



Webinar: Getting the Most Out of Switchboard

April 30, 2025, 2:00 – 3:00 PM ET

Transcript

Introduction

Today's Facilitator and Speakers

Tigest Coleman: Hello, and welcome, everyone. Thank you so much for joining us today. My name is Tigest Coleman. I'm the Deputy Director for Switchboard, and I'll be your facilitator for today's session. A very brief background about myself, I am a licensed clinical social worker in the state of Washington with over 20 years of experience working with refugees and newcomers in various roles. I've had the privilege of applying my direct service experience into our work and project at Switchboard.

TC: I am very delighted to introduce our speakers today. Training officer Jasmine Griffin, our senior training officer Krysti Nellermeoe, and standing in for Parker Newburn, who wasn't able to join us today, is our support liaison, Zaneb [Ataullah].

Learning Objectives

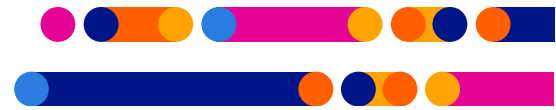
TC: These are our learning objectives for today. By the end of this roundtable, we hope that you'll be able to explain how Switchboard's resources empower our intended audience, which is you, our newcomer service providers. We also hope that you can describe three types of Switchboard learning opportunities, highlighting three focus areas of our project today. We'll be focusing on the Switchboard Community Support Line, formerly known as the Welcome Corps Support Line. We'll do some 360 virtual reality video module introduction. We'll also be reviewing our top-requested mental health resources. Finally, we'll show you how to submit a TA request live for Switchboard's support using a sample problem of practice that you might be struggling with.

Poll Question

TC: To kick off this topic, we'd like to hear from all of you today. To do this, we'll use an interactive tool that we use here at Switchboard called Slido. You can join today's Slido session in two ways. You can either scan the QR code on the screen using the camera on your mobile device or you can go to slido.com and enter the code that you see on your screen. Once you get there, you should be able to see our very first question, which states,

Which statement most closely describes your role?

TC: Please select one of the choices that has been provided to you. As you could see, the answer to the question is displayed on your screen. Wonderful. So great to see a good mix of you guys here.



1. How Switchboard's Resources Empower Newcomer Service Providers

Narrator: Do you support refugees and other newcomers in the U.S.?

TC: Oh, sorry about that. We're going to start with a very short video, as you just heard a little preview of it, that provides an overview of what Switchboard is. All right, let's kick us off.

What is Switchboard and what does it do?

[video begins]

Narrator: Is it hard to find learning resources to help navigate the resettlement experience? Whether you're a seasoned professional or brand new to your role, Switchboard can help. We are a one-stop resource hub for the resettlement community in the United States. We make it fast, easy, and flexible to get help tailored to your needs.

Narrator: We offer live and self-paced training.

Speaker 1: Our team needs training on community outreach.

Narrator: Customized learning resources.

Speaker 2: Can you send me multilingual health videos?

Narrator: Peer-to-peer communities of practice.

Speaker 3: What case management database do you use?

Narrator: Case consultation.

Speaker 4: Our agency is working with a family of six.

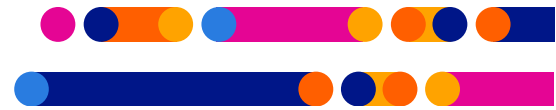
Narrator: Research.

Speaker 5: What mental health interventions are most effective?

Narrator: You can access these learning resources for free anytime via Switchboard's website and mobile app. Visit www.SwitchboardTA.org and sign up for our newsletter to learn more. Together, we can help build capacity across the resettlement community and help refugees and other newcomers thrive.

[video ends]

TC: Great. In a nutshell, Switchboard is a one-stop resource hub for refugee service providers in the U.S. Our overall goal is to provide comprehensive support and guidance to organizations and communities serving newcomers. We aim to empower and equip service providers with the tools they need to facilitate successful and sustainable integration for newcomers to the U.S. We're going to be unpacking each of these essential components of our goal. To start off, the first one being comprehensive support and guidance.



What does comprehensive support and guidance look like at Switchboard?

TC: We're going to talk and walk through what that means. What does comprehensive support and guidance look like at Switchboard? Our library offers a comprehensive collection of resources in multiple formats, including archived webinars, detailed toolkits, blog posts, eLearning courses, research publications, resource guides, and multimedia resources to support local professional developments and efforts.

Poll Question

TC: Here is another Slido question for you, using the same thing that you did earlier, by scanning your QR code,

Which forms of Switchboard's support have you accessed in the past?

