



ArcaMind

GLOBAL INSTITUTE
FOR MENTAL HEALTH
SOLUTIONS

PM+ Training of Helpers: Day 1

Welcome to PM+ training!

These materials are designed for use within certified PM+ trainings provided by ArcaMind and The New School. Independent use is not advised without facilitation and support. For more information, contact info@arcamind.com or info@mdfoundation.org

Introduction of Today's Facilitators



Rick Gertsema



Jane Larson



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- Your name
- Where you work or worked (and your role)
- Share an activity you do with others that you find enjoyable!



Good morning and welcome

PM+ Training!



Schedule for today:

- Welcome
- Introductions to PM+ training and welcome
- Grounding / Objectives
- Overview of the training schedule
- Peer-to-peer feed forward
- Background of PM+
- Basic Helping Skills
- Managing Stress
- Managing Problems
- Wrap-up



Training Format

Training Goal: To build capacity of lay workers (non-clinical) to implement PM+ effectively with community members who are experiencing stress and/or adversity.

Delivering PM+ Training

- Facilitators will provide the background on each PM+ strategy
 - Facilitators will then model what the session looks like with a client
 - Trainees will practice delivering PM+ sessions with another person in the Training Group
 - The training uses a peer-to-peer model during the training of observing and giving feed forward.
 - At the end of the training, facilitators will provide final observations to set each participant up for further coaching sessions.
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Training Timeline



	April 1-7	April 7, 14 & 21	May-June	Summer 2026
Training Stage	Stage 1	Stage 2	Stage 3	Stage 4
Goals and intention	Pre-Work	PM+ Helper Training	Coaching & Seeing Clients	Graduation to being a Helper Independently

Grounding



Things that may distract from training:

- Urgent move!

Participant Objectives



- Learning new information, and apply new techniques to ourselves and better assist or clients and community.
- How to identify people who may need this intervention.
- How to help refer and direct people
- Have the language to explain to clients the PM+ model and how to use it.
- Have a strong understanding of the core of PM+ and what parts can be adapted for different communities.

Video Review

BACKGROUND OF
PM⁺

Background of PM⁺

PM⁺
SESSION
OVERVIEWS

Training Format

Delivery Format

Session overview

Basic
helping
Skills

Basic Helping Skills

Adversity

PSYCHLOPS

PSYCHLOPS

Adversity

What is PM+?

Background of PM+

What is PM+?

PM+ is a low-intensity psychological intervention developed by the World Health Organization (WHO) to help individuals in communities affected by adversity manage common mental health problems such as depression, anxiety, stress, and grief.

Target Audience

- Adults experiencing distress related to adversity (e.g., conflicts, displacement, or disasters)
- Can be adapted for culturally diverse and low-resource settings

Core Techniques

- Problem Management
- Stress Management
- Behavioral Activation
- Strengthening Social Support

PM+ Strategy Overview

1

Intro to PM+ Managing Stress

- Introduction & confidentiality (5 mins)
- Review from assessment & PSYCHLOPS (10 mins)
- What is PM+? (20 mins)
- Understanding adversity (30 mins)
- Managing stress (20 mins)
- Ending the session (5 mins)

2

Managing Problems

- General review and PSYCHLOPS (5 mins)
- Managing Problems (70 mins)
- Managing stress (10 mins)
- Ending the session (5 mins)

3

Get Going, Keep Doing

- General review and PSYCHLOPS (5 mins)
- Managing Problems (35 mins)
- Get going, Keep Doing (35 mins)
- Managing stress (10 mins)
- Ending the session (5 mins)

4

Strengthening Social Support

- General review and PSYCHLOPS (5 mins)
- Managing Problems (20 mins)
- Get going, Keep Doing (20 mins)
- Strengthening social support (30 mins)
- Managing stress (10 mins)
- Ending the session (5 mins)

5

Staying Well Ending PM+

- General review (20 mins)
- Staying Well (30 mins)
- Imagining How to help other (20 mins)
- Looking to the future (15 mins)
- Ending the program (5 mins)

Feed Forward



Feedback + Performance

Think of a time when someone gave you feedback, or you gave feedback to someone else that was difficult.

