IMPLEMENTING PROBLEM MANAGEMENT PLUS (PM+)
INDIVIDUAL PSYCHOLOGICAL HELP FOR ADULTS IMPAIRED BY
DISTRESS IN COMMUNITIES EXPOSED TO ADVERSITY

Gitte Rønde
AGENDA

» What is PM+?
  » Structure, assessment, exclusion criteria and research

» Trainings
  » Outline and selecting staff

» Implementation
  » Indicators, referral pathways, considerations and timeline
ADVERSITY = NEED > ADEQUATE RECURSES

» Many people experience significant emotional and practical problems as a result of adversity.

» Use of unhelpful coping strategies.
  » Isolation
  » Substance abuse

» PM+ is invented specifically for common MH problems:
  » Depression
  » Anxiety
  » Stress
AIM OF PM+

» Teach strategies to:
  » reduce problems
  » manage emotional distress
  » empower clients to be their own helper

» Skills rather than intervention
MHPSS INTERVENTION PYRAMID

- Specialised services
- Focused, non-specialised supports
- Community and family supports
- Basic services and security

PM+
PM+ FOUNDATION

- Stress management
- Problem solving
- Behavioral activation
- Strengthening social support
- (Relapse prevention)
Chart: PM+ structure

1. Introduction to PM+
   - Introductions and confidentiality (5 mins)
   - Review from assessment and PSYCHLOPS (10 mins)
   - What is PM+? (20 mins)
   - Understanding Adversity (30 mins)
   - Managing Stress (20 mins)
   - Ending the session (5 mins)

2. PM+
   - General review and PSYCHLOPS (5 mins)
   - Managing Problems (70 mins)
   - Managing Stress (10 mins)
   - Ending the session (5 mins)

3. PM+
   - 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. PM+
   - 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. Ending treatment
   - General review (20 mins)
   - Staying Well (30 mins)
   - Imagining How to Help Others (20 mins)
   - Looking to the future (15 mins)
   - Ending the programme (5 mins)
<table>
<thead>
<tr>
<th>Section</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and verbal consent</td>
</tr>
<tr>
<td>2</td>
<td>Demographic information</td>
</tr>
<tr>
<td>3</td>
<td>PSYCHLOPS (before-intervention version)</td>
</tr>
<tr>
<td>4</td>
<td>Measure of functioning</td>
</tr>
<tr>
<td>5</td>
<td>Measure of emotional distress</td>
</tr>
<tr>
<td>6</td>
<td>Assessment of thoughts of suicide</td>
</tr>
<tr>
<td>7</td>
<td>Impairments possibly due to severe mental, neurological or substance use disorders</td>
</tr>
<tr>
<td>8</td>
<td>Summary form and giving feedback</td>
</tr>
</tbody>
</table>
EXCLUSION CRITERIA

» Below 18 years of age

» Imminent risk of suicide

» Acute protection risks
  » *I.e. a young woman who has within the last month has become homeless and who expresses that now she is at imminent risk of being assaulted.*

» Distressed and within *one month* of a major traumatic event (accident, natural disaster, assault etc.) or loss of a loved one

» Severe mental, neurological or substance use disorder or severe cognitive impairment
RESULTS FROM RCTS

» Pilot RCT in conflict-affected Pakistan (n = 60):
  » PM+ improved psychosocial functioning and reduced PTSD symptoms (Rahman et al., 2016)

» RCT in conflict-affected Pakistan (n = 346):
  » Greater improvements in anxiety, depression, functioning and posttraumatic stress than enhanced treatment as usual (Rahman et al., 2016)

