



PHASE 3 — PRACTICUM

Week 32 of 36

Advanced Conflict Scenarios

Sessions 94–96

Tuesday • Wednesday • Thursday

FORGE — Facilitating Opportunities for Reentry, Growth & Empowerment

Dooly State Prison

FORGE Curriculum

Phase 3: Practicum — "Lead and Serve"

Week 32: Advanced Conflict Scenarios

Week 32 Overview

Purpose: This is the most advanced problem-solving session in the FORGE curriculum. There are no more practice scenarios. There are no more hypotheticals. Participants bring real situations from the field — the ones that kept them up at night, the ones they're still not sure they handled right, the ones they're facing right now and don't know what to do about. The group works through each situation together using every skill they've developed across 32 weeks. This week also marks the beginning of the next stage of servant leadership: participants begin helping to train the next cohort's Phase 1 participants.

Sessions This Week: - Session 94 (Tuesday): Advanced Conflict Scenarios — The Real Thing - Session 95 (Wednesday): Field work — independent facilitation, begin training next cohort's Phase 1 participants - Session 96 (Thursday): Field work — mentoring meetings + community circles

Materials Needed: - Easel paper or whiteboard (if available) - Journals/notebooks - Talking piece for circle process

Pre-Session Assignment (given at end of Week 31): Every participant must come to Session 94 with at least one real situation from their field work that they want the group's help with. The harder, the better. No practice scenarios. No cleaned-up versions. The real thing.

SESSION 94: Advanced Conflict Scenarios — The Real Thing

Day: Tuesday **Duration:** 2 hours **Facilitator(s):** Program Lead or Senior Mentor

Learning Objectives

By the end of this session, participants will be able to: 1. Present a real, unresolved challenge from their field work clearly and honestly 2. Analyze a complex situation using multiple FORGE frameworks (conflict resolution, MI, thinking reports, trauma awareness, boundary assessment) 3. Offer specific, actionable feedback to a peer based on their own field experience 4. Recognize when a situation requires referral, escalation, or acceptance rather than intervention 5. Demonstrate the capacity to work through ambiguity — situations with no clean answer

Session Plan

Opening Circle (10 minutes)

Facilitator:

"Today is different. No lesson. No instruction. No framework to teach you. Today is entirely about your real work in the field. You've spent 32 weeks building skills. Today you use all of them — not on a simulation, but on the actual situations you're facing.

Check-in: On a scale of 1 to 10, how confident do you feel right now in your ability to handle whatever your field work throws at you? And what's one thing that would move that number up by one?"

Send the talking piece. Pay attention to the numbers. Pay attention to what they say would move the number up. Both will tell you where each person is.

Setting the Frame (5 minutes)

Facilitator:

"Here's how today works. Each person who has a situation brings it to the group. You present it — the full situation, what you've tried, where you're stuck. Then the group works it. Not by telling you what to do — by asking questions, by offering perspectives you might not have considered, by pushing your thinking.

Ground rules for today:

1. **Honesty.** *Don't clean up the story. If you handled it badly, say so. That's where the learning is.*
2. **Respect.** *When someone presents, they're being vulnerable. Don't make them regret it.*
3. **Specificity.** *'You should try harder' is not helpful. 'What if you tried a reflection like...' — that's helpful.*
4. **Humility.** *When you're offering feedback, remember that you don't have the full picture. You weren't there. Ask before you assume.*
5. **No competition.** *This isn't about who has the hardest situation or the best answer. It's about collective problem-solving.*

I'm going to step back more than usual today. I'll jump in if something needs correcting or if I see something the group is missing. But this is your session. You've been trained for this. Show me."

Case Work: Real Situations from the Field (85 minutes)

Purpose: This is the heart of the session. Participants present real challenges and the group works through them together.

Format for each case (approximately 15-20 minutes per case, aim for 4-5 cases):

Step 1 — Presentation (3-4 minutes) The presenting participant describes the situation: - What's happening? - Who's involved? - What have you tried? - What's the result so far? - Where are you stuck?

Step 2 — Clarifying questions (3-4 minutes) The group asks questions to understand the full picture. Questions only — no advice yet. - "When you say he got aggressive, what did that look like specifically?" - "How long has this been going on?" - "What's his relationship with the other people involved?" - "Have you talked to him about it directly?" - "What's your gut telling you?"

Step 3 — Group analysis and feedback (5-8 minutes) The group offers perspectives, alternatives, and recommendations. - "Have you tried using a reflection instead of a question there?" - "It sounds like this might be a trauma response — have you considered..." - "I had a similar situation with one of my mentees. What worked for me was..." - "I wonder if this is actually about something different than what's on the surface." - "This might be one where you need to refer rather than handle yourself."

Step 4 — Facilitator coaching (2-3 minutes) Facilitator adds observations the group missed, corrects anything that was off, reinforces what was strong.

Step 5 — Presenter's takeaway (1 minute) The presenter states what he's going to do next based on the discussion.

