



STARTING AND MAINTAINING A FATHERS' PEER SUPPORT GROUP:

A FACILITATOR'S MANUAL

Immigrant fathers and fathers within an intercultural relationship

Created for



by Fabrizio Turci

CONTENTS

1 ACKNOWLEDGEMENTS	3
2 INTRODUCTION	3
3 ABOUT THIS MANUAL	5
3.1 Who is it for?	5
3.2 This manual will	5
3.3 How to use it.....	6
4 WHAT IS PEER SUPPORT?	7
5 BENEFITS OF PEER SUPPORT	8
6 SETTING UP A FATHERS' PEER SUPPORT GROUP	9
6.1 Facilitator role.....	9
6.2 Facilitator Skills.....	11
6.2.1 Cultural Competence.....	11
6.2.2 Self-Care	12
6.2.3 Effective Listening	13
6.2.4 Problem Solving.....	15
6.2.5 Conflict Resolution	15
6.2.6 Boundaries.....	16
6.2.7 Managing Disruptive Members.....	16
6.3 Co-Facilitation.....	18
6.4 Membership of the group	18
6.5 Code of ethics	19
6.6 Confidentiality issues	20
6.7 External support for group members	20
6.8 Promoting the group quote	20
7 RUNNING PEER SUPPORT GROUP MEETINGS	21
7.1 Group dynamics.....	21
7.2 Location and frequency of meetings	22
7.3 The first meeting.....	23
7.4 The second meeting	25
7.5 Ongoing meetings.....	25
7.6 Post group review/Self-reflection.....	26
8 SESSION 1	27
9 SESSION 2	28
10 SESSION 3	30
11 SESSION 4	31
12 SESSION 5	32
13 SESSION 6	33
14 SESSION 7	34
15 SESSION 8	35

16 SESSION 9	36
17 SESSION 10	37
18 SESSION 11	39
19 SESSION 12	42
20 SESSION 13	43
REFERENCE.....	44
1) APPENDIX Registration form	46
2) APPENDIX Contact sheet	46
3) APPENDIX Cards for facilitating a discussion	46
4) APPENDIX Bilingualism questionnaire	46
5) APPENDIX Ground rule for a constructive discussion.....	46
6) APPENDIX Post group review/Self-reflection templates	47

1 ACKNOWLEDGEMENTS

The information in this manual is based on the knowledge and experience acquired during the implementation of the “Fathers’ Group” at Familia ry between October 2018 and February 2019 for a total of 18 sessions, and on the information that Familia had gathered during the years working with intercultural families, on the former peer support group models that had been developed during Duo Project (Projects), and on the knowledge and experience of the coordinators and trainers of Familia ry, Miessakit and Finnish Refugee Council, who all provided extensive feedback on this project. It is also important to mention that the feedback of all the participants of the “Fathers’ Group” was also vital in the creation of the manual.

A special thanks to:

Dora Puhakka (Finnish Refugee Council, Peer Support Officer)

Ismo Pitkänen (Miessakit Ry, Project Designer)

Melis Ari (Familia Ry, Executive Director)

Petri Komulainen (Finnish Refugee Council, Peer Support Officer)

Tanja Del Angel (Familia Ry, Peer Support Coordinator)

2 INTRODUCTION

The number of multicultural marriages and relationships is growing in our globalizing world, when people move more frequently from place to place and country to country. The number of intercultural couples and families in Finland is increasing steadily. Over the last twenty years, the number of international families has more than tripled, and there is little reason to believe that this development will change in the future. Currently, there are about 70 000 intercultural couples living in Finland, about half of which have children (Statistics Finland 2017).

Marriage Migration may bring the foreign partner of an intercultural couple to a loss of social relations and create challenges related to acculturation in the new country. These experiences may induce feelings of loneliness. (Rich Madsen, K.,

et al. 2016). According to Wilczek-Watson, M. (2017) the foreign/migrant partners in such couples were shown to be missing the homeland, being suspended between two different cultures, belonging to neither, and thus experiencing identity crisis. These are high-risk factors especially for foreign fathers, which can lead to segregation (meaning that the person wants to spend time only with the people speaking the same language or with the people from the same country) and marginalization (meaning that the person can accept neither the local culture nor the culture of their origin). Fathers may experience higher stresses of immigration than their partners. When fathers come from a traditional culture where the man has the role of a breadwinner, immigration may force them to seek for a less paid job of lower status than in their country of origin. This may have an impact on the family hierarchy and dynamics. Excessive work and being demoralized by the change of status in the family can make the man feel alienated and disrespected by both society and family (Este, D. C., Tachble, A. 2009).

Many fathers in an intercultural relationship are struggling to cope with their own cultural practices while respecting the Finnish welfare laws (Immigrant fathers) or the culture of their foreign partner (Finnish fathers). This creates some sort of dissatisfaction in the way these parents raise their children. They feel the system, or their partner are preventing them from doing what they deem is right for their children. By recognizing that fathering in an intercultural relationship is a concept that needs more attention and social support, we will be better able to develop policies and programs for intercultural and immigrant fathers. Therefore, as a way of helping their integration process, the functionality of their intercultural relationship and to provide them with practical ways to support their intercultural and bilingual children as they develop their own, unique identity, fathers in intercultural relationship and immigrant fathers need a tailored form of support, which can offer them a space to share thoughts, concerns, frustrations, developing networking and learning new tools. I have confidence that peer support is one the best tools available to support fathers in intercultural relationship and immigrant fathers, because peer support is very flexible, with people involved in giving, receiving and sharing support in many different ways. This means that it can be tailored to both the people who are part of it, their partner and children, and the local community where it takes place.

3 ABOUT THIS MANUAL

The idea for this manual originated during my practical placement at Familia ry. I was asked by my supervisor to create and implement a survey with the goal to investigate intercultural couple stress factors, and crisis and divorce issues, to better understand which services could be created and implemented to support intercultural couples. The findings of the survey highlighted the need to create some form of peer support group for fathers of intercultural families. While evaluating the result of the survey with Familia's coordinators, we identified that there was a lack of support for intercultural or/and immigrant fathers in the community. While a variety of useful support groups and services are being developed for mothers, very little attention has been paid to fathers and their needs. In collaboration with Familia ry, the idea of the Fathers' Group emerged, which would provide for fathers at various stages in their parenting, including those expecting to become parents.

