the counselor will take a minute or so to create an ecomap (possibly along with onlooking participants in the audience).

Scenarios: Below are some ideas for scenarios that may be enacted. Facilitators are also encouraged to develop their own scenarios, based on their experiences.

1) Two teenagers, Steven and Karen, are experiencing the pain of their parents From slides divorcing. Karen has started to spend time with a local group of girls in a nearby neighborhood. The neighborhood girls are often in trouble for stealing from local malls and smoking; however, Karen has remained adamant about her not engaging in those behaviors and says she is just hanging out with the girls for companionship. She was caught, by local police officers smoking marijuana, which is the reason she was referred to the Family Matters program.

2) A married couple is attempting to prepare their 17-year-old son, Winston, to attend college out of the country. Winston’s paternal grandparents live in the same household; they helped raise Winston since he was a little boy. About two months ago, Winston shared with his grandparents that his girlfriend, Sandra, a 17-year-old
girl, is pregnant. Winston tried stealing some snacks from a corner store because Sandra said she was hungry. Winston does not see anything wrong with his behavior because, for the most part, he is a great student and soon will be trying his best at university. Winston’s theft is the rationale for him in the Family Matters program.

3) David, Jordan, and Heaven are siblings being raised by their grandparents, Barbara, and Milton, because their parents have been deemed, due to drug and abuse issues, to not be fit to raise their three children. The three teenage siblings have tried to convince their grandparents to lessen the number of chores and rules that they must do. Heaven refuses to do the chores that her grandparents ask of her. She is contentious, especially with her siblings, because she feels like they should join her in protest her grandparents. Heaven’s constant refusal is the rationale for her in the Family Matters program.

4) A working, divorced couple have been trying to work out a visitation schedule; however, the mother, Diane, is a physician at the local clinic, and her hours are unpredictable, and the father, Richard, is a school teacher, who has a more structured start and finish times. They have three children, Carolyn, Yvonne, and Wallis, two teenagers and a pre-teen. In short, Diane seems to drop off the children to Richard’s house and chronically asks Richard if he could keep the kids for three whole weeks because of the pending flu season visit increase. Diane’s income provides the students the most resource support for the children, so she considers that important. Richard, the teacher, believes that spending quality time with the children just as important to the family dynamic. Yvonne, the middle child, is battling with sensations of depression. She has a hard time opening up to people. She wants to be happy in her family, but she cannot seem to cope with the changing dynamics and the back-and-forth between her parents. Unfortunately, Yvonne attempted suicide by taking some prescription pills that she found in her mom’s medicine cabinet; it is the suicide attempt that creates the rationale for Yvonne being in the Family Matters program.

8. Watch This! (Independent Practice – “You do”)

- Participants watch a video together (e.g. a clip from the Sprinter Video or Family Engagement Video). Facilitators can choose any video they think may be appropriate for this session and are encouraged to browse the videos and multimedia list in Catalogue of Resources, as well as draw upon their own materials and sources.
- Participants individually create ecomaps after watching the video, based on what they have seen and learned from the example presented.
- Participants share and compare ecomaps in the larger group.
- Participants will discuss how the ecomap process can help them develop alternative solutions for a youth’s problematic behaviors.

Homework – Day 2

3. **Optional:** You can ask learners to reflect on Phase 1 and write a response to the following question: how will you ensure that you deliver Phase 1 with fidelity? You could then ask a few participants to briefly share their journal entries during the Day 3’s welcome session.

### DAY 3

**Summary**

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<th>Goals</th>
<th>Resources</th>
<th>Materials</th>
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<tr>
<td>1. Provide learners with a more in depth understanding of <strong>Phase 3</strong>.</td>
<td>• Day 3 Agenda</td>
<td>• See Room Set-up checklist (pg. 11)</td>
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<tr>
<td>2. Provide learners with a more in depth understanding of <strong>Phase 4</strong>.</td>
<td>• Phase 3 PowerPoint Slides</td>
<td>• Markers</td>
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<tr>
<td>3. Teach genograms as a foundational concept.</td>
<td>• Phase 4 PowerPoint Slides</td>
<td>• Pens</td>
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<tr>
<td>4. Familiarize participants with Positive Patterns worksheet.</td>
<td>• Rituals as a Tool of Resistance PowerPoint Slides</td>
<td>• Post-It Notes</td>
</tr>
<tr>
<td>5. Develop an understanding the importance of traditions and rituals.</td>
<td>• Genograms and Ecomap Video</td>
<td>• Index Cards</td>
</tr>
</tbody>
</table>

Day Length: 6 hours and 45 minutes

### Agenda – Day 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Description</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:30 am</td>
<td>AM Centering Exercise and Opening Ritual</td>
<td>• Welcome&lt;br&gt;• Opening Question: <em>What does Family Matters mean to you?</em></td>
<td>30 Min</td>
</tr>
<tr>
<td>9:30 - 10:30 am</td>
<td>AM Module</td>
<td>• <strong>Phase 3 Overview</strong> (PowerPoint – <a href="#">See Note</a>)&lt;br&gt;Watch Genograms and Ecomap Video</td>
<td>60 Min</td>
</tr>
<tr>
<td>10:30 – 10:40 am</td>
<td><strong>Bio-Break</strong></td>
<td></td>
<td>10 Min</td>
</tr>
<tr>
<td>10:40 – 10:45 am</td>
<td>Model “I do”</td>
<td><strong>All about the Genograms, baby!</strong> What are they and how are they created?</td>
<td>15 Min</td>
</tr>
<tr>
<td>10:45 – 11:05 am</td>
<td>Guided Practice “We do”</td>
<td><strong>Understanding the Genogram:</strong> Two videos, a website review, and an exercise. (<a href="#">See Note</a>)</td>
<td>20 Min</td>
</tr>
<tr>
<td>11:05 – 11:40 am</td>
<td>Independent Practice “You do”</td>
<td><strong>Creating + Sharing = Caring:</strong> Participants create and share genograms. (<a href="#">See Note</a>)</td>
<td>35 Min</td>
</tr>
<tr>
<td>11:40- 11:50 am</td>
<td><strong>Bio- Break</strong></td>
<td></td>
<td>10 Min</td>
</tr>
<tr>
<td>11:50 – 12:50 pm</td>
<td><strong>Chat &amp; Chew Lunch Break</strong></td>
<td>• When is the best time to introduce genograms to families?&lt;br&gt;• How can the data you collect help inform the genogram-creation process?</td>
<td>60 Min</td>
</tr>
<tr>
<td>12:50 – 1:50 pm</td>
<td>PM Module</td>
<td><strong>Phase 4 Overview</strong> (PowerPoint – <a href="#">See Note</a>)</td>
<td>60 Min</td>
</tr>
</tbody>
</table>
Facilitator Notes – Day 3

The section below supplements the agenda above, provides more in-depth instructions for selected exercises and activities, and offers suggestions. You are encouraged to use your creativity to enhance the training plan and materials, though do your best to cover all the content.

- To prepare, you should review the Phase 3 and 4 PowerPoints and the sections of the *Family Matters* Manual relevant to the exercises the day before you facilitate the training.
- The phase specific PowerPoints serve as guides rather than scripts. You are encouraged to supplement the content provided to best meet learning needs within your current class and context.

Selected Day 3 Exercise / Activity Descriptions

*Only exercise and activities that are not self-explanatory are covered here.*

1. **AM Module – Phase 3, Redefining**

   **Goal:** Learners will develop 1) a better understanding of Phase 3, Redefining; 2) strategies to use ecomaps and genograms to provide feedback to families and reconceptualize presenting problems; and 3) the ability to create more focused and collaborative treatment plans.

   **Resources:** Phase 3 PowerPoint Slide Deck

   **Activities:**

   - **Deliver Phase 3 PowerPoint Slide Deck**
   - **Play Video – Genograms and Ecomaps**
     [https://drive.google.com/file/d/1LY4wdful0UuVVpeR5K2ZhVVhcUeIr4Ee/view?usp=sharing](https://drive.google.com/file/d/1LY4wdful0UuVVpeR5K2ZhVVhcUeIr4Ee/view?usp=sharing)

     *Length: 00:06:25*
Description: Dr. Brown explains what a genogram and ecomap is to the client. She expresses some concerns about “putting her business in the streets.” Dr. Brown reassures her about how therapy is a confidential and respectful place. She opens up about intergenerational trauma. They draw her genogram and ecomap together on the board and Dr. Brown asks the client to talk about “what she is seeing”, to provide her analysis of her family, position in it; and to reflect on her experiences and goals. They also talk about patterns that they see and how to use that the information gleaned to reach her goals.

Questions for Reflection, Dialogue, & Inquiry: _What stood out to you in this clip? What skills and techniques did you see the family counselor employ to encourage the youth to engage in the session? Have you used genograms and ecomaps in this way before? How did you see the genogram being used as an effective tool to open up the conversation? What questions would you ask using the genogram and ecomap?

2. Understanding the Genogram – (Guided Practice – “We do”)

- First, watch this video: https://www.youtube.com/watch?v=MuXvG9tbUMs “What is a Genogram”

- Next, review this website: https://www.free-power-point-templates.com/articles/genogram-what-and-how “What is a Genogram and How to Make One.”

- Now, each participant will quickly sketch out a sample genogram. The purpose of this exercise is just to confirm understanding, so the final product does not need to be complete. You can instruct the learners to use a family from a movie that they are familiar with, as seen in the video screened at the beginning of the session. You can also create and provide learners with a simple written description of a family to turn into a Genogram or show another video clip. Use your creativity. You should encourage participants to ask you questions as they arise (5 – 7 minutes).

- Next, learners will provide quick answers to questions about the Genogram process. Facilitator decides whether the exercise is performed individually on in groups. The facilitator will write the following questions on note cards ahead of the session. If needed the facilitator can develop more questions.

1) Which information is collected to design the genogram?
2) Who participates in designing the genogram?
3) How do families decide on the design (style) of a genogram?
4) What do genograms tell you about a family?
5) What types of strengths can a genogram reveal about a family?
6) What did you learn from the Genogram process that you will take with you as we move forward?
Give each person or group a card with a different question. Groups / individuals will be given five to seven minutes to discuss and write a short 280-character answer (about four lines or 50 words), which they will read out loud to the group.

After the answers are compiled, participants will select a “social media superstar” and use personal or professional Twitter Accounts to tweet answers @1977Creative. It is important to connect participants with the larger, global resource of Creative and to ensure that the world sees the dedication and the deliberateness in the training of these new counselors. Moreover, it is important to note that the participants need to see the social media platform as an opportunity to find a global community of support.

Additional activities, if time permits, is to look up the hashtag, #genograms, #ecomaps, etc., and investigate what appears.

3. Creating + Sharing = Caring (Independent Practice – “You do”)

**Materials:** large chart paper, tape, and markers (multiple colors), Post-It Notes

- Give each learner a sheet of large chart paper and markers. Participants will each individually create a genogram based on their own family history (20 minutes).
- Upon completion of the tasks, participants will tape their genograms to the wall around the perimeter of the room, so their work can be showcased in a gallery walk.
- Participants will walk around, look at each chart, and place Post-It notes on their favorite genogram (8 minutes).
- The last seven minutes or so, involve participants sharing the benefits of the gallery walk exercise. Questions to consider: 1) what was it about the genogram that received the most votes of approval that resonated so well with you all? 2) what is the learning opportunity experienced from the gallery walk? 3) how will you improve your own genograms in the future based upon this experience? 4) what, if anything, did you see as a common strength or area of improvement for us all?

**Closing:** If time allows, the facilitator asks the participants to reflect on Phase 3 and discuss the created genograms based on the current level of understanding. Participants will also discuss how this work helps to think about creating alternative solutions for youth’s more desirable behaviors.

4. PM Module – Phase 4, Strengthening Family Traditions and Rituals

This phase is implemented to ensure that family rituals are opportunities used to acknowledge positive changes, reinforce motivation, and strengthen family cohesion.