- Speaker: Describe that interaction to your partner
 - Listener: Practice reflective listening
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Why Feedback Falls Short

Traditional Feedback:

- Based on perception and biases of rater, not necessarily truth (Idiosyncratic Rater Effect)
- Often judgmental
- Is vague
- Triggers fear and shuts down learning



Instead, let's shift from fixing to focusing—on what's working

Buckingham's 3 Feedback Fallacies

1. That one person is the source of truth about another;
2. Learning means filling an "empty vessel" with criticism; and
3. Excellence is universal, predefined model that can be taught by pointing out gaps.

These create confusion, not growth

Buckingham's 3 Feedback Truths

Attention, Not Feedback: Give individuals attention on what they do well, not just criticism.

Individualized Excellence: Recognize that each person excels in unique ways; support their strengths rather than trying to make them conform to a single model.

Learning from Strengths: Focus on what creates success for the individual, helping them build on their own unique talents.

This is where real growth begins

Instead Of	Try
Can I give you some feedback?	Here's my reaction.
Good job!	Here are three things that really worked for me. What was going through your mind when you did them?
Here's what you should do.	Here's what I would do.
Here's where you need to improve.	Here's what worked best for me, and here's why.
That didn't really work.	When you did X, I felt Y or I didn't get that.
You need to improve your communication skills.	Here's exactly where you started to lose me.
You need to be more responsive.	When I don't hear from you, I worry we are not on the same page.
You lack strategic thinking.	I'm struggling to understand your plan.
You should do X in response to a request for advice.	What do you feel you're struggling with, and what have you done in the past that's worked in a similar situation?

The Feed Forward Framework

Peer-to-Peer Feed Forward

- We will provide our peers feed forward during practice sessions.
- At the end of the training, facilitators will provide each participant feed forward through the LMS and any tips for continued work with coaches.
- The comments will focus on the Basic Helping Skills



Basic Helping Skills



To ensure we adhere to the “Do No Harm” principle, the training focuses on building specific Helper capabilities that are important to have when working with clients.

EMPATHY

Unhelpful BEHAVIORS

Criticizing client's concerns

Dismissing client's concerns

Helper's emotional
response appearing to be
inappropriate, fake or
acting

Basic Helping Skills

- ✓ Being warm friendly and genuine throughout the sessions
- ✓ Continuously showing concern or care for the client (e.g. "That sounds sad. Can you tell me more about it?")
- ✓ Validating client's experience/concerns
- ✓ Listening without judgement

Empathy

For a client to feel comfortable, Helpers should demonstrate empathy, warmth and genuineness.

VERBAL COMMUNICATION

UNHELPFUL BEHAVIORS

-Interrupting clients

-Asking many suggestive or leading closed-ended questions (e.g. "You didn't really want to do that, right?")

-Correcting client (e.g. "What you really mean...") or using accusatory statements (e.g. "You shouldn't have said that to your husband")

-Using culturally and age-inappropriate language and terms

Basic Helping skills

✓ Using open ended-questions

✓ Summarizing or paraphrasing statements

✓ Allowing clients to complete statements before responding

Verbal Communication

(Validating, Non-Judgemental)

To engage an individual, especially someone who is experiencing stress, it is important to use respectful and open communication.

NON-VERBAL COMMUNICATION

UNHELPFUL BEHAVIORS

Laughing at client

**Inappropriate
physical contact**

**Using inappropriate
facial expressions**

**Engaging in other
activities (e.g.
answering mobile
phone, completing
paperwork)**

Basic Helping Skills

✓ **Allowing for silences**

✓ **Maintaining
appropriate eye
contact**

✓ **Maintaining open
body posture (body
toward client)**

✓ **Continuously using
supportive body
language (head nod)
and utterances
(uh huh)**

Non-Verbal Communication

What you say is important, by how you say it is also key to building trust.

CONFIDENTIALITY

UNHELPFUL BEHAVIOR

Forcing client to disclose to helper or others

Describing confidentiality inaccurately (e.g., “I will only tell your family”)

Promising full confidentiality without exceptions

Minimizing client’s concerns about confidentiality (e.g. “It doesn’t matter if anyone else hears us”)

Basic Helping Skills



Explaining concept of confidentiality



Listing exceptions for breaking confidentiality for self-harm or harm to others



Explaining why it can be important to break confidentiality

Confidentiality

Explaining and upholding confidentiality is critical to having a strong Helper relationship with the client.