3.1 Who is it for?

This manual is designed for those people, organizations, and public services that work with men within a parenting framework and are planning to establish a short course to help intercultural or/and immigrant fathers gain confidence in parenting and in dealing with their own cultural practices while integrating in the new culture.

3.2 This manual will

The manual provides an outline for a thirteen-week course covering topics such as the role of fathers in communicating with children, understanding how fatherhood transforms men, challenges related to immigration, understanding and responding to children's behaviour, men's health, and discussing healthy masculinity.

The emphasis presented in the manual is around the issues that fathers face in dealing with their own cultural practices while integrating in the new culture, the effect that men and children have on each other, their intercultural relationship, and the development of their children's intercultural identity and bilingualism.

The idea of the Fathers' Group is to link fathers and give them a space to share thoughts and concerns, reflect on being a dad and on the vital role they play in their child's development, as well as make new friends. The group aims to encourage and support fathers who are newcomers in Finland and Finnish fathers of intercultural families.

3.3 How to use it

The manual is structured so as to be easily read and presented regardless of the facilitator's experience level. I will provide clear headings and relevant content which will illustrate the basic concepts and benefits of peer support, how to set up, structure and promote a group, ethics and confidentiality issues, running peer support group meetings, location and frequency of meetings, theme objectives, and exercises for each meeting. The aim of this manual is to provide a source that focuses specifically on fatherhood to encourage agencies to offer a useful service to men by enabling any facilitator to reach the Fathers' Group primary objectives which are:

- Facilitating a dialogue among participants about becoming a father and how fatherhood transforms men.
- Giving fathers information and suggestions on how to raise intercultural and bilingual children.
- Helping fathers share their own or their partner's immigration stories with the purpose of analyzing what they are proud of and what they would change.
- Discussing healthy masculinity: exploring how our culture's narrow definition of masculinity is harming our boys, men and society at large, and unveiling what we can do about it.
- Helping fathers understand different ways to support their children as they develop their own, unique, identity.

- Increasing fathers' awareness and knowledge of how to manage their stress and anger.
- Helping fathers to identify how they were disciplined as children to examine how their childhood experiences with discipline affect their parenting style today and learning effective alternatives to change or correct their children's behavior.
- Giving fathers suggestions on how to communicate effectively with children.
- Encouraging fathers to explore their personal values and reflect on their position as a role model for their children.

4 WHAT IS PEER SUPPORT?

A "peer" is an equal, someone with whom one shares demographic or social similarities. "Support" expresses the kind of deeply felt empathy, encouragement, and assistance that people with shared experiences can offer one another within a reciprocal relationship (Penney, D. 2018).

Peer support is about creating connections with people of like experiences in order to share support together. The focus is often emotional and practical support as well as sharing knowledge and experiences. Peer support is not about counselling or giving advice, but about sharing honestly and allowing others to learn from participants' shared experiences.

As stated by Mead, S. (2003), when people find affiliation with others whom they believe are "like" them, they feel a connection. This connection, or affiliation, is a deep, holistic understanding based on mutual experience where people are able to "be" with each other without the constraints of traditional (expert/patient) relationships. Furthermore, as trust in the relationship builds, people are able to respectfully challenge each other when they find themselves re-enacting old roles. This allows members of the peer community to try out new behaviors with one another and move beyond previously held self-concepts. Peer support is frequent, ongoing, accessible and flexible. Depending on social and cultural contexts as well as population characteristics, it can take many forms.

5 BENEFITS OF PEER SUPPORT

The benefits of group peer support are wide-ranging and can include the provision of a safe environment to freely express and share emotions and thoughts about one's current situation and challenges; sharing of information and experiences and learning from others in similar situations that can help provide ideas and solutions to overcome challenges that group members are facing; the opportunity to build new relationships and strengthen social support networks which helps to reduce isolation and feelings of loneliness; sharing of knowledge about available community resources and practical support to help group members access resources and support.

Participants' feedbacks from Familia's Fathers' Group:

"the group was good because it let us know we're all having similar experiences. For foreigners it's not always easy to make friends with Finns so this group provided a good forum for that."

"I particularly enjoyed the talk about masculinity and the ways we show it, show our children and how it affects our parenting."

"It was symbolically important for me to listen others and to be listened. I could see my own experience again in a different space and perspective, more conscious and mature."

"The reason I found the group interesting and enjoyable to go to was really just having a place to connect with other dads in a relaxed and non-judging atmosphere. Something that is missing with immigrant dads is that connection to other dads and this group has helped me with that."

6 SETTING UP A FATHERS' PEER SUPPORT GROUP

The manual is organized into 13 sessions. However, no two communities are the same, so it is important to identify the needs of the place where you are working to ensure that you are addressing the most pressing issues.

To increase the likelihood that your group will be successful, it is important to begin with solid preparation and planning before scheduling your first meeting, it is also important to understand when and where are the most appropriate time and place to carry out the Fathers' Group. Another crucial factor is to reflect about who would be strategic to include as facilitators in the group keeping in mind that they understand the overall objectives of the Fathers' Group.

Sound planning lays the foundations for a successful peer support group. The issues below may need to be considered.

6.1 Facilitator role

Group facilitators work to help the group meet its goals while making sure that the structures, norms, and culture in the group environment are encouraging to the accomplishment of the established goals. This includes taking appropriate action in response to the status of the group and its members. They should organize meetings, show up on time, open the meeting, provide guidance and listen to group members and arrange for a substitute if they are not able to attend.

Facilitators also encourage discussions designed to support the whole group and for members as individual. Their main function is to promote communication amongst group members, by also sharing their own experiences.

Facilitators may have lived experience, but they are not supposed to have answers to all the questions that come up during group meetings.

Fundamental characteristics of the facilitator role are:

- Maintain a Safe Environment

Maintaining the environment emotionally safe is important. Facilitators will make sure that confidentiality is being respected, group structure, schedule, roles remain as planned, and that members are protected when possible from situations that are aggressive or otherwise unsafe, if these occurs, facilitators need to take all the necessary action to restore safety and support.

- Ensure a Supportive Environment

It is a part of the facilitator's role to use their mediation and communication skills to promote ways of understanding and accepting differences and to foster an environment that is inclusive of all members.

- Monitoring interactions and conversation within the group

During group communication, scanning the space, looking at individual members, enables the facilitator to be conscious of both verbal and nonverbal indications. Verbalizing certain scans can be a helpful instrument to inform the group of similarities identified by the facilitator.