**Goal:** By the end of this module, learners will share experiences with each other to learn differing traditions and to reinforce the importance of understandings and practices to provide cohesive exchanges between a myriad of family contexts.

**Resources:** Phase 4 PowerPoint Slide Deck.
5. Traditions Galore (Guided Practice – “We do”)

- Review PowerPoint Sides - Rituals as a tool of Resistance
- Learners write down approximately five family traditions.

**Materials:** Index cards or letter sized paper and writing supplies

**Exercise:** Participants will write down on index cards or sheets of paper a ritual or familial tradition that they share with their loved ones or family members. These rituals can be extensions of special days (e.g., birthdays, holidays, etc.) or these experiences can be smaller, daily experiences (e.g., family dinners, family game nights, etc.). In short, participants should write down at least five experiences. Ensure that participants are writing down a description of the tradition and why it is special.

**Sample Ritual Description**

I enjoy celebrating Kwanzaa with my family. We all dress up in celebratory outfits and exchange meaningful gifts based upon the specific day. I remember one time I gave my niece a journal as a gift on “Nia” (the day of purpose). I wanted her to be able to write down her goals and dreams to solidify her purpose in life.

6. BINGO! (Independent Practice – “You do”)

**Exercise:** The facilitator collects the anonymous papers / note cards written by participants during the Guided Practice (“We do”) and reads each one aloud. Guesses are made as to who wrote either familial celebration or tradition. Correct answers are recorded so a winner can be identified at the end.

**Materials:** Be sure to have all materials prepared ahead of time, including a large sheet of chart paper taped to the wall or on an easel, with participants’ names written on it to keep track of correct answers (check marks under each name are fine). When one learner gets five correct answers, the winner of the BINGO-style game is identified Be sure to have a small prize or token ready to give to the winner(s).

**Facilitator Notes:**

- As the facilitator you should ensure that, even if participants did write their names on their paper / index card, no names are called out aloud.
- By now, some participants may feel a sense of familiarity with each other, so as the guessing ensues, be mindful about who is voting for whom during this process. **It is important to highlight the notion that being familiar with and being around someone, may or may not lend itself to deeply knowing someone.**
- When one learner gets **five correct answers**, a winner is announced and awarded a charm or tokens (prize) from the facilitator.
• Be mindful of the time. You may not be able to get one participant with five correct answers within the 30 minutes allotted for this exercise. If time is getting short, then adjust the exercise. For example, you could say the first person to get to three correct guesses would be the winner.

7. **Deep Dive – Suggested Topic, Childhood Trauma / Physical Health**

While typically the afternoon Deep Dive is decided as a collaboration between the facilitator and learners, the following video is suggested for this slot today. If there is another pressing topic that must be addressed through a Deep Dive today, we suggest moving the video to another available afternoon Deep Dive slot.

**Watch Video:**

Nadine Burke Harris: How childhood trauma affects health across a lifetime

[https://drive.google.com/file/d/1z2nLNhD_CQaTglq8ipogb71Gp6vyrs3h/view?usp=sharing](https://drive.google.com/file/d/1z2nLNhD_CQaTglq8ipogb71Gp6vyrs3h/view?usp=sharing)

**Themes:** Childhood trauma/Physical health

**Time:** 00:16:02

**Description:**

Child abuse has long-lasting negative effects on a child’s life. When Dr. Harris finished her residency, she set up a clinic to treat children in an underserved area of San Francisco. They worked to provide top medical care, including immunizations, lower asthma hospitalizations, etc. They received a lot of referrals for ADHD but when she did a detailed examination, Dr. Harris realized that often she couldn’t diagnosis for ADHD. Most of these patients had experienced severe trauma and she felt like something was missing from her treatment modality. She began reading about how exposure to adversity affects brain and body development. She came across the Adverse Childhood Experiences Study, which ended up changing the way she practiced. The study asked adults about experiences they had in childhood, including abuse, neglect, and poor parent mental health. They then correlated their trauma score with health outcomes. They found that these experiences were common, about 67% of their study had at least 1 negative experience. They also found the higher your trauma score, the worse your physical health.

Dr. Harris changed her practice to focus on prevention, screening, and healing the impacts of trauma. They scan every patient for exposure to trauma. They use a multiple discipline treatment team to use different modalities and treatments to reduce the dose of trauma on the patient. Dr. Harris believes this way of practicing is a movement towards eradicating the huge negative impacts of trauma on child and adult health.

**Questions for Reflection, Dialogue, & Inquiry:**

How have you seen exposure to trauma show up in the children/adolescents in your life? In the life of children/adolescents that you work with/serve? As Dr. Harris talked about, we know that childhood trauma shows up in every community, yet many times the problem gets framed as an issue with the people at the bottom of the hierarchy of power. What are the
systems in place that protect the abusers' higher on the hierarchy of power, privilege, and oppression? What are the systems that further punish or suppress the victims lower on the hierarchy of power, privilege and oppression? In what ways does having money hide or moderate the effects of childhood trauma? What changes do we need to ensure the prevention and treatment of trauma for all people?

Dr. Harris said “We don’t want to look at it because it does apply to us. We don’t want to look at it, we’d rather be sick.” What do you think she meant by this? In what ways in your own life have you chosen sickness over at your traumas and life circumstances? How could our society be different if we chose to look at what is making us sick? What does it look like when a person that has been traumatized, works with other people that are traumatized? What does it look like if that same person has healed from their trauma?

Activity:
Assign family counselors into pairs or small groups. Ask them to think about the traumas in their own lives. Have them discuss the differences they experienced in their own lives between traumas that were handled appropriately and those that were not. What difference did it make for their health, well-being, and relationships?

8. Exit Ticket / Closing – Day 3

- Questions:
  1) Why is family important?
  2) What is society with or without families?

- You can have participants answer verbally before they leave or write these ideas down and reflect upon them. If time permits, you could have participants share aloud their responses.
- After the exit tickets are collected/ shared, the facilitator should read the following phase overview aloud:

The objective of Phase 4 is to identify a tradition or ritual that can be used to acknowledge / celebrate the family’s efforts and accomplishments in terms of behavior change and improved relational patterns. The family plans a ritual or chooses a family tradition that will bring family members – both horizontal and vertical – closer together through fostering a shared sense of identity and achievement (e.g. a special meal built around a traditional family recipe, an activity, or an excursion). The family can select or build upon an established practice or create a new one. The process of discussing traditions and rituals identified through the genogram exercise is also used to determine which practices can be strengthened, revived, and/or refreshed to improve communication and cohesion and strengthen family roles and boundaries. Such moments shape and define families over generations, restore balance in times of crisis, and help families recommit to shared values and goals.
Note: If you collect today’s Exit Ticket, be sure to write/jot down a note of praise or celebration for completion. For example, on the exit ticket, you may write a response as such: “Great job sharing your candid family traditions! I enjoyed reading them.” It is important that the participants understand that you are reading their exit tickets when you collect them. Also, be sure to return the exit tickets to the participants in the morning, immediately following the session. It is important that you are modeling the responsiveness that you expect to see from family partners. Through a metacognitive approach, to name and share what you are turnkeying, e.g., I am committed to returning your exit ticket with written follow-up because I want you to see that I am deeply engaged to this process and your success. I do not want you to have to wait too long before I give you what you want or need for your betterment in this work.

Homework – Day 3


DAY 4

Summary

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<td>Day 4 Agenda</td>
<td>See Room Set-up checklist (pg. 11)</td>
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<tr>
<td>2. Provide learners with a more in depth understanding of Phase 6.</td>
<td>Phase 5 PowerPoint Slides</td>
<td>Markers</td>
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<tr>
<td>3. Teach integration into the community as a foundational concept.</td>
<td>Phase 6 PowerPoint Slides</td>
<td>Pens</td>
</tr>
<tr>
<td>4. Familiarize participants with FACES.</td>
<td>Family Engagement video</td>
<td>Letter sized paper</td>
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<tr>
<td>5. Understand the importance of integration throughout the intervention.</td>
<td>FACES Worksheet</td>
<td>Chart paper (large)</td>
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<tr>
<td>6. Develop a deeper understanding of to effectively engage families.</td>
<td>FACES Form</td>
<td>Tape</td>
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<td>Glows and Grows Worksheet</td>
<td>Printed FACES worksheet</td>
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Day Length: 6 hours and 45 minutes

Agenda – Day 4

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<th>Time</th>
<th>Session</th>
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<tr>
<td>9:00 - 9:30 am</td>
<td>AM Centering Exercise and Opening Ritual</td>
<td>Welcome</td>
<td>30 Min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Opening Question: What concept or skill will we need more practice with over the next few weeks?</td>
<td></td>
</tr>
<tr>
<td>9:30 - 10:30 am</td>
<td>AM Module</td>
<td>Phase 5 Overview (PowerPoint – See Note)</td>
<td>60 Min</td>
</tr>
<tr>
<td>Time</td>
<td>Activity Description</td>
<td>Notes</td>
<td>Duration</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>10:30 – 10:40 am</td>
<td>Bio-Break</td>
<td></td>
<td>10 Min</td>
</tr>
<tr>
<td>10:40 – 10:45 am</td>
<td>Model “I do”</td>
<td>Watch the Family Engagement video and use a Glows and Grows worksheet to identify any strengths and weaknesses. (See Note)</td>
<td>15 Min</td>
</tr>
<tr>
<td>10:45 – 11:05 am</td>
<td>Guided Practice “We do”</td>
<td>Discussion – Family Engagement Video (See Note)</td>
<td>20 Min</td>
</tr>
<tr>
<td>11:05 – 11:40 am</td>
<td>Independent Practice “You do”</td>
<td>Put a Smile on your FACES: Each participant will complete a FACES Scale for the family they watched in the Family Engagement video.</td>
<td>35 Min</td>
</tr>
<tr>
<td>11:40 -11:50 am</td>
<td>Bio- Break</td>
<td></td>
<td>10 Min</td>
</tr>
<tr>
<td>11:50 – 12:50 pm</td>
<td>Chat &amp; Chew Lunch Break</td>
<td>Discuss Family Meeting Exercise:</td>
<td>60 Min</td>
</tr>
<tr>
<td>12:50 – 1:50 pm</td>
<td>PM Module</td>
<td>Phase 6 Overview (PowerPoint – See Note)</td>
<td>60 Min</td>
</tr>
<tr>
<td>1:50 – 2:05 pm</td>
<td>Model “I do”</td>
<td>Review high level details about family meetings. (See Note)</td>
<td>15 Min</td>
</tr>
<tr>
<td>2:05 – 2:35 pm</td>
<td>Guided Practice “We do”</td>
<td>Purposeful Action Planning (PAP). Create action plans, based on previously constructed FACES scale. (See Note)</td>
<td>30 Min</td>
</tr>
<tr>
<td>2:35 – 3:05 pm</td>
<td>Independent Practice “You do”</td>
<td>Picture This! Learners will explain components of action plans to the group, e.g., providing feedback to families. (See Note)</td>
<td>30 Min</td>
</tr>
<tr>
<td>3:05 -3:20 pm</td>
<td>Deep Dive</td>
<td>Fill-in-the-Gaps - Facilitator and participants choose the deep dive concepts together. (See Note) Recommended: Video – Self Care Do’s &amp; Don’ts</td>
<td>15 Min</td>
</tr>
<tr>
<td>3:20 – 3:35 pm</td>
<td>PM Centering / Closing Ritual</td>
<td>Home Work and Exit Ticket –</td>
<td>15 Min</td>
</tr>
</tbody>
</table>

**Facilitator Notes – Day 4**

The section below supplements the agenda above, provides more in-depth instructions for selected exercises and activities, and offers suggestions. You are encouraged to use your creativity to enhance the training plan and materials, though do your best to cover all the content.

