

## Trainer Instructions | General Considerations and Session 1

Except in Session 1, training small groups meet in separate rooms and use the same room for the duration of Boot Camp. If there is more than one training group, trainers change groups for each small group session. If this is the case, follow the rotation schedule to know which group to join for each session. Rotating trainers provides a better experience because participants are exposed to a variety of leadership styles.

The primary focus of training groups is teaching participants how to use the General Processing Technique and lead the eight Healing Steps. Although participants also do personal processing and receive healing, processing is not the main focus. *The primary purpose is to train.* It's easy to forget this purpose and get lost in the processing, so follow these training instructions carefully.

Closely watch the Training video segment during the large group session prior to each small group for reminders on how to lead that step.

### General Considerations

Watch for the Basic Processing Technique, which is the most important skill for participants to learn. Make sure participants practice accurate listening, paraphrasing, and empathic/affirming responses in each session. If participants forget the basic processing technique, remind them at the end of their practice turn.

Be sure to dismiss your training groups on time. Remember, our primary goal is to train, so if they miss the debriefing time, they miss a valuable opportunity to get questions answered and to learn from everyone's first experience leading the step.

If you happen to have a student who is in a great deal of pain at the end of a group, dismiss everyone else so they can attend debriefing. Stay with your student to offer support, and return to debriefing as soon as possible.

On the rare occasion someone may bolt from the room, ask your group to wait a few minutes while you check in with your "runaway." Find out what they need and solve what you can in a few brief minutes. Then return to your group. If you happen to have another trained leader in your group, ask them to continue the training until you return.

Always make sure your group room has tissues available for students who may need them.

### Session 1 | Practice Exercises

This session differs from the others in that the small group time is used for brainstorming responses to the seven practice exercises. Confidentiality is not an issue for Session One, so it's fine to stay in the large group room for the small groups. In this session, participants are prompted to break into small groups two times. The first time, do brief introductions (tell them they have 30 seconds each) and then cover the first three exercises. The second time, cover the remaining four exercises. Trainers rotate groups for the second set of exercises.

For each practice exercise:

1. Read it to your small group.
2. Ask for possible poor responses to the example. These tend to generate a fair amount of laughter. Don't spend more than a couple minutes on this.
3. Read the exercise again, this time asking for better responses.
4. After 2-3 people share, offer any insights you might have.
5. Read the responses in the *Leader Guide* that go with each exercise.
6. Continue until you finish or your time is up. Do not go over your allotted time.

## Trainer Instructions | Procedure for Sessions 2-9

Follow this procedure for training sessions that include the Healing Steps (Sessions 2-9). Remind volunteer leaders to lead from their *Leader Guide*, not from their *Syllabus*. However, they use their *Syllabus* when they are the student.

### 1. Demonstrate leading the step

- Ask for a volunteer to share their step while you demonstrate how to lead.
- Follow the processing instructions in the *Leader Guide* as closely as possible.
- Demonstrate the Basic Processing Technique (listen, paraphrase, respond with empathy)
- When you finish, ask the group, *What are your questions? What did you observe or learn? What do you want to remember?*
- Allow 3-4 minutes of discussion.

### 2. Have a participant practice leading the step

- Begin the next round by asking, *Who would like to practice being the leader this time?*
- After you get a volunteer leader, ask for a volunteer student to read their Healing Step.
- If participants are reluctant, remind them that you are here not to judge but to help everyone learn how to be the best leader they can be. You might make this comment: *This is the only time we (the trainers) are here to help you learn and practice, so use us to your fullest advantage. Don't hold back, because it is much easier to practice and learn here than it is when you get your first small group and you're in charge.*
- Tell the leader that they are in charge and to begin processing the student.
- If the leader and student volunteers begin to struggle, don't immediately intervene.
- If you get the "please save me" look, encourage them to try to finish, assuring them we can discuss the challenges at the end.
- Try to avoid rescuing, but you may have no other option. If the leader makes damaging comments, tries to fix someone, or simply can't continue, intervene and make suggestions.

### 3. Provide feedback to the leader

- Thank the volunteer leader and student when they are finished.
- Provide two kinds of feedback to the volunteer leader:

|                             |   |
|-----------------------------|---|
| Something they did well     | <i>You did a great job showing empathy. OR You followed the processing steps very well. OR That was a good follow-up question.</i>  |
| Something to do or remember | <i>A great time to do the Basic Processing Technique is right after they share something painful. OR Next time when a student is struggling to identify their feelings, hand them your Feelings Page.</i> |

### 4. Ask for feedback

- Ask the group, *What are your questions? What did you observe or learn? What do you want to remember?* Move on after a few minutes.
- You can stop soliciting feedback after the second or third round to allow more time for processing practice. Most questions and comments have been shared at this point.