It is essential to evaluate the benefits and disadvantages of continuing with the topic when facilitators perceive a tense atmosphere in reaction to a specific topic.

Facilitators can promote the effectiveness of the group by providing an understanding of the feelings expressed by group's members. This recognizes that the facilitator is responsive to the needs of the group and of the individuals. Asking an open-ended question rather than making an assessment about the feeling of a single participant might enable a more reserved participant to be more active in the conversation, offering the group an opportunity to help the participant manage the feeling.

- Leadership

Members look to the Facilitator as a leader. Facilitators serve as an example of proper group behavior and a resource for the group. Facilitators provide a concrete example of efficient interpersonal communication and relationships. Unfortunately, some members may become dependent on the facilitator. To diminish dependency, facilitators can define duties for individual group members.

6.2 Facilitator Skills

There are several skills that need to be developed to be an efficient facilitator. These skills can be adjusted to fit the facilitator's own style and character. In the Appendix section, "Cards for facilitating a discussion" can be an excellent tool that provide tips and phrases for guiding a dialogue.

6.2.1 Cultural Competence

Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, spiritual traditions, immigration status, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (Fong, 2004; Fong & Furuto, 2001; Lum, 2011).

Cultural competence requires facilitator to examine their own cultural backgrounds and identities while seeking out the necessary knowledge, skills, and values that can enhance the delivery of services to people with varying cultural experiences associated with their race, ethnicity, gender, class, sexual orientation, religion, age, or disability or other cultural factors (National Association of Social Workers, 2015, p. 65).

Tips for developing culturally competent social work practice

(Hardy, R. 2018)

- Spending some time getting to know the participants, do not rush meetings and interventions.
- Be self-aware – remember your personal cultural values and beliefs.
- Remember the participant is the expert of their experience, adopt a position of ‘not knowing’ and be ready to learn.
- Reflect on the power of language. Language empowers and can also leave a person wounded.
- Do not make assumptions about participants because you perceive that they come from a similar background to other participants or someone you know.
- Resist tokenism or simple ‘box ticking’ as a means of evidencing your cultural competence.
- Be flexible, not rigid, particularly when using existing frameworks and tools.

6.2.2 Self-Care

Managing a support group's well-being begins with managing its facilitator's well-being. This must be the first priority of every facilitator. One of the foundation pillars of self-care is self-consciousness. Successful facilitators are conscious that their own circumstances and experiences may affect their facilitating.

If the physical or emotional energy required to facilitate the group becomes harmful to the well-being of the facilitator, then they should be prepared to entrust that responsibility to the co-facilitator or other facilitator.

Facilitating a support group is not as organizational or passive as it might seem. It can be very emotionally engaged. The potential for emotional triggers to eventually emerge can affect everyone, even the most experienced and skilled

facilitators. This potential is one of the reasons that facilitators must exercise the art of self-care.

Emotion Regulation is one key aspect in self-care. This is a wide spectrum of abilities and skills that assist in maintaining the emotional system healthy and functioning. Emotion regulation involves the capacity to:

- Acknowledge that you have an emotional response.
- Understand what the emotional response is.
- Accept your emotional responses rather than dismiss them or relate with fear to them.
- Learn emotional tools that enable to reduce the emotional intensity when required (e.g. Mindfulness, Meditation etc.)
- Engage in goal-driven action when upset.
- Control impulsive behaviors when unsettled.

By practicing these approaches, facilitators will be better able to manage the struggles of being emotionally engaged and distressed

6.2.3 Effective Listening

A way to show concern for group members and foster harmonious relations, engagement, and trust; effective listening reduces events of interpersonal conflict while improving the probability that when disputes arise, they will be resolved with a solution beneficial to all involved. In addition, by listening to the participants in the group, facilitators will comprehend the reasons for each member's actions and attitude. This enables facilitators to be more successful in encouraging them, to be sensitive to and meet the need for encouraging words, and to understand rapidly when the participant is facing problems in the group.

Active listening methods help to listen efficiently:

- Reflecting back words, ideas and emotions

The facilitator reflects the group's words, ideas and emotions while slightly emphasizing their own phrases (e.g. "It sounds like you're stating you want to modify the way you've handled this problem?" or "You sound like you're very disappointed.").

- Respond with a statement

Validate the speaker by answering with statements. Not only does this increase the self-esteem of the speakers, but it also helps them feel understood and remain positive.

(e.g. "It seems you've managed that well." or "It sounds like you've been emotionally confident. I remember you said earlier that you found it hard.")

- Summarizing

Every so often, facilitators should paraphrase what the speaker has said to confirm that their message is clearly understood. This also allows other group members to follow along.

- Eye contact

Keep eye contact with the speaker without staring to show active listening and interest in what is being expressed.

- Positive facial expressions

Judgmental expressions such as head shaking and frowning need to be prevented. Instead, encouraging and empathetic facial expressions such as smiling and looks of empathy should be given.

- Slight Gestures and Body posture

Using physical expressions of listening, like nodding the head, while leaning slightly towards the speaker and maintaining arms unfolded in an open body posture further shows interest and receptivity.

- Summarize the group's discussion and needed follow-ups.

Summarize the key decisions that were made and what else happened before the meeting is finished. Also be sure to summarize the follow-up activities agreed to take place. Remind participants how much great work has been done and how successful the session was.

6.2.4 Problem Solving

Facilitators will need to use their abilities to discuss and investigate individual and group-level experienced issues. There are some practical interventions that facilitators can take to help solve issues.

6.2.5 Conflict Resolution

Conflict is usually a group problem. As such, it requires to be resolved by everyone in the group. The facilitator can use different approaches to help this process.

- Conflict prevention (if feasible)

Although not every issue can be predicted or prevented, there are some that can be prevented or minimized before they happen.

- Address every problem as it emerges.

If a solution is not found immediately, stepping away from it and returning a short time later may be necessary.

- Speak in the affirmative, saying what you'd like instead of what you don't want.

(e.g. "Please limit discussion to the people in the room." vs. "Don't talk about people who aren't here.")

- Suggest solution to move forward

Often this is handled better than complaints or criticism.

- Try to get all participants involved.

Groups and their members are much more probable to adopt measures that they have been involved in creating.