- To prepare, you should review the Phase 5 and 6 PowerPoints and the sections of the *Family Matters* Manual relevant to the exercises the day before you facilitate the training.
- Select a class participant to facilitate the entire opening session – the Welcome and Question sessions. You may want to request a volunteer the day before.
- Be sure to print enough copies of the FACES IV worksheet for participants and ensure that there are writing utensils for participants.
Selected Day 4 Exercise / Activity Descriptions

Only exercise and activities that are not self-explanatory are covered here.

1. **AM Module – Phase 5, Integrating**

   **Goal:** By the end of this module, learners will be able to utilize the FACES assessment and use those data to inform the process by which deeper levels of integration can occur throughout the counseling process.

   **Resources:** Phase 5 PowerPoint Slide Deck

   **Activities:** Deliver Phase 5 PowerPoint Slide Deck

   **Note:** The facilitator reminds the group that Integration is an ongoing process in *Family Matters*, which counselors encourage throughout each phase of the intervention, though specifically highlighted in Phase 5. During Phase 5, the family will share with the counselor a list of potential integration activities and then work on strengthening connections with the broader community. This process is initiated and led by the adults in the family. Integrating into the community is a delicate matter in high-risk communities because families may feel that rather than integrating, they need to build stronger external boundaries to protect the family from external negative pulls. Whether a community pull is negative or positive is an assessment made by the leadership of the family, not the counselor. If counselors feel resistance to integration among family members, they need to try to understand the reasons for that resistance and find alternative options. For example, some families might not be willing to integrate into their own community, preferring to integrate into a community that is further away. Within this context, the counselor can help guide the family to community resources, such as civic groups, health services, social services, schoolteachers, and sports or dance teams, just to name a few. However, the family identifies and approaches relevant community contacts on their own. The new contacts the family makes help grow and sustain their support network.

2. **Watch the Family Engagement Video – (Modeling – “I do”)**

   **Preparation:** The following terms should be written on large chart paper and placed throughout the room to ensure participants see the following terms and definitions. The terms should be posted throughout the room for the entire day, as they will inform all three sessions in this gradual release block.

   1) **Tone:** the use of certain words in a specific way—this leads more to attitudinal disposition
   2) **Cadence:** the rhythmic flow of words, along with the modulation and pitch of voice
   3) **Volume:** how loud or soft one is speaking
   4) **Empathy:** the ability to understand and share the feelings of another
   5) **Positionality:** how one’s identity influences and potentially biases one’s understanding of and outlook on the world
6) **Low inference observation:** what one observes simply based on what one is seeing, e.g., “I see a student quickly tapping his foot on the floor.”

7) **High-inference observation:** what one derives through an analytical lens based upon actions observed, e.g., “I see a student quickly tapping his foot on the floor, and I am deriving the student is nervous to take the test that his teacher is disseminating to the students at this time”.

**Session Facilitator Notes:**

- Hand out a Glows and Grows sheet to record the areas of strength and weaknesses. Alternatively, you can display the sheet on the screen or write it out on a white board and have learners copy the framework on a piece of paper.
- Review the purposes of “Glows and Grows”, e.g., glows are areas where you see exemplary work being done or shared; grows are areas where you see opportunities to strengthen dispositions or outputs.
- The facilitator should learners how to write at least one glow statement and one grow statement; this experience will be used to highlight some of the focus-coaching work that must happen when interacting and engaging with families. One option may be to show about one minute of the Family Engagement video or another video clip and write down one glow and one grow for the class. Use your creativity.
- Remind participants to take incorporate into their observations the terms you posted around the room, which are listed above.

**Table 5 – Glows and Grows Worksheet Example**

<table>
<thead>
<tr>
<th>Glows</th>
<th>Grows</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What went well?</strong></td>
<td><strong>Areas for improvement?</strong></td>
</tr>
<tr>
<td>+ The counselor smiled throughout the conversation.</td>
<td>− The son did not make meaningful eye contact/ seemed distracted.</td>
</tr>
<tr>
<td>+ The parent clarified a few ideas during the interview.</td>
<td>− The counselor phone kept ringing during the interview.</td>
</tr>
</tbody>
</table>

**Watch Family Engagement Video**

[https://drive.google.com/file/d/1-vveH6lS_JrtrM9embXDmgDsDAJSHxGq/view?usp=sharing](https://drive.google.com/file/d/1-vveH6lS_JrtrM9embXDmgDsDAJSHxGq/view?usp=sharing)

**Time:** 0:6:49

**Description:**
Dr. Brown engages the family members and assesses the mode, potential conflicts, and power shifts in the family. The father of the family yells at his son to join the session. This starts a conflict in the family. Dr. Brown starts mapping the pattern of what happens in the family. George joins the family in the session and the father is upset with his manner. The sister talks about George's behavior and Dr. Brown checks in with the son to see if he agrees with what his sister is saying. George disagrees with her assessment of his behavior. Dr. Brown has the family stand up and directs the family into different seating positions with
the two kids in-between the parents. He asks the family what it feels like. Dr. Brown talks about family and pulls out the strength of the family and the next steps for the family.

3. Discuss the Family Engagement Video – (Guided Practice – “We do”)

Questions for Reflection, Dialogue & Inquiry:

Select one of the two options below:

1. When did the session start? What did you see the family counselor do to defuse some of the tension in the family? How did you see the family counselor using the family’s strengths in his intervention? How would you engage with this family? What would be some advantages/disadvantages to addressing the dad’s frustration with his son in a more direct manner? Why do you think the family counselor changed their seating positions? What additional questions could have asked after the intervention? What of you think will happen in the next couple of weeks?

2. Ask counselors to provide feedback on the family meeting they watched based upon the following: tone, volume, cadence, speaking with authority, speaking with empathy, positionality, what they observed (surface level), and their analysis of their observations.

4. Put a Smile on your FACES – (Independent Practice – “You do”)

Each participant will complete a Family Adaptability and Cohesion Evaluation Scale (FACES) IV Worksheet on the family they watched in the Family Engagement video.

Session Facilitator Notes:

- Facilitator should remind participants of this following information:
  - The Circumplex Model of Marital and Family Systems and the Family Adaptability and Cohesion Evaluation Scales (FACES), have been used in over 1,200 research studies and have also been widely used in clinical settings over the past 25 years (Kouneski, 2002). The model and scale have also undergone frequent revisions and alterations since their initial development (Olson, Sprenkle and Russell, 1979).
  - Be sure to read the directions of the FACES IV worksheet:
    - Using the 5-point Likert scale provided below, please indicate the degree to which you agree or disagree with each statement.
  - While this is independent practice, it may be helpful to complete the first five items together as a group.
  - It is OK to note that one may need more information or data to make a true scoring of a specific item on the FACES scale. In those instances, be sure to probe participants to ask what, if anything, they would want to ideally see to make a fair assessment of a specific item.

Session Closing:
• While this is not an exit ticket, it is important to have a brief conversation about how the FACES assessment helps to think about familial integration. How can these data be used to strengthen a counselor’s approach to working with families?

5. **PM Module – Phase 6, Next Level Agreements**

Ultimately, the purpose of this phase is to observe family leadership in how family meetings are managed to address a newly identified issues and opportunities.

**Goal:** By the end of this module, learners will be able to work with families to help address issues that arise, clarify goals, create / modify family goals, and identify meaningful ways to engage families.

**Resources:** Phase 6 PowerPoint Slide Deck

**Activities:** Deliver Phase 6 PowerPoint Slide Deck

6. **Explain Family Meetings – (Independent Practice – “I do”)**

Facilitator will review high level details about family meetings and highlight the following:

• What are family meetings (the formal and/or working definition)
• The purpose of family meetings (the rationale of the meetings)
• Agreement/outcome of the meeting
• How the meeting will be conducted

7. **Purposeful Action Planning (PAP) – (Guided Practice – “We do”)**

• Learners will create action plans, based on their previously constructed FACES.
• Action plans will be no longer than two pages, Actions plans will include key elements with appropriate forms—specifically building plans around the FACES worksheets completed in the previous module.
• The centering question for this activity is: “how does a counselor organize a family discussion based upon the data that he or she has gathered from observations and assessments?”

The following questions should, first, be discussed and then gradually released to ensure that participants have an opportunity to explore reflection data:

1) What did the adults present to the youth (from their perspective)?
2) How does the youth feel they presented it?
3) Did the youth present their own point of view?
4) Did they feel listened to?
5) At the end of the conversation, did the youth think that they would change the behaviors as requested?
6) Did the youth say so? If yes, discuss what the youth said.
7) If not, work with the youth to develop a response or way forward.
8) Is the desired behavior increasing, or is the undesired behavior decreasing?
9) Following the conversation, is the youth changing?
10) Are the adults monitoring whether the youth’s behavior is improving?
11) How do they respond to the behavior improving or not improving?

Again, the first few bulleted questions can be answered within the whole group with prompting from the facilitator to encourage participation. However, the questions more towards the end should be answered or shared in the whole group, teams, or pairs, without so much support from the facilitator.

**Action Plan Template Example:**
- As opposed to creating handouts, consider conserving paper and writing this template on a large piece of poster board paper. You may even consider recreating the template and projecting it.
- Participants may want to utilize their previous FACES assessment protocols to ensure they are *Family Matters*-specific in their approach of action planning.

<table>
<thead>
<tr>
<th>Questions Considered</th>
<th>Responses</th>
<th>How can I, as the Counselor, use these data to help inform my current/future sessions with this family?</th>
<th>How will I know what I am doing is working? What piece of evidence do I need to see to ensure that this is progressing?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What did the adults present to the youth (from his or her perspective)?</strong></td>
<td>From the youth’s perspective, I can deduce that the parent wants their son to do better with homework completion. The parents created a contingency for the youth, so if Jerrell completes all his homework for the week, he will be able to have his cellular privileges restored.</td>
<td>Now, I know, as the counselor, that there is self-progress monitoring that needs to happen to ensure that Jerrell has his ultimate reward. Additionally, I need to consider how to ensure that Jerrell is capitalizing on the support that is available to him in order to complete his homework, e.g., teacher’s coach class, library services, study group, etc.</td>
<td>I will know that my resource gathering plan is effective when I check in with Jerrell and ensure that he is using the resources that he has at his disposal to ensure that he is being successful with homework completion. Moreover, and more importantly, I will know that my measures of engagement are working when Jerrell completes all his home assignments.</td>
</tr>
</tbody>
</table>
8. Picture This! – (Independent Practice – “You do”)

- Participants within this experience will use a clean sheet of paper and draw a pictorial representation of any part of their action plan template. For example, participants may draw what it looks like when a youth, Jerrell, completes his homework and works towards his cellular phone privileges. The pictures do not have to be perfect, but they should be clear representations of the words expressed in the template.

- If time permits, participants should share their pictures with a table-partner or the whole group.

9. Deep Dive Suggestion – Video – Self Care Do’s & Don’ts

While typically the afternoon Deep Dive is decided as a collaboration between the facilitator and learners, the following videos are suggested for this slot today. If there is another pressing topic that must be addressed through a Deep Dive today, we suggest moving the video to another available afternoon Deep Dive slot (or another available block of time).

Watch Videos:

1. Counselor Self-Care: The Burnout
   https://drive.google.com/file/d/1PKVAcHkalluCJnefvJSXkn6WHQnRwnJe/view?usp=sharing
   Time: 0:3:05
   Description:
   The session starts and Dr. Brown is on the phone. He tells the person that he is on the phone with that he “has a boy in here now and I gotta go.” He checks in with the client and tells the client he has a lot going on. The client suggests they reschedule, but Dr. Brown says no. He asks the client questions and while the client answers Dr. Brown looks at his mail. Dr. Brown then looks at his phone as the client tells a story about feeling ignored at school. The client asks how much time is left in the session and Dr. Brown says “we can be done now” and the client leaves.

   Questions for Reflection, Dialogue, & Inquiry:
   What could the family counselor done differently at the start of this session? What do you think about Dr. Brown calling the client “boy” while on the phone? What factors could be contributing to the way the family counseling behaves throughout the session. How do you think his distraction is affecting the client? What are other ways Dr. Brown could handle being overwhelmed or burnt out? What ways have burnout affected your own work in the past? How have you handled it (in both positive and negative ways)?

