

Onboarding HEAL Facilitator Team

Art-Based Practice & Safety Protocols

Agenda

Welcome	Welcome & Introductions
HEAL Facilitator Team	<ul style="list-style-type: none">• Facilitator Team Roles breakdown• Boundaries with participants• Confidentiality
Art-Based Practice	<ul style="list-style-type: none">• What is art-based practice?• Why implement it?
Safety Protocols	<ul style="list-style-type: none">• HEAL Program implications• What is existing supports?• Self and co-regulation• De-escalation approaches• Debrief meetings & check ins
Referrals & Additional Support	<ul style="list-style-type: none">• Referral pathways (who & how?)• Documentation• Participant realities
Comments & Questions	Team shared questions
Next Steps	Facilitator team tasks

Who is the HEAL Facilitator Team?



Art-Based Facilitator: This role is a contracted position. The individual has credentials in expressive arts therapy, art therapy and/or is a registered mental health worker with EAT training. They are the main facilitator of the HEAL program leading the psychoeducation, art-making activities, and directing the HEAL program flow.



Point of Contact Person: This role is selected by the partner organization that reflects the cultural and linguistic background of HEAL participants. They support with outreach recruitment, disseminating the evaluation cycle, and are the main liaison with the HEAL team. (The IIS HEAL Fellow will support this role closely)



Student Placement & Volunteers: This role supports the logistics of the program including but not limited to managing refreshments, attendance, discussion, and debriefing notes as needed.



Additional Supportive Staff: This role includes mental health counsellors, social workers, and settlement workers prepared to support during the program as needed.



Boundary Setting

Personal and professional boundaries between facilitators and participants help keep everyone feeling safe. **Boundaries can be blurred when:**

- Self disclosure occurs
- Giving or receiving gifts
- Overlapping relationships
- Physical contact
- Informal language or humor

- Boundaries can be different for everyone.
- Working with women with similar cultural backgrounds or lived experience can make it difficult to reinforce your boundaries.
- If you feel like a boundary was crossed by a participant or other facilitator member please communicate to the HEAL Coordinator (Christen Kong)
- With consent, the incident will be documented in the debriefing notes.

What strategies do you implement to maintain healthy boundaries?

Confidentiality

Why is confidentiality important in group programs?

- Fosters a trusting and safe environment
- Helps to build rapport
- Protects rights and interests of group members
- Abide by Research Ethics Board policies
- Enhances confidence in the HEAL Program

How can we maintain confidentiality?

- Agreement in group guidelines
- Ensure all participants and facilitators abide by guidelines
- What is shared in the group, stays in the group
- Participant full names are not shared
- Data collected is protected in secure places

How does your agency or practice maintain confidentiality? What policies or procedures?

Art-Based Methods Explained



- **When you hear "Art-Based" methods, what comes to mind?**
- **Who has engaged in art-based methods before? How?**
- **What do you want to know more of?**

What is art-based methods as an intervention?

"Expressive arts therapy is the purposeful use of movement, music, image-making, performance, writing, and play and imagination in healthcare, psychotherapy, and wellness " (Cathy Malchiodi, 2021)

Literary = poetry, narrative, storytelling

Visual = drawing, painting, photography

Performance = theatre, dance, movement

Multimedia = collage, digital storytelling, sound



2023, HEAL Arabic speaking group engaging in art-based practice

What is art-based methods as an intervention?

What is Expressive Arts Therapy?

- Integrative art modalities
- Engages all the senses
- Approaches to self-expression and understanding of emotions
- Avenues for personal narratives meaning making
- Implement individually and collectively



2023, HEAL Arabic speaking group final collective painting process work.

Continued...

“Art becomes a tool to facilitate movement from internal to external expression, from silence to voice, from disconnection to connection, from disempowerment to empowerment” (Anderson & Gold, 1998).

4 Mechanisms:

- **Self regulation:** mindfulness, self care, window of tolerance
- **Co-regulation:** positive relationships
- **Exploration:** Improvisational towards self-expression
- **Restoration:** recover wholeness



2022, Afghan Hotel Clinic movement activity.