6.2.6 Boundaries

Facilitators must try to preserve adequate boundaries. Relationship boundaries are created to generate confidence, improve safety, show respect, develop rapport, and provide supporting relationship framework. Boundaries are not meant to be an obstacle, but a framework for a healthy, successful relationship. Furthermore, dual roles can result in conflicts of interest that could jeopardize participant and group connections. Due to the nature of peer support the facilitator could be perceived by some participants as a friend with whom develop a relationship outside of the group. It is crucial not to cross the line between a friendly and emphatic rapport to personal friendship. Although is important to remember that peer facilitators must be careful not to start using boundaries to separate themselves and then fall into the same power dynamics as a traditional helping relationship.

6.2.7 Managing Disruptive Members

A balanced combination of control and kindness must be used by support group facilitators. This means concentrating on the situation itself rather than on the participant causing the issue, thus enabling the facilitator to engage directly with group issues without insulting or offending participants. Referring to the group's code of ethics can be helpful.

For example:

- When a participant is often late to meetings, remind the group how important punctuality is to maximize the benefit of the group for every member.

- When a member is monopolizing the discussion or frequently interrupts others, give the floor back to the original speaker. (e.g. “I’d like to go back to John for a minute. I don’t think he was finished talking. We want everyone to have equal opportunity to share.”)
- When someone brings up inappropriate subjects that are offensive in nature or otherwise incendiary. (e.g. “It doesn’t seem like this an appropriate discussion for this group, so we are going to move on. For those who would like to continue this conversation, feel free to do so after the meeting.”)
- When set off language is being used. (e.g. “I recognize this is an important topic for people to be able to talk about and but is also important to be aware to the fact that it may pose a trigger to some. Please be considerate when choosing your words and avoid being overly detailed in your descriptions. It is part of our guideline of respecting one another.”)
- When a member continuously digresses to irrelevant topics, redirect the focus to the purpose of the meeting. (e.g. “How does that relate to our session topic and what we’ve been talking about today?”)

Facilitators must be able to determine if disruptions can effectively be addressed to the entire group or if speaking to the member in private outside of the meeting is better. Facilitators need to be able to determine whether disruptions can be resolved efficiently within the whole group or whether it is better to talk to the participant in private. It may be necessary to excuse from the room individuals who become confrontational or unresponsive to feedback and explanation. A fast break is sometimes enough to allow de-escalation. Each situation should be dealt individually, and group’s input should be taken in consideration. Confronting participants holds them responsible for their actions. It also helps to see how those behaviors might affect others.

6.3 Co-Facilitation

Support groups can be hosted either by a single facilitator or by two people working together. The use of cofacilitation can be useful to both the participants and the facilitators. Some of the benefits include:

- Capitalizing on Diversity – Co-facilitators working as a team enables each one to impart their own knowledge while complementing the strengths of the other.
- Accommodating Large Groups – The size of the group can impact its effectiveness.
- Affording Mutual Support – Facilitating a support group can be emotionally draining, particularly when dealing with hard issues. Co-facilitation can help facilitators support each other.
- Process Partnership–Co-facilitators provide an additional pair of eyes and ears to assess individual members ' responses during the meetings. While one facilitator maintains eye contact with the speaker, the co-facilitator can discretely observe other members ' facial expressions or body language.
- Stability – Having a co-facilitator allows the group to continue if one facilitator is unable to attend a meeting.

6.4 Membership of the group

Depending on the group's intent, the peer support group may have open or closed membership. Each group form has benefits. With open membership, anyone who would like to participate can join. Members generally attend and stop attending according to their own needs. This type of membership allows people to attend meetings whenever they would like and enables people to seek out peer support with short notice.

With closed membership, only people who have been accepted into the group can attend meetings. This type of membership allows members to get to know each other better over time, resulting in trusting relationships and a secure environment to share confidential experiences. For some group members, being in a closed group where the members stay the same may be the only kind of space in which they feel comfortable sharing their stories (W.H.O. 2017). Considering that the Fathers' Group is quite structured it is advisable have a closed membership format.

6.5 Code of ethics

A “code of ethics” or set of ground rules for the operation of meetings should be developed by the group members. Setting boundaries will let members know what to expect from the group and help to provide a safe place for people to meet. Copies should be distributed to the group and people attending the group should be regularly reminded about the code of ethics (W.H.O. 2017).

Some principles for consideration (Good practice guidelines for peer led family support groups 2010) are listed below, though each group should come up with a code of ethics of its own:

- Maintaining confidentiality. Group members leave only with the shared knowledge and wisdom of group members' lived experiences rather than names or other personal information that would identify people.
- Recognizing that thoughts and feelings are neither right nor wrong.
- Not being judgmental or critical of other members and will showing acceptance.
- Having the right to share feelings or not. People should be encouraged to speak during the meetings, but if they wish just to “be there” at times the group will accept that.
- Having empathy (fully comprehending the impact, having experienced the situation)
- Having awareness of not overstepping each other's boundaries and should promote empowerment to encourage independence, not dependence.

- Appreciating that each person's feelings are unique to that person and need to respect and accept what members have in common and what is specific to each individual.
- Respecting the right of all the members to have equal time to express themselves, and to do so without interruption. However, allowing people who may be in crisis to have more time to talk through their issues.

Ground rule for a constructive discussion is also a great means to keep always in the meeting room and should be introduced and discussed together with the code of ethics (APPENDIX Ground rule for a constructive discussion)

6.6 Confidentiality issues

Respect for the privacy of others within peer support groups is particularly important. People often share personal stories and are often only able to do so after having developed a trusted relationship with group members. It is very important to respect this trust and for group members to keep all information and stories shared during meetings confidential, including, where requested, their participation in the group (W.H.O. 2017).

6.7 External support for group members

At times the group may identify that a member is struggling with a personal issue and may need more support than what the group can provide. If a group member would like more support, various options may be explored, such as the available support structures within the community. The person can be provided with information about additional support, which they may or may not choose to use. It can be useful to share resource information and over time collectively build a file on the possible sources of support that might be beneficial for group members (Good practice guidelines for peer led family support groups 2010).

6.8 Promoting the group quote

Information about the group can be disseminated to key community organizations as well as mental health and related services through a variety of ways including

regular contact and discussions with people working in these organizations and services, but also through disseminating flyers and brochures in all relevant places in the community where potential members are likely to visit. Flyers or brochures should state the purpose and activities of the group, as well as logistical information such as meeting dates, time and, location. Social media, including outlets such as Facebook and Twitter, can be an informal way of promoting support groups to a wider audience (W.H.O. 2017).