Facilitator guidance during the case work:

Let the group lead. Your job today is to observe, not instruct. The group should be doing 80% of the analysis and feedback. If they're doing it well, stay quiet. If they're missing something critical, step in — but frame it as a question: "What about...?" or "Has anyone considered...?"

Watch for skills integration. This is the session where you see whether 32 weeks of training has taken root. Listen for: - Conflict resolution language — are they using Pause & Posture, Name the Heat, Facts > Stories? - MI skills — are they recommending open questions, reflections, rolling with resistance? - Trauma awareness — can they recognize when a behavior might be a trauma response? - Boundary awareness — can they identify when a situation is beyond mentor scope? - Emotional regulation — are they staying calm while discussing intense situations? - Problem-solving framework — are they generating options rather than jumping to one answer?

If you hear these skills being used naturally — not performed, but genuinely applied — the program is working.

Watch for what's missing. Equally important: notice what the group doesn't bring up. If someone presents a situation with clear safety concerns and nobody mentions referral, that's a coaching moment. If someone describes a mentee's behavior that sounds like a mental health issue and nobody names it, step in.

Name the hard cases. Some situations don't have good answers. Part of advanced practice is learning to sit with ambiguity. If a situation truly has no clean resolution, say so: "This is one of those situations where there's no perfect move. What you're doing is managing an imperfect situation as well as it can be managed. That's the work."

Types of cases that may come up:

A mentee who's being pressured by people outside the program:

Key questions: Is it a safety issue? Does the mentee want help? What's within the mentor's scope? When does this need to go to staff or program lead?

A conflict between two mentees that the mentor is caught in the middle of:

Key questions: Has the mentor avoided triangulation? Has he brought the two parties together? Is he maintaining neutrality or has he picked a side?

A mentee who's manipulating the mentor or the program:

Key questions: What's the evidence? Is the group being honest about what they're seeing, or are they giving the mentee the benefit of the doubt because it's easier? What does accountability look like here?

A situation involving staff that the mentor isn't sure how to navigate:

Key questions: Apply Week 30's framework. Is the mentor staying within FORGE's position on staff authority? What options does he actually have?

A situation where the mentor's own buttons are being pushed:

Key questions: What's getting triggered? Is the mentor aware of his own reaction? What does he need to do for himself before he can help his mentee?

A mentee who is doing well but the mentor isn't sure if the change is genuine:

Key questions: What would genuine change look like? How do you tell the difference between transformation and performance? Can you ever be sure? Does it matter?

Debrief and Synthesis (10 minutes)

After all cases have been presented:

Facilitator:

"Let's step back from the specific cases and look at the bigger picture. What themes did you notice today? What came up more than once?"

Let the group identify patterns. Common themes that may emerge: - The line between helping and controlling - Not knowing the right answer and having to act anyway - The tension between trusting someone and holding them accountable - How the mentor's own history affects how he responds - When to escalate and when to sit with discomfort

Facilitator:

"Here's what I saw today. I saw a group of men who can analyze a complex human situation, consider multiple angles, draw on real skills, and offer each other genuine help. That's not a small thing. Thirty-two weeks ago, most of you had never heard of a thinking report. Today you're coaching each other through situations that would challenge a trained social worker.

That doesn't mean you have all the answers. You don't. Nobody does. But you have the tools to work through hard situations thoughtfully instead of reacting. And you have each other. That's the FORGE model working exactly as it was designed to work."

Introduction: Training the Next Cohort (5 minutes)

Facilitator:

"One more thing before we close. Starting this week, some of you will begin helping to train the next cohort's Phase 1 participants. This is the servant leadership pipeline — the same model that makes PEP and GRIP sustainable. You learned from mentors who came before you. Now you pass it on.

Here's what this looks like in practice: you'll co-facilitate Phase 1 sessions with the program lead or a senior mentor. You won't lead solo — not yet. Your role is to support, to share your experience when it's relevant, and to model what a FORGE mentor looks like. The new participants will learn as much from watching you as from anything in the lesson plan.

This week during your field work, you may be asked to sit in on a Phase 1 session. If you are, your job is simple: be present, be honest, and remember what it felt like to be in Week 1. You were skeptical. You were uncomfortable. You didn't trust the process yet. The men in front of you are exactly where you were. Treat them accordingly. We'll talk more about this in coming weeks. For now, just be ready."

Closing Circle (10 minutes)

Facilitator:

"Closing round. You've been doing this work for real — in the field, with real people, with real consequences. Today you proved you can work through the hardest situations together. That matters.

*Talking piece question: **What's one thing you know now about this work that you couldn't have learned in a classroom?"***

Send the talking piece.

Facilitator (after the round):

"Wednesday and Thursday — field work continues. Some of you may begin co-facilitating with the new cohort. If you do, take it seriously. Those men are watching everything you do.

For everyone — keep your mentoring logs current, keep your circles running, keep showing up for your mentees. We're in the final stretch. Four weeks to certification. Everything you do from here forward is part of your portfolio.