What not to do	Suggested Practice
<p>Imposing own Interpretation</p> <p>"Wow, that is a beautiful red horse, its so pretty."</p>	<p>Be mindful NOT to impose our own interpretation about a participants art creation. It can cause invalidation and embarrassment, instead use gratitude.</p> <p>"Thank you for engaging in the art activity today"</p>
<p>It's all about the outcome</p> <p>"Let's hurry and finish the art-piece" "We need to have a complete art piece by the end of the session"</p>	<p>Expressive art therapy programs is NOT about the outcome, but the process. Art-making is used as a tool and experience to foster self-expression and reflection. It's not about the product, but the meaning the participants has made about the product.</p> <p>"We have 30 minutes to engage in the art-making process, remember to observe how it is making you feel."</p>
<p>This is an art class</p> <p>"Today I am going to teach out how to pain and use the colours in the proper way"</p>	<p>Although expressive art therapy programs use many different art forms. Facilitator are NOT art teachers. They can introduce the art-medium, but should not prescribe how it is to be used to create.</p> <p>"Today we will use clay to respond to the question, what does home look and feel like to you?"</p>

What not to do	Suggested Practice
<p>Need prior art experience</p> <p>"What is your experience in art? Have you done this before" "</p>	<p>No one needs to have previous art experience to engage. Expressive art programs are not about art skills, it's about meaning making and self-expression.</p> <p>"Thank you for being willing to engage in this art activity"</p>
<p>Facilitators cannot engage in art-making</p> <p>"As a facilitator I will watch and observe you while you make the art"</p>	<p>Facilitators are encouraged to also interact with the art-making process. This challenges hierarchy between facilitator and participant. It demonstrates safety and trust. Facilitators may not necessarily draw an image, but showing playfulness is helpful.</p> <p>"Everyone can take a piece of clay and begin squishing it in their hands. How does it make your feel? Observe what are the sensations?"</p>
<p>Art will heal you</p> <p>"Do you feel healed from art-making today?"</p>	<p>As facilitators we need to accept that a program may not change someone's life, but it can be a catalyst towards their goal of an improved mental health. Especially for trauma survivors, it is a life long journey. Art is a tool for managing difficult emotions and processing.</p> <p>"How did today's art making make you feel?" What colour is your mood?"</p>

Safety Protocols and Practices

- HEAL Program implications
- What are existing supports?
- Self and co-regulation
- De-escalation approaches
- Debrief meetings & check ins



Purpose

- The HEAL sessions can elicit strong emotions from participants
- E.g. participants may experience strong emotions when discussing topics on violence, abuse, home, or migration.
- **Safety protocols:**
 - Equip facilitators to navigate difficult discussion
 - Prevent triggering of participants
 - Ensure participants are feeling safe, secure, and able to self-regulate
 - Ensure facilitator team is aware of strategies to care for themselves and participants

- **What are existing safety protocols or supports your agency has in place?**
- **How can these be implemented during the HEAL program?**
- **What other supports are you needing?**



Self-Regulation & Co-Regulation

Techniques are not ONLY for participants, facilitators needs ways to manage stress, process difficult emotions, and share among a trusting community.

Self-Regulation

- Mindfulness
- Meditation
- Somatic Resourcing

(orient to surroundings, grounding, smile, lengthening back, breathing etc.)

Co-Regulation

- Team Debriefing
- Ask for support
- Discussing with manager or colleague
- Refer to agency policies on best practices
- Reach out external assistance as needed

Are there existing self- and co-regulation strategies you practice?