7 RUNNING PEER SUPPORT GROUP MEETINGS

This section provides guidance for operating group meetings. The steps outlined below are suggestions designed to help groups get started they are not meant to be prescriptive.

7.1 Group dynamics

The development of a group can be divided into five phases:

1. Forming 2. Storming 3. Norming 4. Performing 5. Adjourning

- Forming

In this stage, most team members are positive and polite. Some are anxious, as they haven't fully understood what work the team will do. Others are simply excited about the task ahead. A facilitator plays a dominant role at this stage because team members' roles and responsibilities aren't clear. This stage can last for some time, as people start to work together, and make an effort to get to know their new colleagues (Mind Tools Corporate. 2014).

- Storming

The storming stage is the most difficult and critical stage to pass through. It is a period marked by conflict and competition as individual personalities emerge. Members may disagree on group goals, and subgroups and cliques may form

around strong personalities or areas of agreement. To get through this stage, members must work to overcome obstacles, to accept individual differences, and to work through conflicting ideas on group tasks and goals (Mind Tools Corporate. 2014).

- Norming

Gradually, the group moves into the norming stage, when people start to resolve their differences, appreciate each other strengths, and respect the authority of the facilitator. Now that the group members know each other better, they may socialize together, and they are able to ask each other for help and provide constructive feedback (Mind Tools Corporate. 2014).

- Performing

At performing stage, members collaborate and work efficiently. At this stage, the facilitator needs to pull back a little and make room for the participants (Pennington, Donald C. 2005).

- Adjourning

The last stage is the time to prepare the group for taking goodbyes and to sum up the discussions and developments (Pennington, Donald C. 2005).

Not all groups go through these five stages. And not necessarily in this order. It is also possible for a group to go back, for instance if a group member leaves as this messes up the group dynamics. If new members join, this can also set things in motion.

7.2 Location and frequency of meetings

In deciding a location for the peer support group meetings, you might want to consider:

- Accessibility – Can people get there easily? Consider physical and logistical issues
- Size – Is the meeting place large enough? Are there enough chairs?
- Comfort – Is it quiet and private enough to allow for a comfortable exchange between group members?
- Convenience – Are there toilets/washrooms?
- Cost – Is there a charge for its use?
- Refreshments – Will anything be offered in meetings? Note, that refreshments can contribute to creating a relaxed atmosphere

Possible locations may be a community center, school, places of worship, coffee shops, libraries or mental health and related services. It is important to use the same place whenever possible, so group members know where to meet and feel safe and familiar in that particular space.

How often the group will meet is another consideration. The frequency of meetings and the time will need to be agreed upon. It all depends on what is most convenient for the members of the group (Alzheimer's Disease International (ADI) 2017). The Fathers' Group was structured to have a weekly meeting of 1.5 hr.

7.3 The first meeting

(Canadian Mental Health Association BC Division. 2007)

The first meeting is important and often sets the tone for the group. The number of people attending should not be the main concern. What is more important is the connection with the people who do attend. Some of the steps to consider are outlined below, but these are only suggestions and the group may decide on other methods for running the group that may be more appropriate.

- Set up

Bring a sign-up sheet, an agenda and any other resources the facilitator will need for the first meeting. It is important that the room feels welcoming. If the room is hard to find, make sure signs are posted directing people to the meeting.

- Greet people

It is a good idea to have the facilitators at the door to welcome people

- Sharing stories

Many people will be nervous or reluctant to speak at a first meeting, so it is really helpful for facilitators to open the conversation by sharing information about themselves and what they bring to the group, as well as describing their aims for the group. It is important to briefly discuss confidentiality at this point – for example, that the names of the group members should not leave the room – although it might be more appropriate to establish overall group rules at the second meeting.

- Encourage sharing between members

Sharing within the group provides a common ground on which people can start to identify with others and trust that they are not alone in personal challenges. It can also help people understand that everyone is not necessarily there for the same reason. A good way to help participants sharing within the group is ask each one to introduce themselves to the group. It may take some time for the group to become comfortable speaking about the specific needs that they have.

- Identify communication needs

It's important to have the group members identify how they would like to receive information. Email can be the most time-efficient, but there are other modes of communication that also work such as phone calls, text messages, WhatsApp messages, or other forms of group messaging services that are accessible for all group members. Listening to group members and knowing their preference for communication is important to keep the group together and functioning well. Preferred method of contact can be included on the sign-up sheet to identify the best options.

- Meeting closure

It is often helpful to go around the group to see if anyone would like to say anything. This might include:

- If there was something in particular that they gained from the group meeting that was especially meaningful;
- Something that they were grateful for;
- Something that wasn't addressed that could have been useful;

- Something that can be improved or done differently for them to feel more at ease.

7.4 The second meeting

(Canadian Mental Health Association BC Division. (2007)

In addition to other regular agenda items, you may want to include a discussion of the group's ethical guidelines during this second meeting.

- Discuss guidelines

Group guidelines / code of ethics are important as they set out how people are expected to behave with one another in order for the group to run more effectively for everyone. For more information see section Code of ethics.

7.5 Ongoing meetings

- Starting the meeting

Reminding members of the purpose of your group and saying a word about confidentiality may be a good way to open ongoing meetings. You also need to create a relaxed atmosphere that favors confidence and discussion. Telling a personal story may also be a good way to do so. Introduce the topic of the meeting explaining what the objective are (W.H.O. 2017).

- Taking a break

It is a good idea to take a break during the meeting. Offer refreshments and encourage people to move in the room. It will provide an opportunity for them to talk one-on-one, which is particularly useful for those who find talking in a group difficult. Also, it can contribute to creating a more relaxed and informal atmosphere where group members can connect on different levels (W.H.O. 2017).

- Concluding the meetings

Before the group meeting closes, it is important to go around the group to see if anyone would like to share anything or if there was something that they gained from the group meeting which was especially meaningful. It is important to end on something positive (Good practice guidelines for peer led family support groups 2010).

7.6 Post group review/Self-reflection

Reflective practice is an important part of documenting and assessing the outcome of every meeting and the different opinions of the participants at the end of each meeting. Maintaining an ongoing record of each meeting can be very useful in planning future groups. In the appendix you will find a template for post group review and one for self-reflection.

8 SESSION 1

Theme: The welcome session

Objective: Participants become knowledgeable about all the topics that the Fathers' Group sessions will cover. A space of trust and confidentiality is created between participants.