TC: We just wanted to see what people are utilizing and using on Switchboard. Great. Another really great mix of uses of our webinars. Thank you so much. You guys are fast. I see that webinar seems to be a very high number here, followed by resources on the website. Then we'll get into other resources that we have, but this is great to see that the webinars and resources are a hit.

TC: We also wanted to share our data from our annual evaluation report showing the average percentage of the different types of deliverables or resources that were accessed by you guys, our learners. As you could see, our webinar seems to be a really high number for all of you, and then the rest of the numbers represent how you're all accessing the different resources on our library.

Who is Switchboard for?

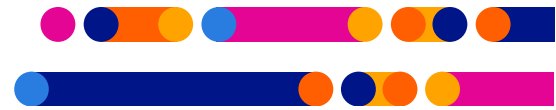
TC: All right, heading back to our goal, let's unpack what we mean by organizations and communities serving newcomers, because this is really the heart of our objective, which is the "who." Who is Switchboard for?

TC: As you saw in the interactive poll that you took, and confirmed by our evaluation report, our services are designed for service providers like you. Almost half of our users reported that they provide direct services to clients and newcomers. About a third of users reported providing support on programmatic or operational activities. Lastly, as you could see, about 21% reported leading a program or organization and have the authority to make strategic decisions. Really, our resources are touching and connecting with all levels of providers at various different organizations.

TC: Heading back to our goal, we aim to empower and equip service providers with the tools they need to facilitate a successful and sustainable integration for newcomers to use.

TC: This is really interesting data showing that almost a third of our users have experienced displacement or resettlement themselves. Highlighting to show this, how that impacts our resource development and the indication of our training and technical assistance, broad relevance, and responsiveness to that network as a whole. We're looking at who is it for? Who is accessing our resources? And really responding to the needs on various different levels.

TC: A notable strength of our tools and approach is our ability to target a wide range of pain points for service providers and newcomers. As I mentioned earlier, we have various formats that you can access our resources. Our catalog includes tools that providers can use with newcomers, in-depth resources that enhance their



understanding of topics relevant to their work, a short list of practical tips and best practices to incorporate into their daily routines, which caters to the variety of learning styles.

What are Switchboard learners saying?

TC: Here we wanted to share the positive data from our users and share that almost 98% of our users say that the content we have is easy to understand. It's practical. And that 96% report that our materials are useful to the work that they do. Having worked as a direct service provider, I know how important that is to find resources that are very applicable to the work and to the audience that I worked with. This is really good data that we wanted to share.

TC: Note that the offerings that we'll present on today span across several of these categories of offerings that we talked about. For today's purpose, we are going to be spending some time covering three areas of part of the topics and projects that we have at Switchboard, starting with the first one, the Switchboard Community Support Line, formerly known as the Welcome Corps Support Line. Then we'll move into 360 virtual reality video modules and then finish off with the top-requested mental health resources.

TC: With that, to kick us off here, Zaneb is going to be covering the Switchboard Community Support Line. Over to you, Zaneb.

2. Details on Three Switchboard Offerings

Zaneb Ataullah: Hi, everyone. My name is Zaneb. I am the liaison for the Switchboard Community Support Line. I do apologize my camera is off today. To kick us off, if you guys wouldn't mind filling out this Slido question?

Poll Question

In your experience, which type of inquiry do you find most difficult to respond to as a local service provider?

ZA: If you've used the Switchboard Community Support Line before, you might be familiar, but go ahead and answer that question if you're able to. Is it request for referrals to local services? Is it involving complex medical or mental health needs? Is it support for referrals to local services?

ZA: Okay. We have some answers here. Referrals to local services, very interesting. Inquiries involving complex medical and mental health needs, very interesting. That's great. A good variety of different answers. Wonderful.

The Switchboard Community Support Line (SCSL)

ZA: Just to explain what the Switchboard Community Support Line is, we were previously the Welcome Corps Support Line. The Welcome Corps Support Line launched February of last year. The primary function of the Welcome Corps Support Line was to provide technical assistance through to private sponsors that sponsored refugees either through naming or matching through the Welcome Corps Program. Our new name, the Switchboard Community Support Line, reflects an expanded focus beyond just private sponsor groups. We wanted to recognize different community partners, agencies, any community groups, really anyone that provides any support or assistance on behalf of ORR-eligible populations.