2. Counselor Self-Care: The Better Approach
   https://drive.google.com/file/d/1BPk0VCoBYz3ebZzbiMJBgA_9hrLVWxFX/view?usp=sharing
   Time: 00:03:53
Description:
Dr. Brown starts the session on the phone. He gets off the phone and tells the client that he has a lot going on, but is ready to focus on his time with him. He asks him “what is going on with you.” The client says he is tired of his dad being upset with him. Dr. Brown validates and reflects the client’s feelings and asks what else is going on. The client talks about his teacher at school and the conflict he is having there. Dr. Brown listens to the client and reframes the situation. He talks to the client about future steps and the session ended in a warm farewell.

Questions for Reflection, Dialogue & Inquiry:
What stood out to you during the session. How did the family counselor’s behavior differ from the “Self-care: Burnout” video? How did George’s behavior and attitude differ from the “Self-care: Burnout video? What skills and techniques did you see Dr. Brown employ to manage his own emotions without affecting the client? Oftentimes, novice therapists find it challenging to show support for their clients without "cheerleading." - - How do you see Dr. Brown doing this successfully in this session? In what ways do you see Dr. Brown validating the client's feelings without shutting down avenues for the client’s growth and change? What do you think is going to happen in the next sessions? What do you think George took away from this session?

Alternative Video / Deep Dive Topic
Supports conducting family counseling sessions using technology (phone or online video platforms)

Zoom Call-Saturday Night Live:  https://youtu.be/3byTN8NTCkc
Time: 00:05:58
Description:
Saturday Night Live skit which focuses on the company’s first Zoom call. Each person says hello and makes a joke about current circumstances staying home due to the pandemic. Two of the women on the call appear to be older and are unaware of social norms around zoom calls. The call devolves with the two women breaking more rules unintentionally and getting upset. Eventually, they decided the two women do not need to participate in zoom calls again.

Questions for Reflection, Dialogue & Inquiry
This clip shows the cultural aspect of technology. The two older women who have the least amount of professional power (they were secretaries while the others were researchers), were unaware of some of the cultural norms of being on a virtual call. What was the impact of breaking the norms? While their actions were dramatized for comedic effect in the clip, how has this dynamic shown up in your professional lives? How can cultural differences impact the opportunities that we get or are left out of? What would have been a more helpful way of interacting with them on the call? How do you teach people to use technology? How do we
maintain balance, focus, and professionalism when we are unaware of some of the unwritten rules?

**Activity 1:** Turn to your neighbor and tell one of your more embarrassing moments using technology and what you learn from it.

**Activity 2:** Let’s practice with technology. What are the services are you currently using? What do you like/not like about it? Set up an account and help your neighbor to do the same. Practice using the technology to increase competency.

Create a Zoom account and set up a Zoom meeting. Here is a link to set up an account [https://zoom.us/signin](https://zoom.us/signin), and also some videos to help you learn the different features they offer [https://zoom.us/resources](https://zoom.us/resources).

Also, practice with Skype. Here is the link to setting up an account and learning more about the features offered. [https://www.skype.com/en/](https://www.skype.com/en/)

**Activity 3:** Review the Family Matters Tele-Counseling Sessions - Guidelines for Families. Have discussion with family counselors regarding the protocol and discuss additional guidelines that are not presented on the document but should be considered to have a productive session. Also, make the link between maintaining professionalism when using online protocols for administrative and clinical supervision, trainings and other online meetings.

**Homework – Day 4**


**DAY 5**

**Summary**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Resources</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 1. Provide learners with a more in depth understanding of Phase 7. | • Day 5 Agenda  
• Phase 7 PowerPoint Slides  
• Dr. Cuddy’s Video  
• Family Matters Manual | • See Room Set-up checklist (pg. 11)  
• Completion Certificates  
• Awards / Prizes  
• Optional: – Zoom Link |
| 2. Give learners an opportunity to learn from experienced family counselors. |  |  |
| 3. Conduct closing ritual |  |  |

**Ctrl+ left click links in this chart to access resources**

Day Length: 6 hours and 45 minutes
**Agenda – Day 5**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Description</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:30 am</td>
<td>AM Centering Exercise and Opening Ritual</td>
<td>• Watch Video: Dr. Amy Cuddy’s “Your Body Language May Shape Who You Are.”</td>
<td>30 Min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Opening Questions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ What does this video teach us about body language?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ How can we use what we just learned to inform our practices?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(See Note)</td>
<td></td>
</tr>
<tr>
<td>9:30 - 10:30 am</td>
<td>AM Module</td>
<td><strong>Phase 7 Overview</strong> (PowerPoint – See Note)</td>
<td>60 Min</td>
</tr>
<tr>
<td>10:30 – 10:40 am</td>
<td>Bio-Break</td>
<td></td>
<td>10 Min</td>
</tr>
<tr>
<td>10:40 – 10:45 am</td>
<td>Model “I do”</td>
<td>Experienced Family Counselor or panel presents</td>
<td>15 Min</td>
</tr>
<tr>
<td>10:45 – 11:05 am</td>
<td>Guided Practice “We do”</td>
<td>Q&amp;A session with Counselor(s)</td>
<td>20 Min</td>
</tr>
<tr>
<td>11:05 – 11:40 am</td>
<td>Independent Practice “You do”</td>
<td>Q&amp;A session with Counselor(s) Continued</td>
<td>35 Min</td>
</tr>
<tr>
<td>11:40- 11:50 am</td>
<td>Bio- Break</td>
<td></td>
<td>10 Min</td>
</tr>
<tr>
<td>11:50 – 12:50 pm</td>
<td>Chat &amp; Chew Lunch Break</td>
<td>• 1:1 Exchange: new &amp; experienced counselors; or</td>
<td>60 Min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What was the greatest takeaway that you learned from this morning’s panelist?</td>
<td></td>
</tr>
<tr>
<td>12:50 – 1:50 pm</td>
<td>PM Module</td>
<td>Break &amp; transition to closing sessions</td>
<td>60 Min</td>
</tr>
<tr>
<td>1:50 – 2:05 pm</td>
<td>Model “I do”</td>
<td></td>
<td>15 Min</td>
</tr>
<tr>
<td>2:05 – 2:35 pm</td>
<td>Guided Practice “We do”</td>
<td>Wrap-up, celebrations, and awards ceremony (See Note)</td>
<td>30 min</td>
</tr>
<tr>
<td>2:35 – 3:05 pm</td>
<td>Independent Practice “You do”</td>
<td></td>
<td>30 min</td>
</tr>
<tr>
<td>3:05 -3:20 pm</td>
<td>Deep Dive</td>
<td></td>
<td>15 Min</td>
</tr>
<tr>
<td>3:20 – 3:35 pm</td>
<td>PM Centering / Closing Ritual</td>
<td><strong>Closing Ritual</strong></td>
<td>15 Min</td>
</tr>
</tbody>
</table>

**Facilitator Notes – Day 5**

The section below supplements the agenda above, provides more in-depth instructions for selected exercises and activities, and offers suggestions. You are encouraged to use your creativity to enhance the training plan and materials, though do your best to cover all the content.

- To prepare, you should review the Phase 7 PowerPoints and the sections of the *Family Matters* Manual relevant to the exercises the day before you facilitate the training.

**Selected Day 5 Exercise / Activity Descriptions**

*Only exercise and activities that are not self-explanatory are covered here.*
1. **AM Opening Ritual**

   **Watch Video - Dr. Amy Cuddy’s “Your Body Language May Shape Who You Are.”**
   [https://youtu.be/Ks-Mh1QhMc](https://youtu.be/Ks-Mh1QhMc)

   **Theme:** Power poses/ Individual vs Systemic Problems
   **Time:** 00:21:02

   **Description:**

   The clip starts with Dr. Cuddy asking the audience to think about their current posture. She talked about how it is common to think about other people's body language and what it is communicating. We know that how we interpret other people's body language can have a big impact on how we view them and how we treat them (job promotion etc.).

   In the animal kingdom and the human world, we have nonverbal expressions of dominance, we make ourselves bigger, we spread out when we feel powerful. The opposite is true when we feel powerless, we get smaller and get balled up. Dr. Cuddy talks about her experience with MBA students in her classroom around the expression of power. She noticed male students tended to show more signs of power and dominance than female students. In her school participation points had a big impact on grades and male students were more likely to participate. She wanted to study if "nonverbals govern how we think and feel about ourselves?" She wanted to test in a study if you could "fake it till you made it" or act like you felt powerful until you did. Our minds change our bodies, but can our bodies change our minds? More powerful people have higher levels of testosterone and lower levels of cortisol (less reactive to stress). Could we change these hormones by acting like we felt powerful?

   She conducted an experiment where she had people come into her lab. They collected a spit sample and then either did a "power pose" or a "powerless pose" (as instructed by the researcher) for two minutes. They ask them how powerful they feel on various items, they give them a chance to gamble, and then they took another sample. If they did the power pose, they were more likely to have a higher risk tolerance (wanting to gamble), their testosterone levels increased, and their cortisol levels decreased. The opposite was true from those who were in the powerless pose for two minutes.

   Afterward, she wanted to conduct a similar experience with more real-world consequences. They have participants do either a power pose or a powerless pose for two minutes before the interview and then do a stressful interview. The results showed that those that had done the power pose were more likely to be “hired.”

   She told a personal story about feeling like a fraud and how in her own life how tiny tweaks could make big changes.

   **Reflection and Dialogue:**

   Dr. Cuddy briefly mentions that female students were more likely to do “powerless” poses in her classroom than their male counterparts. What other groups of people might this be true
for? How were the rules set up at the university designed for one group of people to succeed and others to fail? Dr. Cuddy framed the solution to this problem on an individual level. What would the solution look like on a larger systems level?

Activity:

This is a good example of how you can teach individual coping skills to help clients and families get immediate relief from a systemic problem. Talk in small groups about how you would help your clients frame the problem? What are examples from your own life when you figured out how to succeed in a system that was not built for you?

2. **AM Module – Phase 7, Re-evaluating**

Throughout this phase, the ability to conduct an end-line assessment including the YSET-R and closing out the cycle is actualized. Consider the role and purpose of Phase Seven (7) as this session ensues. Family counselors will also develop their interviewing and counseling skills by participating in a series of dialogues with seasoned family counselors. Family counselors will also have a closing ritual to commensurate the completion of the Family Matters Orientation.

Goal: By the end of this module, learners will be able to know the process of re-evaluating the family and begin to make recommendations for treatment, effectively role play closing family sessions, highlight strengths and areas of development in ensuring that all components are addressed.

3. **Family Counselor Learning Exchange (AM Gradual Release Sessions)**

Goal: Seasoned counselors will also share best practices, provide encouragement, and create a network of support and mentorship for the novice family counselors.

The facilitator is coordinating three distinct processes during this session:

1) **Family Matters Talk Show (“I do”)** - in the style of a “TV Talk Show Host”, the facilitator will engage a visiting panel of experienced family counselors (locally and/or regionally based) in a dialogue (or series of dialogues) through asking questions that shaping the discussion and maximize learning opportunities for novice counselors. The facilitator serves as the primary interviewer, aka “Talk Show Host”. It is possible to do this session with only one experienced Family Counselor, if needed. Some sample questions include:

- Why inspired you to do this work?
- What, if anything, did you wish you knew when you first started that you know now?
- What is an inspiring, success story that you can share with the audience?

2) **Learning Exchange**: Novice family counselors will ask the visiting (experienced) family counselor, or family counselors, questions.
3) **Chat and Chew Exchanges:** This could provide an excellent opportunity for more informal one-to-one exchanges if there are enough visiting counselors. Alternatively, the facilitator can match experienced counselors with small groups of novice counselors. The facilitator should determine how to structure this session to best support learning, based on real-world experiences. It is also important that the facilitator take the lead on pairing up experienced and novice counselors.