» RCT among women affected by GBV in Kenya (n = 421):
  » PM+ moderately improved psychosocial distress and PTSD symptoms compared to ETU (Bryant et al., 2017)
<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00am-10.45am</td>
<td>Welcome and introduction; pre-assessment; Expectations</td>
<td>Welcome and introduction; pre-assessment; Expectations</td>
<td>Welcome and introduction; pre-assessment; Expectations</td>
<td>Session 1 role-plays</td>
<td>Session 2; Managing Problems role-plays</td>
<td>Session 3; Get Going Keep Doing action plan and role-plays</td>
<td>Session 4; Strengthening Social Support role-plays</td>
<td>Final PM+ role-plays</td>
<td>Final PM+ role-plays</td>
<td>Supervision; Self-care for PM+ Helpers; In-field training; Competency assessments</td>
</tr>
<tr>
<td>10.45am-11.00am</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
</tr>
<tr>
<td>11.00am-1.00pm</td>
<td>Common MH problems; PM+ overview and aims; Role of the helper</td>
<td>PM+ Pre-Assessment (incl. role-plays)</td>
<td>Debriefing role-plays; What is PM+; Educating clients about PM+</td>
<td>Debriefing role-plays; Managing Problems</td>
<td>Debriefing role-plays; Difficult case example; Review</td>
<td>Debriefing role-plays; Differences between MP and GGKD; Strengthening Social Support</td>
<td>Debriefing role-plays; Staying well; Looking to the future</td>
<td>Final PM+ role-plays</td>
<td>Final PM+ role-plays</td>
<td>The egg game; Final review of PM+ learnings</td>
</tr>
<tr>
<td>1.00pm-2.00pm</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>2.00pm-3.30pm</td>
<td>Basic Helping Skills</td>
<td>PM+ exclusion criteria; Suicidal risk</td>
<td>Understanding adversity; Managing Stress</td>
<td>Managing Problems (continued)</td>
<td>The impact of adversity on a person’s activity</td>
<td>Strengthening Social Support (continued)</td>
<td>Session 5 role-plays</td>
<td>Final PM+ role-plays</td>
<td>Review of final PM+ role-plays</td>
<td>Post training assessment and evaluation</td>
</tr>
<tr>
<td>10.45am-11.00am</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
</tr>
<tr>
<td>3.45pm-4.30pm</td>
<td>Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Extending PM+; Post Assessment; Process for final role-plays; Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
</tr>
<tr>
<td>Time</td>
<td>Day 1</td>
<td>Day 2</td>
<td>Day 3</td>
<td>Day 4</td>
<td>Day 5</td>
<td>Day 6</td>
<td>Day 7</td>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>9.00am-10.45am</td>
<td><strong>Welcome and introduction; pre-assessment; Expectations</strong></td>
<td>Basic Helping Skills; The reluctant client; Counseling setting</td>
<td>Difficulties in assessments; Including family and friends</td>
<td>Session 1 role-play</td>
<td>Session 2; Managing Problems role-plays</td>
<td>Session 3; Get Going Keep Doing action plan and role-plays</td>
<td>Session 4; Strengthening Social Support role-plays</td>
<td>Demonstration role-play; Final PM+ role-plays</td>
<td>Supervision; Self-care for PM+ Helpers; In-field training; Competency assessments</td>
<td></td>
</tr>
<tr>
<td>10.45am-11.00am</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
</tr>
<tr>
<td>11.00am-1.00pm</td>
<td><strong>Common MH problems; PM+ overview and aims; Role of the helper</strong></td>
<td>PM+ Pre-Assessment (incl. role-plays)</td>
<td>Debriefing role-plays; What is PM+; Educating clients about PM+</td>
<td>Debriefing role-plays; Managing Problems</td>
<td>Debriefing role-plays; Difficult case example; Review</td>
<td>Debriefing role-plays; Differences between MP and GGKD; Strengthening Social Support</td>
<td>Debriefing role-plays; Staying well; Looking to the future</td>
<td>Final PM+ role-plays</td>
<td>Final PM+ role-plays</td>
<td>The egg game; Final review of PM+ learnings</td>
</tr>
<tr>
<td>1.00pm-2.00pm</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>2.00pm-3.30pm</td>
<td><strong>Basic Helping Skills</strong></td>
<td>PM+ exclusion criteria; Suicidal risk</td>
<td>Understanding adversity; Managing Stress</td>
<td>The impact of adversity on a person’s activity</td>
<td>Strengthening Social Support (continued)</td>
<td>Session 5 role-plays; Debriefing role-plays</td>
<td>Final PM+ role-plays</td>
<td>Review of final PM+ role-plays</td>
<td>Post training assessment and evaluation</td>
<td></td>
</tr>
<tr>
<td>10.45am-11.00am</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
<td>Tea break</td>
</tr>
<tr>
<td>3.45pm-4.30pm</td>
<td>Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Bringing PM+ Session 1 together; Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Extending PM+; Post Assessment; Process for final role-plays; Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
<td>Nightly homework; Revision activity</td>
</tr>
<tr>
<td>Time</td>
<td>Training of PM+ Trainers</td>
<td>Training of PM+ Supervisors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.00am-10-30am</td>
<td>Prior training experiences; Making PM+ Helper training effective</td>
<td>Supervision guidelines; Managing transference and counter-transference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.30am-10.45am</td>
<td>Tea break</td>
<td>Tea break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.45am-1.00pm</td>
<td>Good communication when training; Co-facilitation of PM+ training; Games, energizers and participatory methods; Training aids and methods of instruction; Preparing to train</td>
<td>Ethical dilemmas; The PM+ supervision session format and supervision role-plays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2pm</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00pm-3.30pm</td>
<td>Teaching demonstrations w. feedback</td>
<td>The PM+ supervision session format demonstration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.30pm-3.45pm</td>
<td>Tea break</td>
<td>Tea break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.45pm-4.30pm</td>
<td>Revision and closing activity</td>
<td>Revision and closing activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Above topics can also be included into a 10 day ToT*
RECOMMENDATIONS - STAFFING