Lead and Serve. See you out there."

Session 94 Checklist

- Room set up in circle
 - Opening circle completed — confidence scale check-in
 - Ground rules for case work established
 - Minimum 4 real cases presented and worked through by the group
 - Facilitator coaching provided where needed
 - Skills integration observed and noted (for assessment purposes)
 - Group debrief completed — themes and patterns identified
 - Next cohort training introduced
 - Closing circle completed
 - Field work expectations set, including possible Phase 1 co-facilitation
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SESSION 95: Field Work — Independent Facilitation + Next Cohort Training

Day: Wednesday **Duration:** 2 hours (in assigned area)

Field Work Plan

Participants facilitate sessions independently. Some participants may begin co-facilitating Phase 1 sessions with the incoming cohort.

For participants doing standard field work: - Continue independent facilitation in assigned areas - Apply any insights from Tuesday's case work to current situations - Periodic observation continues

For participants co-facilitating with the new cohort: - Arrive early. Meet with the Program Lead or Senior Mentor to review the session plan - Your role is support — follow the lead facilitator's direction - Share your personal experience only when invited or when it's clearly relevant - After the session, debrief with the lead facilitator: What did you notice? What did you learn about teaching by doing it?

Observation Focus This Week: - Are participants applying the group's feedback from Session 94 in their field work? - For those co-facilitating with the new cohort: how do they interact with Phase 1 participants? Are they patient? Are they authentic? Do they remember what it felt like to be new?

Participant Expectations: - Self-reflection in journal: "Today I [facilitated/co-facilitated/mentored]. The situation I brought to the group on Tuesday — here's what I tried differently based on their feedback..."

SESSION 96: Field Work — Mentoring Meetings and Community Circles

Day: Thursday **Duration:** 2 hours (in assigned area)

Field Work Plan

Participants conduct one-on-one mentoring meetings with their full caseload and/or facilitate community circles.

Mentoring Meeting Guidance: - Full caseload contact — every mentee gets a meeting - Document all meetings in mentoring logs - Continue applying MI, conflict resolution, and trauma-aware approaches - Begin noting mentee progress for portfolio documentation — you'll need mentee progress notes for your certification review

Community Circle Guidance: - This week's suggested circle theme (optional): "What does it mean to lead by example?" or "Who taught you something important, and how did they teach it?" - If you have new cohort participants in your area, consider inviting them to observe a circle (with the group's permission) - Keep circles to 45-60 minutes - Document attendance, themes, energy level

Self-Reflection Prompt (journal): "I'm 4 weeks from certification. The mentor I am today compared to the man who walked into Week 1 is different in these ways... The areas I still need to grow are..."

FACILITATOR NOTES FOR WEEK 32

What to Watch For

Readiness for certification. You're now four weeks out. As you observe this week's case work and field performance, start making mental notes about each participant's readiness. Who is clearly ready? Who needs more development in specific areas? Who might need a "conditional" recommendation? Don't share these assessments yet — but start forming them.

Skills integration in case work. Session 94 is your best diagnostic tool. When participants present cases and the group responds, you can see exactly what skills have been internalized and what's still surface-level. Take notes on each participant's contributions — both as presenters and as consultants. This feeds directly into your assessment of their readiness.

Quality of peer consultation. By Week 32, the group should be able to function as a high-quality peer consultation team. If the feedback is still generic ("You should try harder" or "Just talk to him"), the group hasn't reached the level of specificity needed. Push for concrete, actionable suggestions grounded in specific FORGE frameworks.

Next cohort transition. Watch how participants respond to the idea of training the next cohort. Some will be excited — this is the servant leadership moment they've been waiting for. Others may be anxious about teaching when they still feel like learners. Normalize both: "You don't have to have all the answers to help someone who's just starting. You just have to be honest about your experience."

Common Challenges This Week

"I don't have a case to present." Push back: "You've been in the field for weeks with 3-5 mentees. If you don't have a single situation you're unsure about, either you're not looking closely enough or you're not being honest. Dig deeper."

Cases that reveal serious gaps. If a case presentation reveals that a participant is handling something dangerously wrong — missing safety concerns, violating boundaries, ignoring red-line situations — address it directly. Not punitively, but clearly: "I need to flag something. This situation has [specific concern]. Let's talk about what needs to happen."

The "I already know this" participant. Some participants may approach this session with overconfidence — treating the case work as a chance to show off rather than genuinely engage. The best counter is a hard question they don't have an answer for. Overconfidence is as dangerous as under-confidence in a mentor.

Preparation for Week 33

- Begin preparing for the certification assessment process — review the Phase 3 assessment criteria (Part IV)
- Week 33's topic is sustainability and burnout prevention. Start gathering observations about which participants are showing signs of fatigue
- Review each participant's mentoring hours log — are they on track for the 60-hour requirement?
- Begin scheduling final simulation assessments and portfolio reviews for Week 36
- Prepare to discuss the 6-month post-certification service commitment — what it looks like, what's expected, what support is available