Dynamics of Conflict

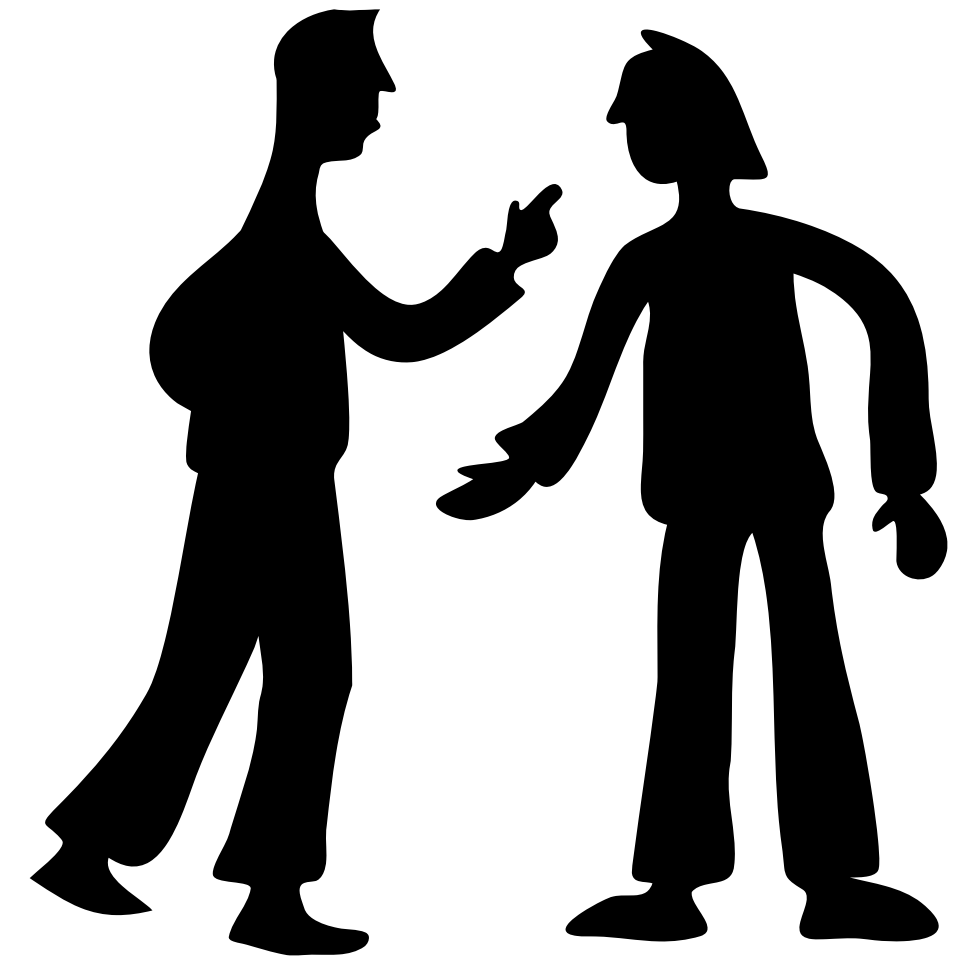
- Perspectives are perceived to be incompatible
- Prevent others from meeting their needs
- Are accompanied by strong emotions

RESULTS

This can escalate the conflict as both people shift their attention away from the problem and focus on defending themselves and attacking the other.

This section inspired by "Conflict Resolution Training" developed by TNG Community Services

Let's Talk About De-Escalation Techniques



Approaches to Managing Conflict

POWER BASED

- Authority, threats, manipulation, physical force, wars, labour strikes, boycotts, civil disobedience

RIGHTS BASED

- laws, policies, contracts, religious morals or codes, mandates, social standards

INTEREST BASED

Seeks to identify the underlying needs of the particular individuals in the conflict and generate new ways of meeting as many needs as possible.