### 5. Continue practice rounds until the end of group time

- If the group has gone a few rounds and someone hasn't participated, either as the leader or student, ask if they would like be part of the next round, in whichever role they prefer.
- There may not be enough time for everyone to get a turn. While disappointing, assure the person who was missed that they can go first in the next group. Remember, our goal isn't to get everyone through the step. It is to get everyone trained in how to lead the step.

## Trainer Instructions | Notes for Sessions 2-9

### Session 2

Stories is the one session where each participant must be given an opportunity to share, so *keep track of your time* and take a short bathroom break halfway through this session. Be sure you have a note pad, pen, and a timing device. Because leaders are likely to follow the training modeled at Boot Camp, use a digital kitchen timer rather than a cell phone because it's best to avoid cell phone use in group. Set the timer in view of the person sharing.

Follow the process below to demonstrate how to listen and respond to a story.

1. Ask for a volunteer to share first. Before they begin, mention that to remember key points, you will take brief notes such as family of origin details, spiritual journey, and painful events.
2. When the first person finishes their story, immediately respond. Thank them for their courage, comment on a few things specific to their story, and be appreciative and empathetic.
3. Next, ask if anyone has any clarifying questions or supportive comments. Allow no more than 2-3 minutes of questions or comments.
4. Return to training mode.
  - Let the group see the notes you wrote down, and instruct them to take their own notes when they practice with another group member.
  - Then ask, *What are your questions? What did you observe or learn? What do you want to remember?* Don't take more than 2-3 minutes.
5. Next, have a group member take the lead by listening and responding to the next person who volunteers to share their story.

### Session 3 | Beliefs Worksheets

Watch for the Basic Processing Technique. Specific to the Beliefs Worksheets, the most important skill leaders need to learn is the difference between a thought and a false belief. Train leaders to listen carefully on the second part; if the statement is not a belief, have them go back and gently work it more.

### Resistive Role Plays in Sessions 4-8

We get a bit of a false dynamic at Boot Camp because most people are generally eager to learn and participate. That's not true in a typical *Healing Journey* class. So we want to provide a resistive situation for learning purposes. Start this in Session 4 and conclude in Session 8. Do not do it in Session 9 because Healing Step 4 is long, and everyone is tired at that point.

Starting in Session 4, ask for a volunteer student who would enjoy role playing. Ask them to share their step but make it more difficult for the leader. They can choose to be resistive however they want, but it might include pretending their page is blank, refusing to pray, or struggling to figure out their false beliefs. If your volunteers get through the "resistive" role play and the student really wasn't resistive, then offer to do another one with you playing the resistive student.

### Session 4 | Painful Event Worksheet

Watch for the Basic Processing Technique and do a resistive role play. When processing the Painful Event Worksheet, the best time to practice an empathic response is typically right after the person shares their painful event.

## **Trainer Instructions | Sessions 2-9 Notes** (continued)

### **Session 5 | Healing Step 1**

Watch for the Basic Processing Technique and do a resistive role play. Healing Step 1 is a fairly simple step. Just make sure leaders invite students to pray out loud and then pray for the student when they are finished.

### **Session 6 | Victim Behavior Worksheet**

Watch for the Basic Processing Technique and do a resistive role play. Have participants consider whether the person is processing their own victim behavior. If they are processing someone else's victim behavior, their topic may be more appropriate for a Painful Event Worksheet, Healing Step 1, or Healing Step 4.

### **Session 7 | Healing Step 2/Prayer Step 3**

Watch for the Basic Processing Technique and do a resistive role play. Make sure practice leaders pray for their student and then invite them to say out loud, *I have received God's mercy*.

### **Session 8 | Healing Step 3/Prayer Step 3**

Watch for the Basic Processing Technique and do a resistive role play. Make sure practice leaders pray for their student and then invite them to say out loud, *I have received God's mercy*. Check to see that leaders are asking their student whether God prompted them toward a step of restitution or reconciliation.

### **Session 9 | Healing Step 4**

Watch for the Basic Processing Technique. Do not do a resistive role play.