Exercises:

- Overview of Fathers' Groups: brief description of peer support and overview of Fathers' Group sessions
- Participants introduce themselves
- Provide a contact sheet
- Identify communication needs
- Guidelines around punctuality and confirming attendance
- Meeting closure

9 SESSION 2

Theme: The news about becoming a father

Objectives:

- Establishing a Code of Ethics
- **Understanding how fatherhood transforms man:** while mentally reliving that exact moment fathers examine feelings and emotions about the news of becoming fathers.

Exercises:

- **Exercise 1: Code of Ethics:** Asking the group what kinds of rules the group should have to create an atmosphere of openness and respect. Writing the following rules on a white board and ask participants about their opinion and if they wish to add any rule not mentioned.

-Maintaining confidentiality. Group members leave only with the shared knowledge and wisdom of group members' lived experiences rather than names or other personal information that would identify people.

-Recognizing that thoughts and feelings are neither right nor wrong.

-Not being judgmental or critical of other members and will showing acceptance.

-Having the right to share feelings or not. People should be encouraged to speak during the meetings, but if they wish just to "be there" at times the group will accept that.

-Having empathy (fully comprehending the impact, having experienced the situation)

-Having awareness of not overstepping each other's boundaries and should promote empowerment to encourage independence, not dependence.

-Appreciating that each person's feelings are unique to that person and need to respect and accept what members have in common and what is specific to each individual.

-Respecting the right of all the members to have equal time to express themselves, and to do so without interruption. However, allowing people who may be in crisis to have more time to talk through their issues.

-Sharing responsibility by taking turns in various roles such as coffee-maker or facilitator

- Exercise 2: Begin a dialogue about becoming a father using the following questions:

- where were you when you heard
- was the pregnancy a surprise?
- was it easy getting pregnant or difficult?
- did it bring out memories of your own childhood family?
- were you there when your partner did the test? did you take multiple tests?
- where did you live? what kind of life were you living?
- what did you do when you heard?
- who did you tell first? parents?
- grandparents?
- how did people react?
- at which point did you start getting interested in having a child? when did you decide?
- what was the mood like when you heard? were you excited? were you worried about some things?
- what kind of feelings? happiness? pride? Responsibility?

- Meeting closure

10 SESSION 3

Theme: Preparing to become a family: the pregnancy

Objective: Understanding how fatherhood transforms man

From a man's perspective, the process of pregnancy and birth - the hormonal changes, risks, and every discomfort and unknown in between - can be mysterious and overwhelming. Re-experiencing that part of their life can be empowering in understanding how they were able to go through it.

Exercises: Begin a dialogue about becoming a father using the following questions:

- what did you start doing? how did you start getting ready for the arrival of the baby? renovating the house, getting the baby's room ready? being there for your partner? doing things that you wouldn't have time for after the baby is born?
- how did you spend your time?
- did you feel like you had to give up some things? how did that feel?
- who was there to support you? parents? partner's parents? friends?
- who could've supported you?
- did it change relations to friends who don't have children?
- how did people react in the work place? were there problems with combining family life with work?
- differences between the first child and later ones if you have other children?
- did you hold on to your hobbies?
- did you have time to yourself?
- Meeting closure

11 SESSION 4

Theme: The birth of the child

Objective: Understanding how fatherhood transforms man

Supporting a woman when she's giving birth is a big responsibility and an honor. It can be hugely rewarding for the support person but also exhausting. Understanding how that incredible experience affected themselves.

Exercises:

Begin a dialogue about becoming a father using the following questions:

- how was the birth? good experiences? bad experiences?
- how did you go to the hospital?
- how long did it last?
- where did it happen?
- did you get your own room at the hospital?
- how did the staff treat you?
- were you taking video of the operation?
- did you have a role during labor?
- were you light headed?
- when did you get the feeling that you are a father? when the baby was born or maybe before that or maybe sometime after it finally hit you?
- the first touch with the baby? when and how?
- did you get to cut the umbilical cord?
- leaving the hospital, how was it? were you nervous when you had to leave the medical professionals behind?
- later hospital visits, check-ups? how did those go?
- how was your idea of the operating room and giving birth compared to the reality?
- were you worried about your partner during labor?
- how was your partner during labor?
- Meeting closure

12 SESSION 5

Theme: The day to day life after the birth

Objective: Understanding how fatherhood transforms man

Understanding how the experience of getting involved with their new born, changed themselves and how other dads experienced, too.

Understanding how the relationship with their partner was affected.

Exercises:

Begin a dialogue about becoming a father using the following questions:

- how has it been with grandparents? helpful or have they maybe been a little nosey and taken too much space sometimes?
- how have the responsibilities been divided?
- who makes decisions in the relationship? how do you negotiate about things?
- how have you coped with stress?
- have you celebrated the baby, held a get-together? what was it like?
- how does the future look like?
- How was the relationship with your partner affected?
- How being involved with your child changed you as a man?
- Meeting closure

13 SESSION 6

Theme: Bilingual lab workshop

Objective: Give Fathers Information and suggestion how to raise intercultural and bilingual children. For more info, material for this workshop please contact Familia ry (<http://en.familiary.fi/contactus.html>)

Exercises:

Before the workshop led by Tanja Del Angel ask the fathers to fill in the Bilingualism questionnaire designed to see if their attitude towards bilingualism changes before and after taking part in the workshop.

- Meeting closure

Expert guest: Tanja Del Angel

14 SESSION 7

Theme: Challenges Related to Immigration

Objective: Let Fathers share their immigration stories analyzing what they are proud of and what they would change.

Sharing stories is a great way to learn from one another and to reflect on the fact that many like them go through similar experience.

Exercises:

Let each father tell his (or of their partner) immigration story focusing on 2 positive aspect which involved great effort but also produce great results and 2 negative aspects that they would like to change if they could go back in time.

- Meeting closure

15 SESSION 8

Theme: Movie: The Mask You Live In

Objective: Discussing healthy masculinity

This film screening provides an opportunity to explore intriguing and critical aspects of modern society: how masculinity impacts on boys, men, girls and women, and how we form respectful relationships with each other.

Explores how our culture's narrow definition of masculinity is harming our boys, men and society at large and unveils what we can do about it.

Exercises:

Begin a dialogue about the issue of healthy masculinity using a discussion guide with preformulated questions.