C-L-A-I-M Tool: Mindful Verbal De-Escalation

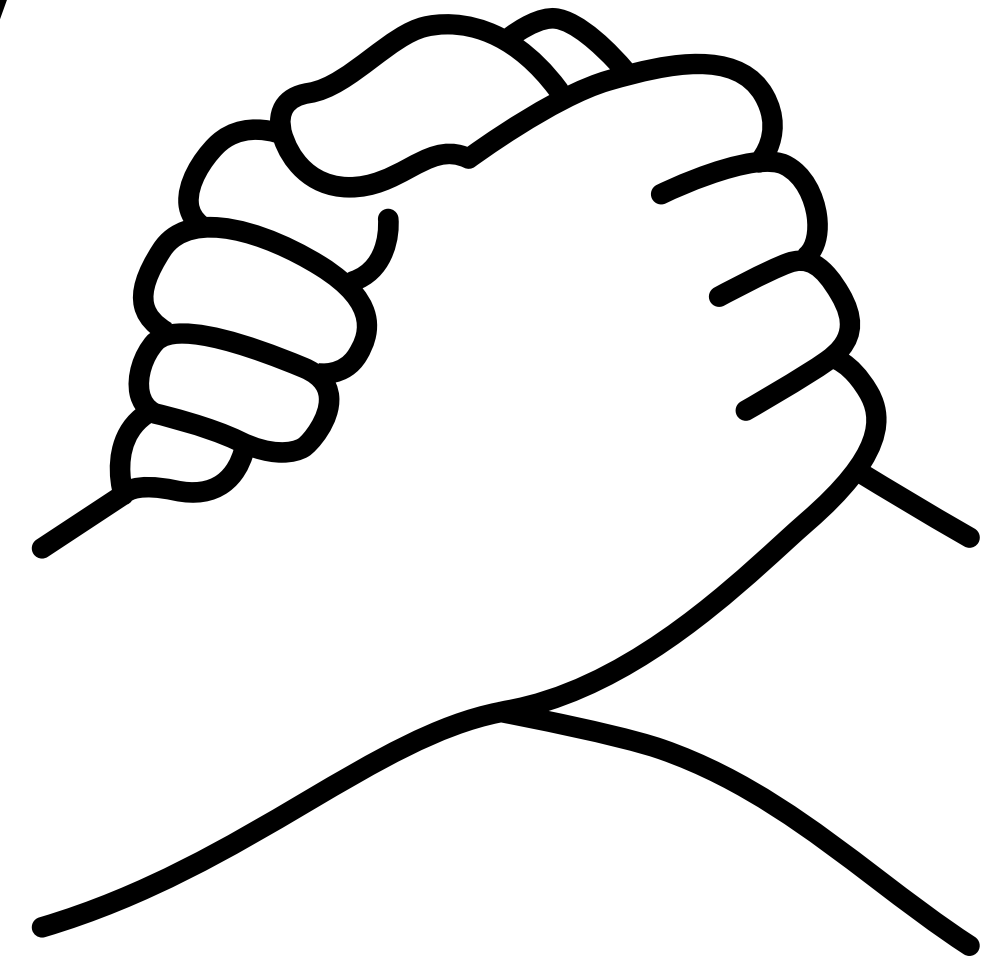
C = Centre Yourself, remain calm and avoid reactivity

L = Listen for what is important to the speaker

A = Acknowledge what you have heard

I = Invite more information

M - Move toward problem solving



L-A-I Tool: Active Listening

L = Listen for what is important to the speaker

A = Acknowledge what you have heard

I = Invite more information

Above the surface (tip of iceberg)

- positions, opinions, judgements



Below the Surface (underlying factors)

- feelings, needs, values, interests

Agreeing VS Acknowledging

"Of course you want your privacy respected, everybody does"

"I'm sorry my colleague was so rude to you"



"It's very important to you that your privacy be respected"

"You felt very hurt by what my colleague said, it sounds like"

- Be aware of the difference between agreeing and acknowledging person's experience
- Opportunity for empathy and respect
- Reinforce neutrality in the situation while still attending to their feeling/emotions
- Nod your head or respond with "uh-huh...mmm"
- Can you say more about that? How were you hoping the discussion would go?