Confidentiality Agreement



When experiencing PM+ together for the next few weeks, it is important for all group members to know that everything shared in these meetings will remain confidential. This means I cannot share this information with anyone other than my supervisor, or if you tell me it is okay to share it with someone. I might take notes but they are mostly for me to remember details for future meetings. The only time I am allowed to break this confidentiality is if I believe you are at high risk of ending your life, hurting someone else or disclose abuse to you or minors. This is because it is my job to keep you safe. If I need to break confidentiality, I will talk to you about it first and then contact my supervisor. My supervisor is someone who is specifically trained to help people who are at risk.

*Is everyone okay
with this
agreement?
We will use a
similar
confidentiality
script with our
own PM+ clients.*

Strategy One: Managing Stress



Managing Stress: Slow Breathing Technique



Slow breathing is a basic strategy for relaxation or managing physical symptoms of stress and anxiety.

When we feel stressed or anxious, our natural physical response is for our breathing to quicken, and to take place in the chest and become shallower.

By slowing the rate of breathing and taking breaths from the stomach instead of the chest, we are sending a message to the brain that we are relaxed and calm.



Managing Stress: Practicing the Skill

Step 1: Relax the body

Step 2: Place hands on belly.

Step 3: Imagine you have a balloon in your stomach. When you breathe in, blow the balloon up (stomach expands). When you breathe out, the stomach will flatten.

Step 4: In the beginning, breathe however is most comfortable for you. Eventually, try breathing in through your nose and exhaling through your mouth

Step 5: Repeat this breathing technique

Facilitator Demonstration: Strategy One



Observer: How did the PM+ Helper Do?

On a piece of paper, write down:

- How did you feel the session was going?
- How was your experience following along with the checklist?
- What did the Helper do or say to make the client feel comfortable?

List specific examples. Remember Feed Forward.





Break

Skills Practice Time!



Now moving from observing
"receiving PM+" to practice how to
deliver it and **facilitate** the strategies

How will the sessions work:

- Review the checklist for Strategy 1
- Discuss important key points and questions
- Practice with partners

In LearnUpon,
click request
assessment on all
capabilities
checklists

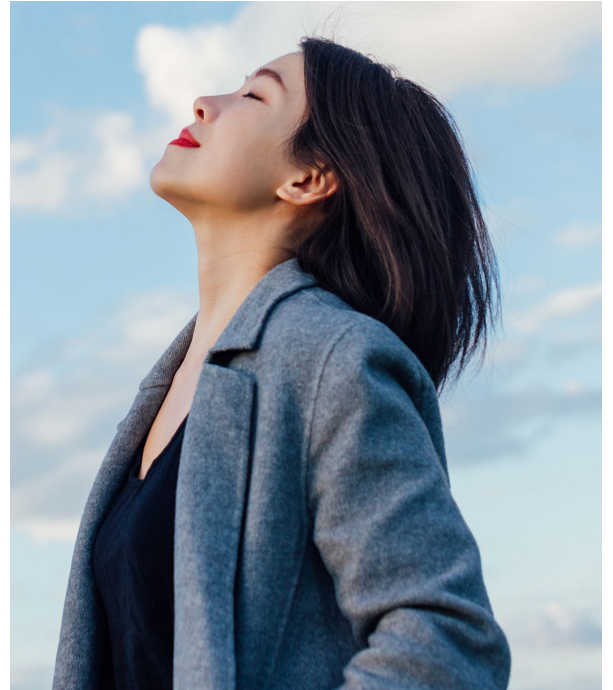
Session 1

(Managing Stress) Review

Approximately 60-70 min to practice today

- Introduction, PSYCHLOPS, risk assessment & confidentiality (10 min)
- What is PM+? (10 min)
- Understanding adversity (15 mins)
- Managing stress (15 min)
- Ending the session (5 min)

Use your the [checklist](#), [PSYCHLOPS + Risk Assessment](#)



Delivering PM+ to Practice Clients

(Directions for PM+ Helpers)

- Be “yourself” - (working in the same organization)
- Have all of your materials ready (have the checklist open and/or the manual nearby to follow)
- Go through the whole session
- Stay in “character” (you as the PM+ helper) throughout the session, even if you make a mistake, that’s okay! Continue with your role.

It is okay and normal to be a little nervous for this!