- Was there any one aspect or moment in THE MASK YOU LIVE IN that resonated the most within you?
- Were there any statements or facts that you found shocking?
- Which aspects of the film were you already familiar with?
- What is your definition of masculinity?
- How has your present-day definition of this word been informed?
- THE MASK YOU LIVE IN is a U.S.-centric film, delving into the concept of masculinity from a North American perspective. How are gender roles in your country?
- Are there any stereotypes/concepts that can be applied to the global community?
- What traits are valued in your community?
- Do you ever wear a metaphorical mask when facing the outside world? If so, describe this mask. What function does it have? Does it serve you well?
- What is your idea of “healthy masculinity?”
- What active steps can you take today in order to encourage healthy attitudes around masculinity at all levels of society?
- Meeting closure

16 SESSION 9

Theme: The Intercultural Child

Objective: Help Fathers understand different ways to support their child as they develop their own, unique, identity.

Exercises:

Ask the fathers to write on one half of the flip board which parts of their culture, such as values, traditions and ways of life, they believe their child should be exposed to and, eventually, inherit. Emphasize that they cannot offer everything from their own culture, they should concentrate on the parts they deem the very best.

On the other side of the flip board ask the fathers to write down what parts of the Finnish (or their partner or both) culture, such as values, traditions and ways of life, they believe their child should be exposed to and, eventually, inherit

- Meeting closure

17 SESSION 10

Theme: Men's Health - Care for Self: Mentally Healthy

Objective: To increase the Fathers awareness and knowledge of how to manage their stress and anger

Exercises:

- Write the term MENTAL HEALTH on the flip chart. Ask fathers what they think is mental health. Write their responses on the flip chart and then offer the following meaning:

Mental health is the ability to adjust to and meet the demands of everyday life. “Good” mental health means the ability to think things through so that you can adjust to and meet the demands in your life in ways that don’t harm you or other

- Write the word STRESS on the flip chart and say that it is one of the main signs of the link between mental and physical health.
- Now write the word STRESSORS on the flip chart. Explain that stressors are the things in life that cause or contribute to stress. Ask each Father to identify the stressors in his life. Write the stressors on the flip chart and identify those most often mentioned. Ask the Fathers to identify the ones over which they have control and those they don’t or can’t control.
- Tell the Fathers that even if they can’t control some of the stressors in their lives, they can control the way they handle stress. Have the group brainstorm both healthy and unhealthy ways they can handle their stress. Write the responses on the flip chart in 2 different columns 1) Healthy way to handle stress 2) Unhealthy way to handle stress. Look for patterns and discuss common responses.
- Now give the fathers the brochure with tips for handling and reducing stress in their life.

Work Out. Working out increases your strength and stamina. Work out with a friend.

Eat Right. Stress and diet are closely linked. You know what you should eat. The key is eating and not settling for unhealthy, fast foods. It's okay to have a treat now and then, but you need to eat healthy every day.

Get Enough Sleep. Get at least six to eight hours sleep a night. Take naps during the day if you can't get enough sleep. Even "power naps"—15 to 30 minutes of rest where you close your eyes—help reduce stress.

Be Flexible. Be less rigid and competitive. Be more patient.

Get Real. Think about all the "should," "would," "could," and "musts" in your life. Figure out which are worth keeping and which to get rid of.

Be Happy. This is easier said than done. Try to look at the good instead of the bad in the world. When you always look for the bad in everything, you develop an unhappy view of people and their actions. Don't complain about stuff.

Laugh and Have Fun. Laugh and have fun with your kids. Laugh and have fun with others and yourself to reduce stress. A sense of humor goes a long way.

Communicate Better. Share your feelings when it's safe to do so and don't keep things bottled up inside. Getting problems out in the open, talking about them, and solving them reduces stress.

Leave Work at Work. Get away from work and leave it behind. Bringing your work home is a sure way to stress yourself and your family. Keep in mind that you can bring home work in your head as well as your hands. Leave your thoughts of work at the door and focus on your family.

Spend Time with Friends. Friends have a way of making things seem better. They can help you get real and tell you when you're full of it. If you have a choice to spend a night alone or with friends, choose friends. If you don't have a lot of friends, make some.

- Meeting closure

18 SESSION 11

Theme: Dealing with Children's Behaviors

Objective: Help Fathers to identify how they were disciplined when they were children. To examine how their childhood experiences with discipline affect their parenting style today. To help them learn effective alternatives to change or correct their children's behaviors.

Exercises:

Part 1: 45 minutes.

Looking Back, Looking Ahead: Have Fathers identify how they were disciplined when they were children. To examine how their childhood experiences with discipline affect their parenting style today.

ask the fathers to get into a comfortable position and to think about some time in their childhood when a parent or a relative corrected their behaviors. Help the fathers to recall the details of their experiences by asking the following questions.

- How old were you?
- Where were you?
- What were you doing?
- How did the adult respond? (Did he or she respond physically, with words,
- or with silence?)
- How did you feel about this experience?
- What did you learn from this experience?

Tell the fathers that in a couple of minutes they will be asked to share their experiences with the group. Then allow a few minutes of quiet time and ask the men to tell their stories.

Discussion Questions

- In general, how did your parents or caregiver try to manage your behaviors?

(Comment about the differences in family styles of discipline.)

- Did your parent or caregiver say anything to you about the way he or she was managing your behaviors? (For example, did the adult say things like, “I’m going to make sure you never forget what I said”; “This hurts me more than it hurts you”; or “I’m disappointed in you.”)
- Do you think that your parents’ or caregiver’s style of discipline has influenced how you deal with your own children when they misbehave? (For example, do you tend to respond to your children’s misbehavior in the same way that you were treated? Or do you respond differently, because you didn’t like the way you were treated?)
- What specific problems have you had in managing your children’s behaviors?
- How do you feel when your children don’t listen to you?
- If your children did this activity 15 years from now, what do you think they would say about how you corrected their behaviors?

Part 2: 30 minutes

This activity will examine two different philosophies of managing children’s behaviors: punishment and discipline. Ask the fathers to explain how punishment and discipline are different.

- When you think of the word punishment, what words or actions come to mind?
- When you think of the word discipline, what words or actions come to mind?

Let fathers answer the question if they wish.

Explain that **discipline** teaches children how to act; discipline should make sense to children and should have something to do with what they have done wrong. Discipline helps children to feel good about themselves. It gives them a chance to correct their mistakes, and it puts them in control of their actions.