Towards Problem Solving

Involve

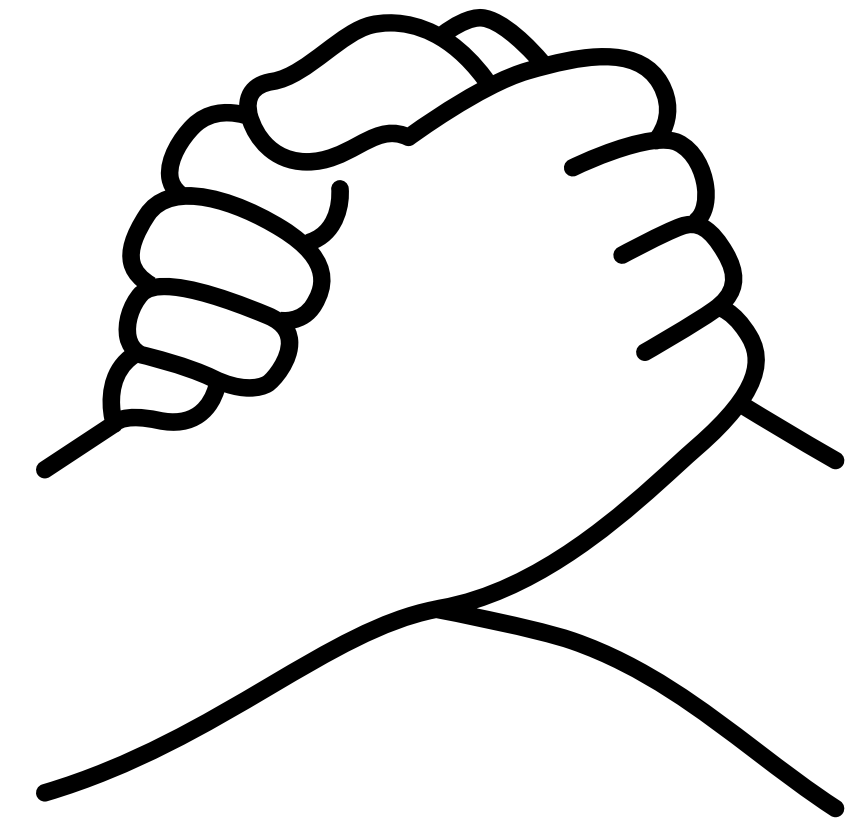
- What can you suggest that would meet your needs?
- Thank them for brainstorming solutions

Restate

- Restate a feasible solution within your and agency capacity
- Speak clearly and accessible language