**Facilitator Notes:**

- Prior to the session, the facilitator will identify an experienced family counselor, or counselors, through the *Family Matters* network, either locally or from another region.
- If doing bringing in a local (or regional) seasoned family counselor (or counselors), via Zoom. Ensure that the invitation is sent ahead of time and test the technology on the equipment available in the training space.
- The facilitator should explain the purpose of Q&A and Chat & Chew sessions between experienced and novice counselors. Explain that they have the opportunity to elicit “best practices” and “lessons learned” from seasoned counselors, which will give them an advantage when they start working with families. Suggest some possible themes for questions, such as best practices, lessons learned, advice for managing difficult conversations, or how context, demographics or geographic location impacts approaches with families.
- The facilitator will support and encourage meaningful dialogue.
- There is some extra time between the Learning Exchange sessions and the awards and closing sessions, which can be used if discussions go long. Alternatively, if the facilitator has been running behind in terms of content delivery, this time can be used to catch up.

4. **Wrap-up Celebrations & Award Celebrations:**

The closing rituals and award ceremony is a time to conclude the orientation training. The agenda should be created by *Family Matters* supervisors and managers in conjunction with the facilitator. The time would include, acknowledgement of leadership, recognition from ministry / government officials, acknowledgement from *Family Matters* representatives, reflections from family counselors (etc.). The goal is to remain upbeat, encouraging and mission driven. The closing ritual and ceremony should reflect the culture of the team and community in which the family counselors are embedded.

- **View Video:** Closing Remarks (Reinforcement)
  [https://drive.google.com/file/d/13CfWIsD-GyJOZEJZoV1sL7sHTWM5dUn/view?usp=sharing](https://drive.google.com/file/d/13CfWIsD-GyJOZEJZoV1sL7sHTWM5dUn/view?usp=sharing)
  
  **Length:** 00:03:53
  
  **Description:**
  
  Dr. Brown provides a conclusion and congratulates the family counselors on completing their orientation. He validates the potentially overwhelming nature of this course, but encourages them to continue reading, studying, remain engaged, stay disciplined and have a success launch of the Family Matters program.
Questions for Reflection, Dialogue, & Inquiry:

How has your experience with the program been so far? What has been your favorite and most challenging parts of the training? What are some of your areas of growth? What strategies will you implement to ensure that you address your areas of growth and development? What are you most excited about in regard your role as a family counselor?

- **Closing Awards Ceremony.** For the closing award ceremony, consider having participants vote on the following: 1) Most Congenial; 2) Best Dressed; 3) Most Fun to Be Around; 4) Most Thoughtful, or any other category that seems appropriate to you. While it is optimal that the participants assist, it is fine if the facilitator creates one or two awards and selects the winner, as well. For example, you may want to create the following awards: “Most Engaged” or “Most Supportive.” Be careful not to create an unhealthy sense of competition.

**NEXT STEPS AFTER ORIENTATION IS COMPLETE**

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>- After completing the initial five-day orientation, family counselors will receive a phase-specific <strong>Micro Training</strong> before the scheduled start of each subsequent phase (approximately one per month), which will include a review of the previous phase and training on the upcoming phase.</td>
</tr>
<tr>
<td>- <strong>Deep Dives</strong> are also planned and delivered on an ongoing basis as a collaboration between the facilitator, managers/supervisors and counselors to address specific learning needs and general capacity building.</td>
</tr>
</tbody>
</table>

**MICRO TRAININGS (PHASES 1 – 7)**

**Summary**

<table>
<thead>
<tr>
<th>Description</th>
<th>Key Resources</th>
<th>Length</th>
</tr>
</thead>
</table>
| Micro Trainings are conducted prior to or shortly after entering a new phase. Family counselors review the previous phase and are then prepared for the upcoming phase. Facilitators can draw upon the resources provided in this curriculum and customize these trainings to address identified knowledge gaps relevant to the previous or upcoming phase. | - *Family Matters Manual*  
- *Family Matters Curriculum*  
- *Catalogue of Training Resources*  
- *Supplemental Training Resources*  
- *Videos & Multimedia resources*  
- *Sample Training Agendas 1 & 2*  
- *Micro Training Planning Worksheet* | 1 to 2 Days |

It is important to remember that this **Facilitator’s Guide intends to compliment not duplicate the Family Matters Manual**, which will be a critical and comprehensive resource for planning all trainings. Micro trainings are 1- to 2-day trainings conducted prior to or shortly after entering a new *Family Matters* phase. During the 8-16-hour trainings, family counselors review the previous phase and then prepare family counselors for the upcoming phase. This process ensures
that there is an opportunity to correct any misconceptions, address challenges and develop strategies for individual counselors and cohorts.

**Micro trainings must be customized by facilitators** in close collaboration with Family Counselor managers / supervisors. It may also be helpful to gather input from the counselors to be trained through surveys or focus group discussions, as well. Due to the ongoing and prolonged engagement with families and the cyclical nature of the approach, the micro trainings will address the nuances of each phase with varying levels of depth depending on the general learner knowledge base. The goal is to reinforce protocols, provide best practices, reinforce positive team dynamics, promote self-care and professionalism, and provide technical assistance. The micro trainings must be adjusted by each take into account cultural contexts (country, community, ethnicity, etc.) and aim to further bolstering efficiency of family counselors, along with their ability to provide sage counsel and develop effective strategies.

The micro trainings are based on the phase progression, and basic PowerPoint presentations are provided in the curriculum, which facilitators can use as a basic structure for developing effective trainings.

Table 6 – Basic Phase-Specific PowerPoint Slide Decks for Micro Trainings

<table>
<thead>
<tr>
<th>Phase-Specific PowerPoint Slide Decks</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Phase 1 PowerPoint</td>
<td>Click the following link to access the PowerPoint slide decks: <a href="https://drive.google.com/drive/folders/15lC3CmVm2DYdEaT9dMFqTGEfNo7o5LtG?usp=sharing">https://drive.google.com/drive/folders/15lC3CmVm2DYdEaT9dMFqTGEfNo7o5LtG?usp=sharing</a></td>
</tr>
<tr>
<td>2. Phase 2 PowerPoint</td>
<td></td>
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<tr>
<td>3. Phase 3 PowerPoint</td>
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<tr>
<td>4. Phase 4 PowerPoint</td>
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<tr>
<td>5. Phase 5 PowerPoint</td>
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<td>6. Phase 6 PowerPoint</td>
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<tr>
<td>7. Phase 7 PowerPoint</td>
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</table>

There is a general structure to the series of micro trainings that occur after orientation. They will be planned as the family counselor cohort completing the orientation processes through each phase. Furthermore, in addition to training on the upcoming phase, a review is conducted of the previous phase. For example, a training done prior to Phase 3 would include a review / reinforcement of Phase 2 in addition to the Phase 3 preparation training. The facilitator will be prepared to cover both phases as well as make connections to the overall progression through the model. In this case, the materials used would include Phase 2 and Phase 3 PowerPoints (customized as required), references to the manual, the relevant readings listed in the manual, and any supplemental materials needed to ensure that family counselors are comfortable and confident that they can execute the tasks of the phase.

Typically, the facilitator and the clinical and managers / supervisors work collaboratively to further develop each Micro Training agenda to ensure any identified knowledge gaps are fully addressed. Furthermore, facilitators want to use the time to cover topics more comprehensively. Some agenda additions may include case consultations, strategy team meetings, family visits, community orientations, and didactic / facilitated trainings. See Sample Training Agendas 1 & 2
in the curriculum’s Micro Training folder for some ideas. The Micro Training Planning Worksheet is another resource that facilitators may find to be helpful.

If the facilitator would like to conduct a Micro Training that is longer than two days, which may happen on occasion, he or she should ensure that there is enough content to fill the training schedule. It is also important to create opportunities for family counselors to reinforce their learning through use of adult learning strategies. The extended training days are also great opportunities to create to use a “retreat” style of training format and do some team building.

Facilitators are expected to be creative when designing exercises that challenge family counselors to push their thinking beyond the literal interpretation of the Family Matters manual and ensure that they able to think critically. Using the gradual release method (Modeling, Guided Practice, and Individual Practice), the facilitator will ensure that learners have a familiar framework that is conducive to knowledge transfer. Facilitators may also direct family counselors to complete Self-Directed and online learning activities to reinforce global concepts, policies, and other learning objectives not explicitly addressed in the Family Matters manual.

DEEP DIVE TRAININGS

Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>Key Resources</th>
<th>Length</th>
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</thead>
</table>
| Micro Trainings are conducted prior to or shortly after entering a new phase. Family counselors review the previous phase and are then prepared for the upcoming phase. Facilitators can draw upon the resources provided in this curriculum and customize these trainings to address identified knowledge gaps relevant to the previous or upcoming phase. | • Family Matters Manual  
• Family Matters Curriculum  
• Catalogue of Training Resources  
• Videos & Multimedia resources  
• Sample Training Agendas 1 & 2 | 1 to 3 hours  
Length driven by learning needs |

Deep Dives are concentrated trainings that generally last from 1-3 hours. However, they may be as short as 15 minutes, as demonstrated through the daily Deep Dive sessions held during the Family Counselor Orientation. The goal of these trainings is to fully explore and illuminate one or two integrated concepts. Typically, the facilitator, supervisor / manager and family counselors will highlight an area where learners are stuck, may have debated, or have been wrestling with during training or may have arisen between training sessions. Again, this Facilitator’s guide intends to complement, not duplicate the Family Matters Manual, which will be a key resource for planning training.

It is impossible to anticipate and cover all of the knowledge gaps that will require Deep Dive Training sessions. However, the Family Matters Curriculum contains a wide range of resources that facilitators can use. Just to provide a few examples, Deep Dive sessions can be developed by using the PowerPoint slide decks provided (Phase, Micro Training and Deep Dive), excerpts from the Family Matters manual, and readings. To ensure a common knowledge-based, facilitators should consider assigning Self-Directed Learning activities.
Facilitators will need to provide additional resources, contribute contemporary examples, and develop exercises and assignments to reinforce learning. Moreover, it may prove beneficial to task counselors and supervisors to research and prepare mini presentations to reinforce information and make ensure that materials are relatable and applicable. Sessions may be conducted in-person or online. The shorter more focused sessions lend themselves to online formats. If delivering a Deep Dive session through an online platform, the optimal time is between one and one and a half (1.5) hours. You may want to consider adding a small break for longer sessions.

The tables below contain some resources and topics that could support Deep Dive sessions. However, it is up to facilitators to collaborate with Family Counselor supervisors / managers to identify knowledge gaps and plan Deep Dives accordingly. It would also be helpful to gather input on training needs from family counselors through surveys or focus groups.

Table 7 – Illustrative Deep Dive Training Topics with a suggested resource (non-exhaustive)

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Resource Link</th>
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<tbody>
<tr>
<td>1.</td>
<td><em>Family Matters</em> Tele-Counseling Sessions</td>
<td>How to effectively conduct counseling sessions with families using online video platforms or through phone calls.</td>
</tr>
<tr>
<td>2.</td>
<td>Tele-YSET Interviews</td>
<td>How to remotely administer the YSET.</td>
</tr>
<tr>
<td>3.</td>
<td>How to work with ‘difficult’ families</td>
<td>Help counselors develop strategies to make ‘hard’ families easier to work with.</td>
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<tr>
<td>4.</td>
<td>Coaching</td>
<td>Explore the distinctions between therapy and coaching, as well as strategies that can be used with youth.</td>
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<tr>
<td>5.</td>
<td>Adult Learning Theory Reading</td>
<td>Help counselors be more effective in their through helping families better understand concepts related to <em>Family Matters</em>.</td>
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</table>

Table 8 – Other Supplemental Training Concepts - (non-exhaustive)

<table>
<thead>
<tr>
<th>Supplemental Training Concept and PowerPoint List</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the <strong>PowerPoint presentations</strong> listed below can be accessed using the following <strong>link</strong>: [ Terraria Link ]</td>
</tr>
<tr>
<td>1.</td>
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<td>17.</td>
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<td>18.</td>
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</table>

**SELF-DIRECTED LEARNING ACTIVITIES**

Counselors complete Self-Directed Learning (SDL) activities independently, generally at their own pace. Facilitators can ask counselors to complete an SDL module (or modules) before a training as pre-work, during a training, or after a training. Counselors can also benefit from SDL at any time and managers/supervisors should assign regular SDL activities to encourage
continued capacity building. For example, a Clinical or Managerial Supervisor may ask a member (or members) of his or her team to independently review a chapter in the *Family Matters* Manual, read an article on joining families, or complete an online Psychological Self-Care module (see table below). The assignments should be customized to close identified knowledge gaps, so different team members may receive different assignments.