In contrast, **punishment** tells children only that they have been bad; it does not tell them what to do instead. Punishment often doesn’t make sense to children, because it usually doesn’t have anything to do with what the children have done wrong.

Discussion Questions

What are the advantages and disadvantages of **punishment**?

Advantages: Punishment is easy and fast; it keeps the adult in control; and it usually produces quick results.

Disadvantages: Punishment teaches children the importance of power, and it shows that violence is a good way to resolve conflict; it has the potential to turn into abuse; and it does not teach children why their behaviors is wrong or how to correct it.

What are the advantages and disadvantages of **discipline**?

Advantages: Discipline teaches and gives responsibility to the children; it is more humane than punishment; it teaches lessons about the consequences of actions, by saying, “When you do this . . . such and such will happen”; it helps children to feel good about themselves when they please others as well as themselves; and it helps children know what is expected of them so that they can feel safe.

Disadvantages: Discipline takes more initial effort, time, patience, and creativity.

- Meeting closure

19 SESSION 12

Theme: Ways to communicate and talking with Children

Objective: Give fathers suggestions on how to communicate effectively with children

Exercises:

Show fathers the Ted talk video “Be there for your child, listen and never shout”

Engage fathers in sharing their views on the video.

Divide Fathers in small group and with the aid of the flash card “Suggestions on how to Communicate Effectively with Children” and invite them to share within the group their opinion about the different suggestions card.

- Meeting closure

20 SESSION 13

Theme: Last Session Sauna Party

Objective: Give fathers an informal way to be together and share their feeling about the support group

Exercises:

Ask Fathers to summarize and share their opinions and feeling about the Fathers' Group

REFERENCE

- Alzheimer's Disease International (ADI). (2017). Starting a self-help group. Retrieved from <https://www.alz.co.uk/starting-a-self-help-group>
- Canadian Mental Health Association(2007). Peer support guide for parents of children or youth with mental health problems. (). Vancouver, BC Canada: Canadian Mental Health Association, BC Division
- Este, D. C., & Tachle, A. (2009). Fatherhood in the Canadian context: Perceptions and experiences of Sudanese refugee men. sex roles. *Sex Roles: A Journal of Research*, 60(7-8), 456-466.
- Fong, R. (Ed.). (2004). Culturally competent practice with immigrant and refugee children and families. New York: Guilford Press.
- Fong, R., & Furuto, S. (Eds.). (2001). Culturally competent practice: Skills, interventions, and evaluations. Needham Heights, MA: Pearson.
- Good practice guidelines for peer led family support groups (2010). Dublin, Ireland: Family Support Network.
- Hardy, R. (2018). Tips for social workers on cultural competence. Retrieved from <https://www.communitycare.co.uk/2018/10/24/tips-social-workers-cultural-competence/>
- Lum, D. (Ed.). (2011). Culturally competent practice: A framework for understanding diverse groups and justice issues (4th ed.). Belmont, CA: Brooks/Cole.
- Mead, S. (2003). Defining peer support. Retrieved from www.mentalhealth-peers.com/pdfs/DefiningPeerSupport.pdf
- Mind Tools Corporate. (2014). Forming, storming, norming, and performing your 10-minute guide to developing an effective team. Retrieved from <https://www.mindtools.com/blog/corporate/wp-content/uploads/sites/2/2014/01/Forming-Storming.pdf>
- National Association of Social Workers. (2015). Cultural and linguistic competence in the social work profession. In *Social work speaks: National Association of Social Workers policy statements, 2015–2017* (10th ed., pp. 62–67). Washington, DC: NASW Press.
- Penney, D. (2018). Defining “Peer support”: Implications for policy, practice, and research Advocates for Human Potential, Inc.
- Pennington, Donald C. (2005). Pienryhmän sosiaalipsykologia. (Original theory Tuckman ja Moreland & Levine)

Projects. Retrieved from <http://en.familiary.fi/projects.html>

Rich Madsen, K., Trab Damsgaard, M., Smith Jervelund, S., Christensen, U., Stevens, G. G. W. J. M., Walsh, S., ... Holstein, B. E. (2016). Loneliness, immigration background and self-identified ethnicity: a nationally representative study of adolescents in Denmark. *Journal of Ethnic & Migration Studies*, 42(12), 1977–1995.

<https://doi.org.anna.diak.fi/10.1080/1369183X.2015.113775>

Statistics Finland. (2017). Tuotteet ja palvelut maahanmuuttajat ja kotoutuminen perheet. Retrieved from <http://www.stat.fi.anna.diak.fi:2048/tup/maahanmuutto/perheet.html>

W.H.O. (2017). Creating peer support groups in mental health and related areas. Geneva: World Health Organization.

Wilczek-Watson, M. (2017). Intercultural intimate relationships. *The International Encyclopedia of Intercultural Communication*.

<https://doi.org/10.1002/9781118783665.ieicc0058>

1) APPENDIX Registration form



Father's group
Helsinki - Google Forr

2) APPENDIX Contact sheet



Address book.xlsx

3) APPENDIX Cards for facilitating a discussion



CARDS FOR
FACILITATING A DISC

4) APPENDIX Bilingualism questionnaire



hw_6.1_bilingualism_
questionnaire.pdf

5) APPENDIX Ground rule for a constructive discussion



6.-groundrulesconstr
uctivediscussion.pdf

6) APPENDIX Post group review/Self-reflection templates

Overall impression of session Post Group review:	Comments
Did we stay to the agenda?	
Did we debrief session?	
Did we record group dynamics?	
Were we able to maintain focus and keep group members interested and engaged?	
Did we have any specific challenges arise related to the program content?	
Were you able to cover all the material from the session?	
Did we have any specific challenges arise related to client involvement?	
Did we follow up with any group members in need on additional supports?	
Were we required to do any collateral follow up after group?	
Additional Comments:	

Self-reflection: use this space to comment on how you felt you did in the group	Comments
Did you take an active role in presenting material?	
Did you support your co-facilitator and the group members?	
Did you feel prepared to facilitate the group session?	
Did I feel I, and/or my co-facilitator were prepared for the session?	
Did I feel I was present and able to work collaboratively with my co-facilitator?	
Was there a part of my participation that I felt particularly positive about?	
Was there a part of my participation that if felt needed improvement?	
Was I able to pay attention to my reactions to the clients?	
Did I feel moved, either positively or negatively, by any of the fathers in the group?	
Was there anything said in group that sat with me and I feel I need to take a closer look?	