Debrief



The image shows five slices of pizza arranged on a dark, textured wooden surface. From left to right: the first slice is partially visible, topped with pepperoni; the second slice is topped with broccoli, purple onions, yellow cherry tomatoes, and red cherry tomatoes; the third slice is topped with arugula, white cheese, black olives, and a slice of pepperoni; the fourth slice is topped with pepperoni, yellow and red bell peppers, and green onions; and the fifth slice is partially visible on the right edge, topped with pepperoni. The word "Lunch" is centered over the middle slices in a large, white, sans-serif font.

Lunch

Strategy 2 Managing Problems



Checklist for Session 2



- General review and PSYCHLOPS (5 mins)
- Managing Problems (70 mins)
- Action Plan
- Managing stress (10 mins)
- Ending the session (5 min)



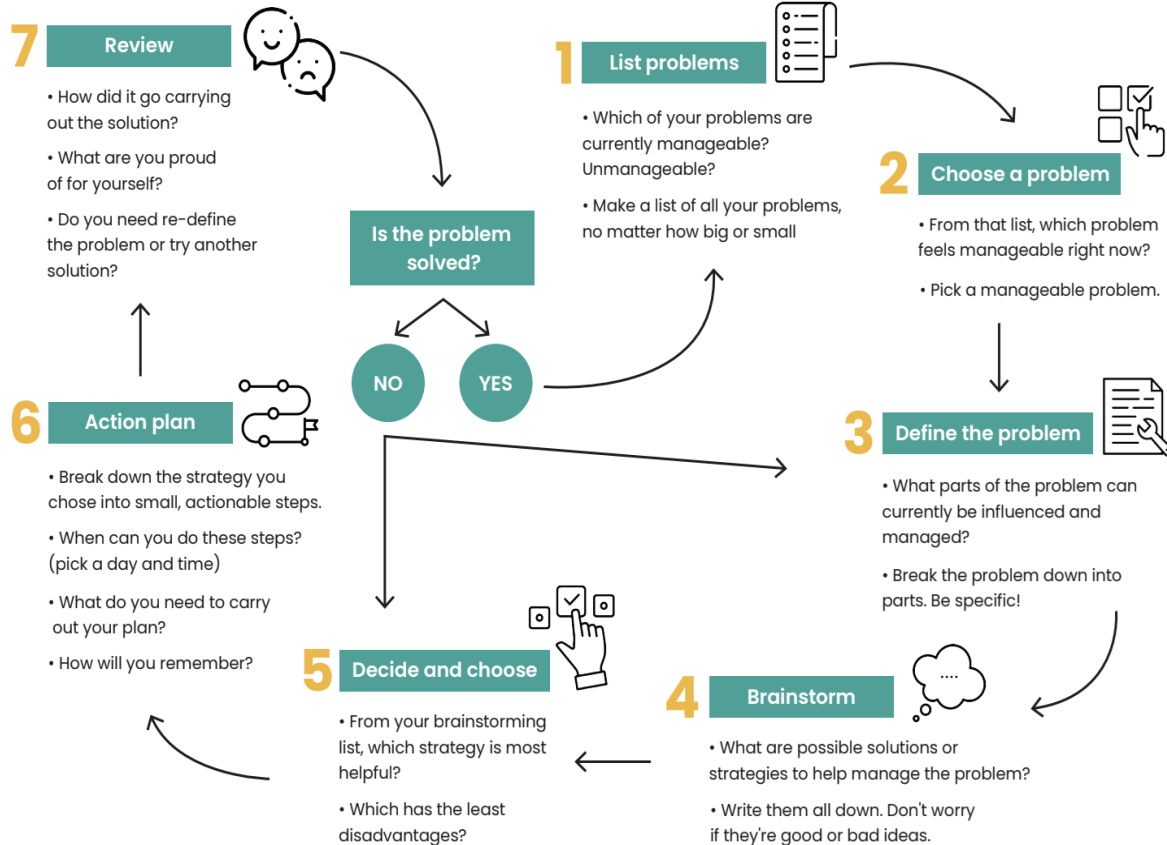
Managing Problems



Managing Problems is a structured strategy that aims to improve clients' ability to identify and manage practical problems.