Many of the learning resources contained in the *Family Matters* training curriculum housed on Google Drive can support SDL. In keeping with the SDL approach adopted for this guide, counselors should be encouraged to become experts in learning and pursue their own independent learning agenda. Giving them access to resources that they can explore at their own pace will also help support this goal.

Listed in the table below are a few resources that can be used in addition to what is available within the *Family Matters* training curriculum. Facilitators and supervisors are also encouraged to develop and/or identify other Self-Directed Learning resources and activities to address learning needs.

<table>
<thead>
<tr>
<th>Selected Self-Directed Learning Resources</th>
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<tbody>
<tr>
<td><strong>1. Psychological First Aid</strong></td>
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<tr>
<td>Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), this specialized course provides perspectives on injuries and trauma that are beyond those physical in nature. The RAPID model is readily applicable to public health settings, the workplace, the military, faith-based organizations, mass disaster venues, and even the demands of more commonplace critical events, e.g., dealing with the psychological aftermath of accidents, robberies, suicide, homicide, or community violence. In addition, the RAPID model has been found effective in promoting personal and community resilience.</td>
<td></td>
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<tr>
<td><strong>2. Psychological First Aid: Addressing Mental Health Distress During Disasters</strong></td>
<td></td>
</tr>
<tr>
<td><a href="https://emergency.cdc.gov/epic/learn/2020/webinar_20200422.asp">https://emergency.cdc.gov/epic/learn/2020/webinar_20200422.asp</a></td>
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<tr>
<td>When people are faced with disaster, intense emotions are often present and appropriate. Psychological First Aid (PFA) can help responders promote an environment of safety, calm, connectedness, self-efficacy, empowerment, and hope. PFA was developed by the National Child Traumatic Stress Network and the National Center for PTSD, with contributions from individuals involved in disaster research and response. This webinar provides a brief overview of PFA and connects viewers with both online and in-person training resources.</td>
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<tr>
<td><strong>3. Coping with a Disaster or Traumatic</strong></td>
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<tr>
<td><a href="https://emergency.cdc.gov/coping/index.asp">https://emergency.cdc.gov/coping/index.asp</a></td>
<td></td>
</tr>
<tr>
<td>During and after a disaster, it is natural to experience different and strong emotions. Coping with these feelings and getting help when you need it will help you, your family, and your community recover from a disaster. Explore the resources below to learn how to cope and take care of yourself and each other during an emergency.</td>
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</tbody>
</table>
Psychological First Aid (PFA) Pocket Guide


This brief guide describes how to approach someone who may be experiencing a mental health problem. It is based on the principles of “look, listen, and link.” It also provides ethical “do’s and don’ts” to avoid causing any further harm, provide the best care possible, and act only in the person’s best interest.

Institute for Disaster Mental Health – Psychoeducational Materials

https://www.newpaltz.edu/idmh/professional-trainings-and-resources/usaidsponsored-psychoeducational-materials/usaid_english.html

These materials are meant to help people cope with stressful experiences: 1) basic information on common reactions to stress and how you can help yourself and others feel better; 2)information on children's special needs during times of stress, and advice on how caregivers can assist children of different ages; 3) games and exercises children can do (assisted by a caregiver) to help them learn to feel less scared and anxious during stressful times. 4) advice for professional helpers so they can take care of themselves while assisting others.

Virtual Campus for Public Health of Pan American Health Organization (PAHO)/ World Health Organization (WHO)

https://www.campusvirtualsp.org/en

The Virtual Campus for Public Health (VCPH) is the learning platform of the Pan American Health Organization (PAHO). The goal of the Virtual Campus is to contribute to the development of skills and competencies of health workers, while supporting the transformation of public health services and practices in the Region of the Americas. The Virtual Campus is a decentralized network of people, institutions and organizations that share courses and open educational resources about topics related to public health that are relevant to the countries of the Region, through the use of information and communication technologies.

CATALOGUE OF TRAINING RESOURCES

Google Drive Folder with All Curriculum Materials

1. Google Drive folder with all curriculum materials. https://drive.google.com/drive/folders/1niXi2vmLkEPZscNyyvZab_q1LmAxxjG?usp=sharing

Curriculum Training Plans, Agendas and PowerPoint Slide Decks

8. Family Counselor Five-Day Orientation https://drive.google.com/drive/folders/1jinzW5ZswfuCzvfzU1OOcGBxij1DP8i?usp=sharing
**Micro Trainings**  
(Phase specific training workshops)  
https://drive.google.com/drive/folders/1t3S-RfIP2yogjByM5dRJx-tJ5Yw2QMHt?usp=sharing

**Deep Dive Trainings**  
Link to Deep Dive Training Section

**Self-Directed Learning Modules**  
Link to Self-Directed Learning Resource

**All PowerPoint Slide Decks**  
https://drive.google.com/drive/folders/1FNBHKjE-NnDEOg2w8lD63FUDhW5CI05I?usp=sharing

**Family Matters Overview PowerPoint**

**Phase 1 PowerPoint**  
https://drive.google.com/drive/folders/15IC3-CmVm2DYdEaT9dMFqTFGeNo7o5LtG?usp=sharing

**Phase 2 PowerPoint**

**Phase 3 PowerPoint**

**Phase 4 PowerPoint**

**Phase 5 PowerPoint**

**Phase 6 PowerPoint**

**Phase 7 PowerPoint**

**Training Evaluation Form Example**  
https://drive.google.com/file/d/1aoprVz5_49RhJrleyWlmDXrkU0VkJC3JD/view?usp=sharing

**Family Matters Manual**

**Phase 1 Information Form**

**Horizontal Task Form**

**Individual interview on the Problem**

**Individual Task Form**

**Positive Patterns Worksheet**

**Relational Patterns Worksheet**

**Circular Relational Sequencing Flowchart**

**Four Key YSET Scales**

**FACES IV-Assessment**

**FACES Assessment Worksheet**

**YSET – Tool Final 2018**

**Training Evaluation Form - Example**

Click [here](https://drive.google.com/drive/folders/1APbkgbjPULxjvLZhweS3UPyaj-gemJi?usp=sharing) or use link below to access resources on Google Drive:
Readings

1. Strategic Family Therapy
2. Milan Systemic Family Therapy
3. Learning about the Family, From the Family
4. Joining
5. FACES IV & the Circumplex Model
7. The Genogram
8. Relational Patterns
9. Rituals as Tools of Resistance: From Survival to Liberation
10. Circular Questioning: An Introductory Guide
11. Enactments
12. Family Feedback Script Example - Jasmine Family
13. Family Feedback Script Example - Shania Phase 7
14. Family Matters Success Story

Click here or use link below to access resources on Google Drive:
https://drive.google.com/drive/folders/156YviE9cscCyoEu0UJ1IXk01S2jb12j?usp=sharing

Videos & Multimedia Resources

1. Introduction to Family Matters Video
   Dr. Brown provides a welcome and overview of the Family Matters approach.
   https://drive.google.com/file/d/13CJdP532B0g-P_6M9Jm07K5VjGdveChv/view?usp=sharing
   Length: 00:03:25
   Click here for Socioeducation / Dialogue & Inquiry Prompts

2. Genograms & Ecomaps Video
   Family counselor explains and examines the genogram and ecomap.
   https://drive.google.com/file/d/1LY4wdful0UuVVpeR5K2ZhVVheUelr4Ee/view?usp=sharing
   Length 00:06:25
   Click here for Socioeducation / Dialogue & Inquiry Prompts

3. Family Engagement
   Family counselor engages the entire family, provides feedback and context to the youth’s behavior, and encourages the family to remain engaged by providing interventions.
   https://drive.google.com/file/d/1-vyeH6ISJtrrM9embXDmgDsDAJSHxGq/view?usp=sharing
   Length: 00:06:49
   Click here for Socioeducation / Dialogue & Inquiry Prompts

4. Counselor Self-Care: The Burnout
   Family counselor is overwhelmed with pressures from work & his frustration is evident in the session.
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Description</th>
<th>Duration</th>
<th>Link</th>
<th>Socioeducation / Dialogue &amp; Inquiry Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Counselor Self-Care: The Better Approach</td>
<td>The family counselor conducts an individual session after being frustrated by office politics. Highlights strategies for remaining centered and focused on the needs of the youth.</td>
<td>00:03:53</td>
<td><a href="https://drive.google.com/file/d/1BPk0VCoBYz3ebZzbIMJBgA_9hrLWVwFX/view?usp=sharing">https://drive.google.com/file/d/1BPk0VCoBYz3ebZzbIMJBgA_9hrLWVwFX/view?usp=sharing</a></td>
<td>Click here for Socioeducation / Dialogue &amp; Inquiry Prompts</td>
</tr>
<tr>
<td>6.</td>
<td>Closing Remarks (Reinforcement)</td>
<td>Dr. Brown provides words of encouragement and strategies for success to family counselors at the conclusion of the orientation.</td>
<td>00:02:12</td>
<td><a href="https://drive.google.com/file/d/13CfWIsD-GylOZEtOvV1sL7tHTWNM5dUn/view?usp=sharing">https://drive.google.com/file/d/13CfWIsD-GylOZEtOvV1sL7tHTWNM5dUn/view?usp=sharing</a></td>
<td>Click here for Socioeducation / Dialogue &amp; Inquiry Prompts</td>
</tr>
<tr>
<td>7.</td>
<td>Dr. Amy Cuddy: Your Body Language May Shape Who You Are</td>
<td>Dr. Cuddy explores the importance of body language across various dimensions, what it is communicating, and the impact on how people view and treat them.</td>
<td>00:21:02</td>
<td><a href="https://youtu.be/Ks-_Mh1QhMc">https://youtu.be/Ks-_Mh1QhMc</a></td>
<td>Click here for Socioeducation / Dialogue &amp; Inquiry Prompts</td>
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<tr>
<td>8.</td>
<td>Nadine Burke Harris: How childhood trauma affects health across a lifetime</td>
<td>Dr. Nadine Burk Harris explains how childhood trauma affects health across the lifecycle.</td>
<td>00:16:02</td>
<td><a href="https://drive.google.com/file/d/1z2nLNhD_CQaTqlq8jgq871Gp6yxrs3h/view?usp=sharing">https://drive.google.com/file/d/1z2nLNhD_CQaTqlq8jgq871Gp6yxrs3h/view?usp=sharing</a></td>
<td>Click here for Socioeducation / Dialogue &amp; Inquiry Prompts</td>
</tr>
<tr>
<td>9.</td>
<td>Office Stress</td>
<td>Coworkers try to resolve a conflict and it ends up in a physical altercation. Focuses on self-care, teamwork, communication, and escalation.</td>
<td>00:01:15</td>
<td><a href="https://drive.google.com/file/d/1U89kLThLsuEu62g129TdW1ZFyN7jzUD9/view?usp=sharing">https://drive.google.com/file/d/1U89kLThLsuEu62g129TdW1ZFyN7jzUD9/view?usp=sharing</a></td>
<td>Click here for Socioeducation / Dialogue &amp; Inquiry Prompts</td>
</tr>
<tr>
<td>10.</td>
<td>The Unequal Opportunity Race</td>
<td>Video explores issues of racism, discrimination, &amp; barriers to success. Includes Privilege Walk Activity.</td>
<td>00:04:09</td>
<td><a href="https://drive.google.com/file/d/1_BRHyKWHS2NJTt_kgS2S2qnt1KQ3tIGV/view?usp=sharing">https://drive.google.com/file/d/1_BRHyKWHS2NJTt_kgS2S2qnt1KQ3tIGV/view?usp=sharing</a></td>
<td>Click here for Socioeducation / Dialogue &amp; Inquiry Prompts</td>
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<tr>
<td>11.</td>
<td>Zoom Call – Saturday Night Live</td>
<td>This Saturday Night Live skit highlights some of the challenges that teams face when using new technologies &amp; maintaining professionalism.</td>
<td>00:05:58</td>
<td><a href="https://youtu.be/3byTN8NTCkc">https://youtu.be/3byTN8NTCkc</a></td>
<td>Click here for Socioeducation / Dialogue &amp; Inquiry Prompts</td>
</tr>
<tr>
<td>12.</td>
<td>Sprinter</td>
<td>A full-length movie that illustrates the challenges and resilience of a family in Jamaica as their son is poised to be the next track star. After viewing the entire film and/or specific clips, family counselors are asked to use the family as a case study.</td>
<td></td>
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<td>Click here for Socioeducation / Dialogue &amp; Inquiry Prompts</td>
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Socioeducation and Dialogue & Inquiry Prompts and Guidelines