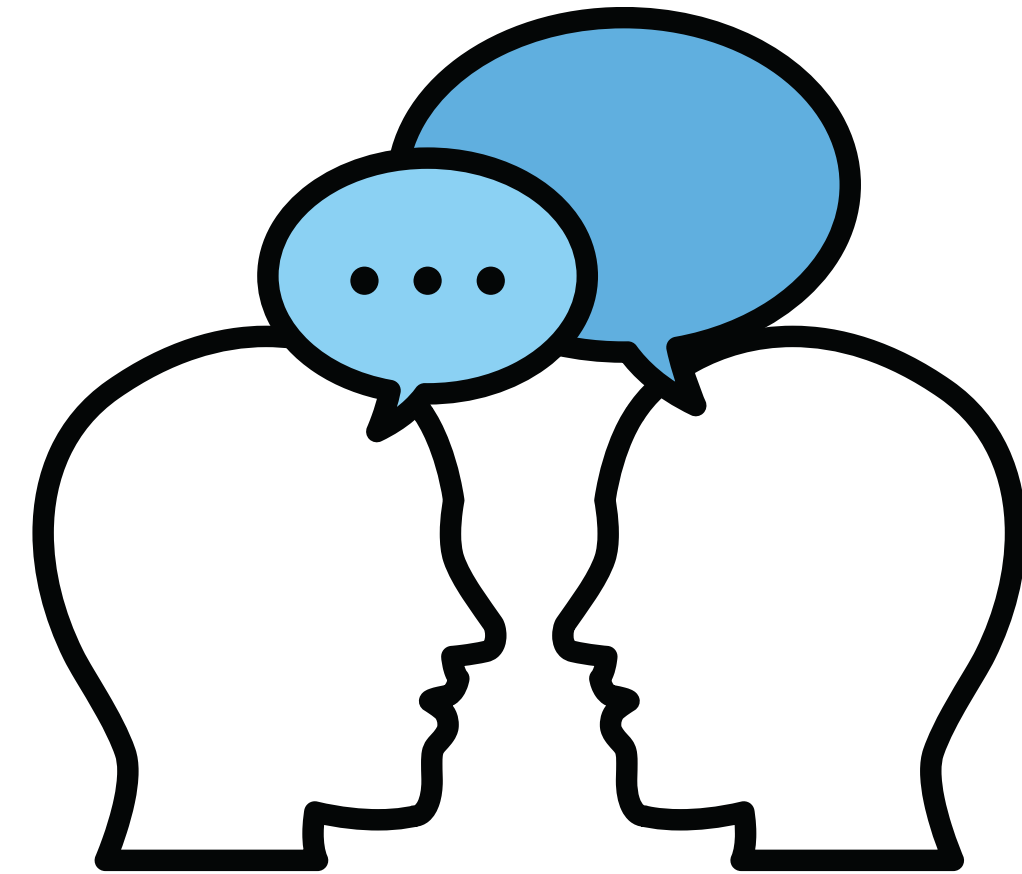
Make a Decision

- If the person cannot offer a solution, work together
- Offer an option that abides by guidelines of the organization
- "I feel.....when you...because....What I'm hoping we might try is....."



Self-Reflection: Preparing for Difficult Conversations

- What is the purpose for having the conversation?
- What do you hope to accomplish?
- What would be an outcome?
- Are you making assumptions about anyone's motivations?
- How does your perception influence the encounter?
- What "buttons" of yours are being pushed?
- What are your needs and fears?
- is there common cause? Could there be?
- Do you need to communicate policies, laws, rules?
- Are you requesting any act of compliance?
- What are the potential consequences of the dialogue for you and other person?





Debrief Meetings & Check Ins

- Conducted by Peer Researcher or Volunteer.
- Check ins with the HEAL Team conducted following difficult sessions to ensure safety of facilitator team.
- [Email to ckong@accessalliance.ca](mailto:ckong@accessalliance.ca)

Debrief Note Include:

- Basic information of HEAL session (date, time, location)
- Activities facilitated (point form agenda of the session)
- Success (what went well? why?)
- Challenges (what were barriers? difficulties?)
- Improvements (strategies to do better?)
- Referrals (name and referral need)
- Notes for next week (materials, documents etc.)

HEAL: Facilitator Debrief Document

Program: HEAL Program # of Participants: 8	Date: 22 nd July, 2023 Session: 7 of 12
Facilitator Team Names: ▼ Zahra, Qazi, Christen, Bilkis, Zinea	

Describe the activities of the session

- Relationship and abuse and legal rights – topics shared
- They shared about their personal stories

- Painting clay objects
- Sensory activities- breathing, tapping
- Painting the objects
- Discussion
 - Case scenarios

What were themes during the session from participants?
 (participant reflections, patterns, and topics of discussions)

- When discussing, talk about personal stories related to abuse, boundaries- they said they understand boundaries but can't apply- always accept what the partner says silently
- When stories shared- mostly about husband. Only Feroza said not husband but from other family members.
- Why not setting boundaries- consequences increases distance b/w husband/wife.
 - They think "at the end of the day he's my husband"
 - Khaleda says "this is everyday issues. Going with these issues. What to do?"
 - Next- ask about the issues

Resources for Further Learning

Each HEAL Program has culturally specific referral sheets for participants developed by the IIS HEAL Fellow.

CAMH. Collaborative communication during escalated situations. Retrieved from:

<https://www.camh.ca/-/media/images/all-other-images/covid-19-professionals/tidesinfosheetcollabcomm-pdf.pdf>

Cathy Malchiodi, PhD. (2021, July 9). Four Functions of Expressive Arts Therapy in Trauma Recovery [Video]. YouTube.

<https://www.youtube.com/watch?v=81RBSAPWI0k&t=578s>

SELF. (April 27, 2023). 7 Simple Mindfulness Exercises You Can Easily Fit Into Your Day. Retrieved from:

<https://www.self.com/story/best-mindfulness-exercises>

Headspace Videos. Retrieved from: <https://www.youtube.com/@headspace/videos>

Questions & Comments

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