Managing Problems



Managing Problems



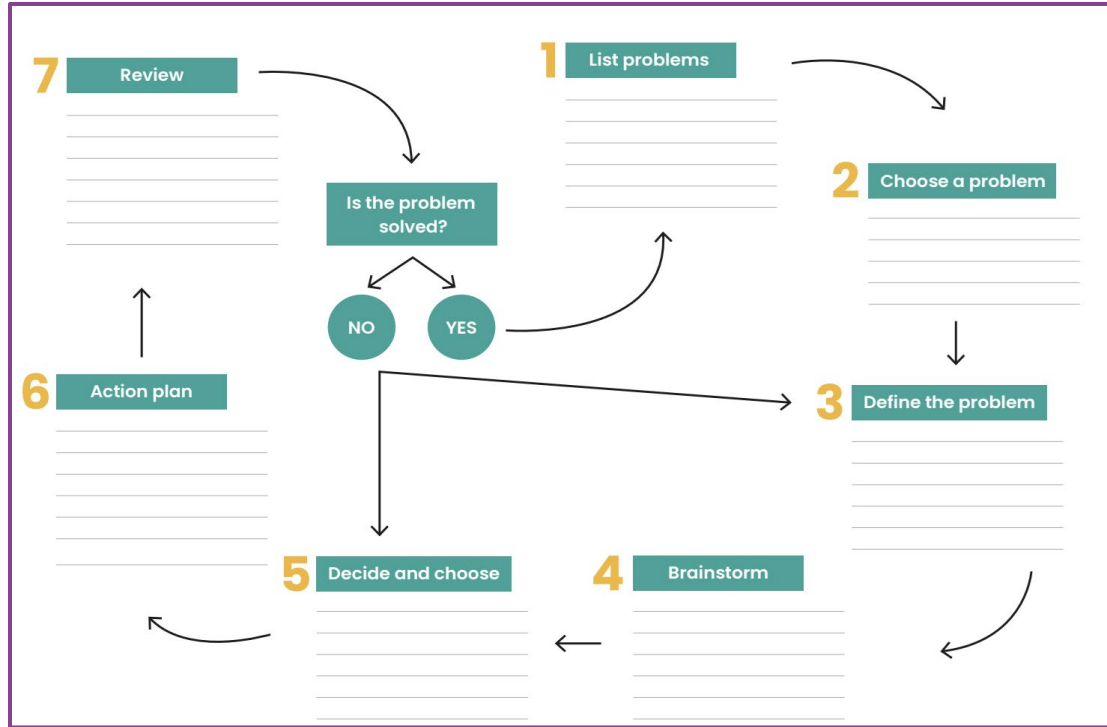
In the PSYCHLOPS assessment, you asked the client to name 2 concerns.

First step of Managing Problems reviews these concerns, and deciding whether these are solvable problems, unsolvable problems or unimportant problems.

Things to Remember

- This is not giving advice
- Be aware of judgements
- Don't worry or be too engrossed in solutions that fix the entire problem
- When the client chooses a solution that is clearly unhelpful, you can be more direct giving advice

Managing Problems



Managing Problems



Problem 1: Managing childcare schedule;

Problem 2: Family/Marriage problems;

Problem 3: Struggling staying asleep (insomnia)

Define managing childcare schedule:

- Caretakers, age of child, specific details

Brainstorm solutions:

- Carpool / advantages (shared responsibilities) disadvantages (not being present, trust)
- Additional support advantages (shared responsibilities, improving relationships) disadvantages (not being present, trust, strings attached)
- After School programs advantages (Community skills, socialization) disadvantages (financial obligations)



Go Through Session 2 of PM+ Together



How did the PM+ Helper Do?



On a piece of paper, write down:

- How did you feel as a client (or being an observer?)
- How was your experience following along with the checklist?
- What did the helper do or say to make the client feel comfortable?

List specific examples.



Debrief



Practice Time!

"Now moving from observing "receiving PM+" to practice how to deliver it.

How will the sessions work:

- Review the checklist for Session 2
 - Discuss important key points and questions
 - Practice with partners
- 

Session 2 (Managing Problems)



We will do the practice for approximately **45 Minutes** today:

- General review and PSYCHLOPS (10 mins)
- Managing Problems (45 mins)
- Managing stress (if needed/review) (10 mins)
- Ending the session (5 mins)

Debrief



Offline Activities



- Please complete any assigned homework in the LMS in the Offline Activities Day 1 Module.
- Use the schedule you've developed in today's session to practice "managing stress" on your own in your daily life

Everything you need can be found in the LMS





Appreciation

Share something you appreciate about our
time together today

It's a wrap!



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Miller-Dwan  Foundation