**Welcome and Introduction to Family Matters**

Link: [https://drive.google.com/file/d/13CJdP532B0g-P_6M9Jm07K5VjGdveChv/view?usp=sharing](https://drive.google.com/file/d/13CJdP532B0g-P_6M9Jm07K5VjGdveChv/view?usp=sharing)

Time: 00:03:25

Description:

Dr. Brown welcomes new family counselors and provides an overview of the Family Matters Training series and the work that they will engage in.

Questions for Reflection, Dialogue, & Inquiry:

Dr. Brown states that you are working with the most resilient people in the world. How does this simple reframe change the way we think about the families we serve? How does seeing families from a strength-based framework change the way we approach our work? When we focus on the strengths of others, how does it change our practice and we engage systems? What do you think the impact of this program will be on the youth, families, and communities?

**Genograms & Ecomaps**

Link: [https://drive.google.com/file/d/1LY4wdful0UuVVpeR5K2ZhVVhcUelr4Ee/view?usp=sharing](https://drive.google.com/file/d/1LY4wdful0UuVVpeR5K2ZhVVhcUelr4Ee/view?usp=sharing)

Time: 00:06:25

Description:

Dr. Brown explains what a genogram and ecomap is to the client. She expresses some concerns about “putting her business in the streets.” Dr. Brown reassures her about how therapy is a
confidential and respectful place. She opens up about intergenerational trauma. They draw her genogram and ecomap together on the board and Dr. Brown asks the client to talk about “what she is seeing”, to provide her analysis of her family, position in it; and to reflect on her experiences and goals. They also talk about patterns that they see and how to use that the information gleaned to reach her goals.

Questions for Reflection, Dialogue, & Inquiry:

What stood out to you in this clip? What skills and techniques did you see the family counselor employ to encourage the youth to engage in the session? Have you used genograms and ecomaps in this way before? How did you see the genogram being used as an effective tool to open up the conversation? What questions would you ask using the genogram and ecomap?

**Family Engagement**

**Link:**
https://drive.google.com/file/d/1-vyeH6IS_JtrrM9embXDmgDsDAJSHxGq/view?usp=sharing

**Time:** 0:6:49

**Description:**

Dr. Brown engages the family members and assesses the mode, potential conflicts, and power shifts in the family. The father of the family yells at his son to join the session. This starts a conflict in the family. Dr. Brown starts mapping the pattern of what happens in the family. George joins the family in the session and the father is upset with his manner. The sister talks about George's behavior and Dr. Brown checks in with the son to see if he agrees with what his sister is saying. George disagrees with her assessment of his behavior. Dr. Brown has the family stand up and directs the family into different seating positions with the two kids in-between the parents. He asks the family what it feels like. Dr. Brown talks about family and pulls out the strength of the family and the next steps for the family.

Questions for Reflection, Dialogue & Inquiry:

*Select one of the two options below*

3. When did the session start? What did you see the family counselor do to defuse some of the tension in the family? How did you see the family counselor using the family’s strengths in his intervention? How would you engage with this family? What would be some advantages/disadvantages to addressing the dad’s frustration with his son in a more direct manner? Why do you think the family counselor changed their seating positions? What additional questions could have asked after the intervention? What of you think will happen in the next couple of weeks?

4. Ask counselors to provide feedback on the family meeting they watched based upon the following: tone, volume, cadence, speaking with authority, speaking with empathy, positionality, what they observed (surface level), and their analysis of their observations.
Counselor Self-Care: The Burnout

**Link:**
https://drive.google.com/file/d/1PKVAcHkalluCJnefvJSXkn6WHQnRwnJe/view?usp=sharing

**Time:** 0:3:05

**Description:**

The session starts and Dr. Brown is on the phone. He tells the person that he is on the phone with that he “has a boy in here now and I gotta go.” He checks in with the client and tells the client he has a lot going on. The client suggests they reschedule, but Dr. Brown says no. He asks the client questions and while the client answers Dr. Brown looks at his mail. Dr. Brown then looks at his phone as the client tells a story about feeling ignored at school. The client asks how much time is left in the session and Dr. Brown says “we can be done now” and the client leaves.

Questions for Reflection, Dialogue, & Inquiry:

What could the family counselor done differently at the start of this session? What do you think about Dr. Brown calling the client “boy” while on the phone? What factors could be contributing to the way the family counseling behaves throughout the session. How do you think his distraction is affecting the client? What are other ways Dr. Brown could handle being overwhelmed or burnt out? What ways have burnout affected your own work in the past? How have you handled it (in both positive and negative ways)?

Counselor Self-Care: The Better Approach

**Link:**
https://drive.google.com/file/d/1BPk0VCoBYz3ebZzbiMJBgA_9hrLVWxFX/view?usp=sharing

**Time:** 00:03:53

**Description:**

Dr. Brown starts the session on the phone. He gets off the phone and tells the client that he has a lot going on, but is ready to focus on his time with him. He asks him “what is going on with you.” The client says he is tired of his dad being upset with him. Dr. Brown validates and reflects the client’s feelings and asks what else is going on. The client talks about his teacher at school and the conflict he is having there. Dr. Brown listens to the client and reframes the situation. He talks to the client about future steps and the session ended in a warm farewell.

Questions for Reflection, Dialogue & Inquiry:

What stood out to you during the session. How did the family counselor’s behavior differ from the “Self-care: Burnout” video? How did George’s behavior and attitude differ from the “Self-care: Burnout video? What skills and techniques did you see Dr. Brown employ to manage his
own emotions without affecting the client? Oftentimes, novice therapists find it challenging to show support for their clients without "cheerleading." - - How do you see Dr. Brown doing this successfully in this session? In what ways do you see Dr. Brown validating the client's feelings without shutting down avenues for the client’s growth and change? What do you think is going to happen in the next sessions? What do you think George took away from this session?

**Closing Remarks**

Link:
https://drive.google.com/file/d/13CfWlIsD-GylOZEJZoV1sL7sHTWNM5dUn/view?usp=sharing

Time: 00:03:53

Description:

Dr. Brown provides a conclusion and congratulates the family counselors on completing their orientation. He validates the potentially overwhelming nature of this course, but encourages them to continue reading, studying, remain engaged, stay disciplined and have a success launch of the Family Matters program.

Questions for Reflection, Dialogue, & Inquiry:

How has your experience with the program been so far? What has been your favorite and most challenging parts of the training? What are some of your areas of growth? What strategies will you implement to ensure that you address your areas of growth and development? What are you most excited about in regard your role as a family counselor?

**Nadine Burke Harris: How childhood trauma affects health across a lifetime**

Themes: Childhood trauma/Physical health

Link:
https://drive.google.com/file/d/1z2nLNhD_CQaTgIq8jpoqb71Gp6yxrs3h/view?usp=sharing

Time: 00:16:02

Description:

Child abuse has long-lasting negative effects on a child’s life. When Dr. Harris finished her residency, she set up a clinic to treat children in an underserved area of San Francisco. They worked to provide top medical care, including immunizations, lower asthma hospitalizations, etc. They received a lot of referrals for ADHD but when she did a detailed examination, Dr. Harris realized that often she couldn’t diagnosis for ADHD. Most of these patients had experienced severe trauma and she felt like something was missing from her treatment modality. She began reading about how exposure to adversity affects brain and body development. She came across
the Adverse Childhood Experiences Study, which ended up changing the way she practiced. The study asked adults about experiences they had in childhood, including abuse, neglect, and poor parent mental health. They then correlated their trauma score with health outcomes. They found that these experiences were common, about 67% of their study had at least 1 negative experience. They also found the higher your trauma score, the worse your physical health.

Dr. Harris changed her practice to focus on prevention, screening, and healing the impacts of trauma. They scan every patient for exposure to trauma. They use a multiple discipline treatment team to use different modalities and treatments to reduce the dose of trauma on the patient. Dr. Harris believes this way of practicing is a movement towards eradicating the huge negative impacts of trauma on child and adult health.

Questions for Reflection, Dialogue, & Inquiry:

How have you seen exposure to trauma show up in the children/adolescents in your life? In the life of children/adolescents that you work with/serve? As Dr. Harris talked about, we know that childhood trauma shows up in every community, yet many times the problem gets framed as an issue with the people at the bottom of the hierarchy of power. What are the systems in place that protect the abusers' higher on the hierarchy of power, privilege, and oppression? What are the systems that further punish or suppress the victims lower on the hierarchy of power, privilege and oppression? In what ways does having money hide or moderate the effects of childhood trauma? What changes do we need to ensure the prevention and treatment of trauma for all people?

Dr. Harris said “We don’t want to look at it because it does apply to us. We don’t want to look at it, we’d rather be sick.” What do you think she meant by this? In what ways in your own life have you chosen sickness over at your traumas and life circumstances? How could our society be different if we chose to look at what is making us sick? What does it look like when a person that has been traumatized, works with other people that are traumatized? What does it look like if that same person has healed from their trauma?

Activity:

Assign family counselors into pairs or small groups. Ask them to think about the traumas in their own lives. Have them discuss the differences they experienced in their own lives between traumas that were handled appropriately and those that were not. What difference did it make for their health, well-being, and relationships?

Office Stress

Themes: Self-care/Team Work/Communication/Connection/Escalation

Link: https://drive.google.com/file/d/1U89kLThLsuEu62g129TdW1ZFyN7jzUD9/view?usp=sharing

Description:
Two men work in a cubicle next to each other. They are both looking at their own computers and not at each other. The clip starts with one man picking up a remote and adjusting the temperature in the room. A second later, the man next to him picks up the same remote and adjusts the temperature. The first man grabs the remote again and changes the temperature again. This goes on several times back at forth. Neither man looks at the other, changes their expression, or takes their eyes off of their computer. The first man takes the remote, changes the temperature, and places the remote out of reach of the other man. He then turns the fan on facing the other man. Without a word, the other man attacks the first man with anger and brings him to the ground.

Questions Reflection, Dialogue, and Inquiry:

What is your overall impressions of this clip? What stood out to you? What did you notice about connection between the coworkers in the clip? In what ways can you relate to what is happening in the clip? What could have been done differently? How have you seen this in your own life?

In this clip we see two people fighting over resources. How could this kind of dynamic show up in family life?

What were the other people in this clip doing? What could others have done differently to change the results?

Activity:

Have participants get into small groups and discuss the following. You may have noticed the clip is a little dated. What is a more modern version of this dynamic in the workplace? What are your pet peeves in the workplace? How does this dynamic happen online? How does this happen in other spaces that we are in?