» **PM+ Helpers**: range from MH professionals to community workers and other lay helpers.

» **PM+ Trainers**: MH professional who have attended a PM+ training/ToT and received supervision on practice cases.

» **PM+ Supervisors**: Ideally same person as trainer. (Ideally) MH professional who has completed PM+ training/ToT with additional two days of training in supervision, and have experience delivering PM+ incl. received supervision.
RECOMMENDATIONS - TRAINING & SUPERVISION

» **PM+ Classroom Training:** At least 80 hours (10 days) for non-MH professionals; At least 40 hours (5 days) for MH professionals

» **In-field Training:** At least two clients should be seen for 5 sessions incl. 15 hours of supervision.

» **Supervision:** Weekly/fortnightly depending on skill levels of helpers. I.e. 2 hours weekly supervision in a group of up to six helpers.
IMPLEMENTATION PLAN

» Who/how many will be trained? (helpers and supervisors/trainers)

» Outreach
  » One PM+ cycle takes around 7 weeks = 6-7 cycles per year
  » One Helper can see 2-3 clients a day = 10-15 clients per week
  » One Helper can reach between 60-105 clients per year
OUTCOME INDICATORS

» X number of CHV/staff trained as PM+ helpers/supervisors/trainers
  » Capacity building/skills

» Improved mental health of target population
  » subjective improvements
  » symptom reduction
  » improvement of functioning
REFERRAL PATHWAYS

» From Community (hearsay, CHVs, other) who should be introduced to PM+ (inclusion/exclusion criteria)

» To/from mhGAP trained doctors who are already familiar with PM+, other specialists, who should be introduced to PM+ (inclusion/exclusion criteria)
OTHER CONSIDERATIONS

» Storage of data

» Ensuring ongoing supervision
  » Supervisors (pref. trainers) should supervise groups of 5-8 helpers 2h/weekly. They should be trained and receive supervision from master trainers fortnightly

» Consider number of trainers
  » Preferably always two trainers and min. 1 trainer per 10 trainees

» Considerations regarding adaptation to the context should be made, i.e. translation and revision of illustrations.
IMPLEMENTATION TIMELINE

1st (month) 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th

- MHPSS assessment
- Implementation plan
- Selection of PM+ trainers
- Trainers prep PM+ Helpers’ Training
- Trainers practice cases
- Supervision by PM+ Master trainer (fortnightly)
- 10 days PM+ Helpers’ training
- Ongoing 6+ months
- Helpers seeing increased no of clients
- Supervision by PM+ trainer/supervisor (weekly)
- Selection of PM+ Helpers
- Helpers practice cases
- Ongoing 6+ months, then fortnightly
- 3-day Helpers’ refresher training
- Ongoing 6+ months, then fortnightly
SCALING PM+

» Group PM+: not yet published (WHO)

» Self-Help +: not yet published (WHO)

» Ease (young adolescents): not yet published (WHO)

» PM+ via smartphone: not yet published (WHO)
REFERENCES