The Unequal Opportunity Race

Themes: Race/ Discrimination/ Barriers to Success

Link: https://drive.google.com/file/d/1_BRHvKWHS2NJTt_kgS2S2qnt1KQ3tIGV/view?usp=sharing

Time: 00:04.09

Description:

The clip starts at a race track. There are four runners. Two of the runners are White and two of the runners are Black. The race gun goes off and the two white runners can start running. However, the two black runners are stuck behind barriers and unable to start the race. The words slavery, broken treaties, Dred Scott and others, flash on the screen. The black runners are still unable to start the race, meanwhile, the white runners have looped back around on the track. The white racer gets older and passes the baton to a younger white racer.
There is a count down in the background, when it reaches 1964 the black racers can start the race. They are keeping up with the white racers when a storm cloud comes and starts raining only on the black racers. The word discrimination comes onto the screen. Then rocks appear in the road with the words ‘poor schooling’ and the black runners must run around the rocks. Then a hole appears and a black runner falls in and the other black runner stops to help him get out. Various barriers continue to appear in front of the black racers. One racer is taken out of the race when he runs into jail bars, eventually, the other one has to stop when he runs into a dead end. Then we see a white male runner getting help by being on a walking escalator labeled “old boys’ network” and he wins the race ahead of a white woman who is running hard. The clip ends with words saying “affirmative action helps to level the playing field.”

Activity: Privilege Walk

**Privilege Walk Activity:** The following statements are read by the facilitator. The participants are asked to take a step forward or backward based on their responses. (edge.psu.edu)

- If you were ever called names because of your race, class, ethnicity, gender, or sexual orientation, take one step back.
- If there were people who worked for your family as servants, gardeners, nannies, etc. take one step forward.
- If you were ever ashamed or embarrassed about your clothes, house, car, etc. take one step back.
- If one or both of your parents were "white collar" professionals: doctors, lawyers, etc. take one step forward.
- If you were raised in an area where there was prostitution, drug activity, etc., take one step back.
- If you ever tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed, take one step back.
- If there were more than 50 books in your house when you grew up, take one step forward.
- If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, take one step back.
- If you were taken to art galleries or plays by your parents, take one step forward.
- If one of your parents was unemployed or laid off, not by choice, take one step back.
- If you have health insurance take one step forward.
- If you attended a private school or summer camp, take one step forward.
- If your family ever had to move because they could not afford the rent, take one step back.
- If you were told that you were beautiful, smart, and capable by your parents, take one step forward.
- If you were ever discouraged from academics or jobs because of race, class, ethnicity, gender, or sexual orientation, take one step back.
- If you were encouraged to attend college by your parents, take one step forward.
- If you have a disability take one step backward.
- If you were raised in a single-parent household, take one step back.
- If your family owned the house where you grew up, take one step forward.
- If you saw members of your race, ethnic group, gender, or sexual orientation portrayed on television in degrading roles, take one step back.
- If you own a car take one step forward.
- If you were ever offered a good job because of your association with a friend or family member, take one step forward.
- If you were ever accused of cheating or lying because of your race, ethnicity, gender, or sexual orientation, take one step back.
- If you ever inherited money or property, take one step forward.
- If you had to rely primarily on public transportation, take one step back.
- If you attended private school at any point in your life take one step forward.
- If your parents own their own business take one step forward.
- If you were generally able to avoid dangerous places, take one step forward.
- If you were ever uncomfortable about a joke related to your race, ethnicity, gender, or sexual orientation but felt unsafe to confront the situation, take one step back.
- If you were ever the victim of violence related to your race, ethnicity, gender, or sexual orientation, take one step back.
- If your parents attended college take one step forward.
- If your parents told you that you could be anything you wanted to be, take one step forward.

(Questions from edge.psu.edu)

Questions for Reflection, Dialogue, & Inquiry (Post Privilege Walk)

How did this exercise feel to you? Did anything surprise you about the questions that were asked? How do you feel about where you are, compared to your peers? Were there any questions you felt hesitant to answer? Why? Was there anything about this experience that had you thinking differently about your lived experience or the experience of your peers?

Think back to the video clip we watched; how do you relate the clip with the activity we just did? What stands out to you about the clip? How does the metaphor of a race help you think differently about equity? Is there anything important missing from the clip? In what way would affirmative action help with the disparities shown in the clip?

Dr. Amy Cuddy’s “Your Body Language May Shape Who You Are.”

Theme: Power poses/ Individual vs Systemic Problems

Link:
https://youtu.be/Ks-_Mh1QhMc

Time: 00:21:02

Description:
The clip starts with Dr. Cuddy asking the audience to think about their current posture. She talked about how it is common to think about other people's body language and what it is communicating. We know that how we interpret other people's body language can have a big impact on how we view them and how we treat them (job promotion etc).

In the animal kingdom and the human world we have nonverbal expressions of dominance, we make ourselves bigger, we spread out when we feel powerful. The opposite is true when we feel powerless, we get smaller and get balled up. Dr. Cuddy talks about her experience with MBA students in her classroom around the expression of power. She noticed male students tended to show more signs of power and dominance than female students. In her school participation points had a big impact on grades and male students were more likely to participate. She wanted to study if "nonverbals govern how we think and feel about ourselves?" She wanted to test in a study if you could "fake it till you made it" or act like you felt powerful until you did. Our minds change our body's but can our bodies change our minds? More powerful people have higher levels of testosterone and lower levels of cortisol (less reactive to stress). Could we change these hormones by acting like we felt powerful?

She conducted an experiment where she had people come into her lab. They collected a spit sample and then either did a "power pose" or a "powerless pose" (as instructed by the researcher) for two minutes. They ask them how powerful they feel on various items, they give them a chance to gamble, and then they took another sample. If they did the power pose, they were more likely to have a higher risk tolerance (wanting to gamble), their testosterone levels increased, and their cortisol levels decreased. The opposite was true from those who were in the powerless pose for two minutes.

Afterward, she wanted to conduct a similar experience with more real-world consequences. They have participants do either a power pose or a powerless pose for two minutes before the interview and then do a stressful interview. The results showed that those that had done the power pose were more likely to be “hired.”

She told a personal story about feeling like a fraud and how in her own life how tiny tweaks could make big changes.

**Reflection and Dialogue:**

Dr. Cuddy briefly mentions that female students were more likely to do “powerless” poses in her classroom than their male counterparts. What other groups of people might this be true for? How were the rules set up at the university designed for one group of people to succeed and others to fail? Dr. Cuddy framed the solution to this problem on an individual level. What would the solution look like on a larger systems level?

**Activity:**

This is a good example of how you can teach individual coping skills to help clients and families get immediate relief from a systemic problem. Talk in small groups about how
you would help your clients frame the problem? What are examples from your own life when you figured out how to succeed in a system that was not built for you?

**Zoom Call-Saturday Night Live**

**Theme:** Technology/ Professionalism/ Cultural Knowledge

**Link:**
https://youtu.be/3byTN8NTCkc

**Time:** 00:05:58

**Description:**
Saturday Night Live skit which focuses on the company’s first Zoom call. Each person says hello and makes a joke about current circumstances staying home due to the pandemic. Two of the women on the call appear to be older and are unaware of social norms around zoom calls. The call devolves with the two women breaking more rules unintentionally and getting upset. Eventually, they decided the two women do not need to participate in zoom calls again.

**Questions for Reflection, Dialogue & Inquiry**

This clip shows the cultural aspect of technology. The two older women who have the least amount of professional power (they were secretaries while the others were researchers), were unaware of some of the cultural norms of being on a virtual call. What was the impact of breaking the norms? While their actions were dramatized for comedic effect in the clip, how has this dynamic shown up in your professional lives? How can cultural differences impact the opportunities that we get or are left out of? What would have been a more helpful way of interacting with them on the call? How do you teach people to use technology? How do we maintain balance, focus, and professionalism when we are unaware of some of the unwritten rules?

**Activity 1:**

Turn to your neighbor and tell one of your more embarrassing moments using technology and what you learn from it.

**Activity 2:**

Let’s practice with technology. What are the services are you currently using? What do you like/not like about it? Set up an account and help your neighbor to do the same. Practice using the technology to increase competency.

Create a Zoom account and set up a Zoom meeting. Here is a link to set up an account https://zoom.us/signin, and also some videos to help you learn the different features they offer https://zoom.us/resources.
Activity 3:

Review the Family Matters Tele-Counseling Sessions -Guidelines for Families. Have discussion with family counselors regarding the protocol and discuss additional guidelines that are not presented on the document but should be considered to have a productive session. Also, make the link between maintaining professionalism when using online protocols for administrative and clinical supervision, trainings and other online meetings.

**Sprinter**

**Themes:** Transitions/ Power and control

**Link:** [https://youtu.be/snvbCSYpQaQ](https://youtu.be/snvbCSYpQaQ)

**Time:** 1:51:48

**Description:**

Sprinter tells the story of Akeem Sharp who is set to be Jamaica's next big track-and-field sensation. Akeem hopes a rise in the track and field world will take him to the U.S. to reunite him with his mother who has supported the family while living as an illegal resident for over a decade. But Akeem's rising star is weighed down by turmoil at home: a volatile father, and an unruly older brother who insinuates himself into Akeem's career as a means of escaping - or enhancing - his scam-artist hustle. Not only does Akeem have to prove to himself and everyone that he can succeed, but also overcome the struggles that may ultimately bring him down.

Activity 1:

Participants will be given the task to watch a clip from “Sprinter”, a popular movie that describes a family from within the context of the region. Facilitator can identify a section that is pertinent to the points which they are attempting to highlight or reinforce. Have participants break into small groups and roleplay conducting a genogram with the family to determine, understand, and plan to evolve their ecological system throughout the phases.

Activity 2:

Consider the family in Sprinter as your client. Apply each of the power and control wheels to this family. What is impacting them on a personal, family, and cultural level? What interventions would you use to work with this family in each phase of the model? How would you use the family's resilience throughout treatment?

Activity 3:
Consider the family in Sprinter as a client. Identify key interventions that a family counselor could implement during each phase of Family Matters. Key question: How would you work with this family if they were your client during each phase of the model?

Other Training Resources, Documents and Guidelines

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<td>6.</td>
<td><em>Family Matters</em> Tele-Counseling Sessions Guidelines for Counselors</td>
<td>How to effectively conduct counseling sessions with families using online video platforms or through phone calls.</td>
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<tr>
<td>7.</td>
<td>Tele-YSET Interview Guidelines</td>
<td>Provides counselors with detailed guidance on how to remotely administer the YSET.</td>
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<tr>
<td>8.</td>
<td>Protocols for Your Hygiene Brochure</td>
<td>Helpful tips for counselors visiting families while the COVID-19 pandemic is active. Also helpful during cold and flu season.</td>
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<tr>
<td>9.</td>
<td>Making Easy Families Easy</td>
<td>A facilitator guide and worksheet are provided to help counselors develop strategies to make ‘hard’ families easier to work with.</td>
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<tr>
<td>10.</td>
<td>Coaching vs Therapy Reading</td>
<td>An article that explores the distinctions between therapy and coaching, as well as strategies used with clients.</td>
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<td>11.</td>
<td>Adult Learning Theory Reading</td>
<td>This article explains adult learning theories, which provide insight into how adults learn, and can help instructors be more effective in their practice and more responsive to the needs of the learners they serve.</td>
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<tr>
<td>12.</td>
<td>Family Counselor Regional Learning Exchange Series</td>
<td>A good example of a successful family counselor learning exchange series. Agendas, session descriptions, and the family counselor survey + survey results report that shaped the session are provided.</td>
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REFERENCES

i Teaching Excellence in Adult Literacy. (2011). Teal Center Fact Sheet No. 11: Adult Learning Theories. TEAL Center.

ii Image from: [https://barkleypd.com/blog/facilitating-discussions-fishbowl-strategy/](https://barkleypd.com/blog/facilitating-discussions-fishbowl-strategy/)