ZA: On to the next point of what we offer. We offer a range of different things. First being, sometimes we get inquiries about general resettlement guidance. This can range from fielding requests about how to apply for different benefits, understanding documentation, employment needs, navigating housing, resources, and more. Then we also have access to shared learning resources, information about community supports and resources. Then another great thing that we're able to do is we're able to provide referrals to local resettlement agencies that provide ORR services. In addition to that, we're happy to also meet individually with different teams to explore how Switchboard Community Support Line can additionally help existing efforts and ensure continuity of support for newcomers.

SCSL Year 1 Impact

ZA: On to the next slide of how our impact for last year was. We had a total number of inquiries which was 3,500. That had a total of 2,700 calls, emails were 265, and that was all in a number of 46 different states. A lot of reach, a lot of impact. This is in-scope inquiries, ranging from housing benefits, employment documentation. A well-rounded but different in-scope inquiries that we've fielded.

SCSL Referral Pathway

ZA: To touch on the next point of how our referral pathway works, a community partner will reach out to the Switchboard Community Support Line, either through email or calling us. They'll just elaborate on what they need assistance with.

ZA: Sometimes they reach out asking for a referral. Sometimes they ask for different resources. If we, as the liaison, find that the newcomer or whoever that they're assisting, the ORR-eligible population, is eligible for an ORR-eligible program, such as RSS or Preferred Communities, we go ahead, do an intake with the community provider. Then the referral coordinator will send that off to the headquarters of the agencies that are in the area. That also depends on the capacity of those agencies. If, for example, they don't have any capacity, then we will do what we can to fill in some of these gaps by providing additional resources or exploring virtual options for the community providers to access for the newcomers or other ORR-eligible population. That's just a little summary of the pathway.

SCSL Story of Impact: North Carolina

ZA: In addition to that, there's a story of impact that we had last year that was very difficult to navigate. There was a private sponsor group last year that reached out. There was a family, and the mother had some mental health struggles. Housing was a concern, CPS was also involved, and it was very overwhelming for the private sponsor to navigate on their own, understandably. Because of the severity of the case, we did a referral to PC, Preferred Communities, in Charlotte. However, even though the local RA had the capacity and were willing to enroll, there was some hesitation from the mother.

ZA: The solution to that was collaboration with the local RA and the appropriate authorities. What we did in that situation was to enroll the daughter into the PC program with the younger siblings under her care. That way we were able to get the family the support they needed, getting the housing issue resolved, getting them access to mental health support, and just in general, a lot of more stability that they needed. That's one of our significant stories that we are really happy that they were able to get the support they needed in the end.



How to Contact the SCSL

ZA: How to contact Switchboard Community Support Line is very easy. We have a phone number available, (212) 551-3100, and we're available Monday through Friday, 9:00 AM to 5:00 PM Eastern Time. Our email is also available at SCSL@rescue.org. We wanted to make sure that community providers can access us easily, and we believe that's an easy way to contact us.

Next Speaker: Krysti Nellermoe

ZA: On to my colleague, Krysti, who's a senior training officer for emerging technologies.

Krysti Nellermoe: Thank you, Zaneb. Hello, everybody. I'm so excited to be here as well. Yes, I'm Krysti Nellermoe. I'm a senior training officer for emerging technologies, but I've been in resettlement for about a decade. Excited to talk about this new project on the Switchboard team, but we're going to do a Slido first.

Poll Question

KN: If you all could put in the chat,

What technology does your program currently use with newcomers?

KN: ... just to get a sense of the tech that is already being used in your programs or your case management services. Definitely computers and phones, yes. I'm excited to hear about which apps. If anybody has an incredible app to share, please use the chat function. I'd love to hear that. iPads, tablets. Awesome. Awesome. Thanks for that.

What is virtual reality (VR)?

KN: Our project, we have been looking at emerging technology. Technology for everyday use is definitely a focus, but then also technologies that are not as common in places like resettlement or social settings that actually have incredible access to engagement and learning for our clients and our newcomers. If you see this headset picture, this is a VR headset. This is an Oculus 3. In a VR headset, when you put it on, you can see completely around you. Think a bit about it as like having a beach ball on your head. Then, when you look around, you are completely immersed in whatever environment you are viewing on that headset. You're seeing in the 3D visuals.

What are 360 degree VR videos?

KN: These are also equipped with sensors and controllers. You could interact in those spaces with the controllers, but a lot of the work we've been doing are 360 modules, which are more of a passive experience but still immersed in that space. We've been using this because your body believes you are in the space you are viewing. Because of the immersive nature of a VR headset, there is a body memory of what you viewed and what you engaged with. The intake has much stronger impact on your memory.



KN: Say you went in a headset to explore a school bus for the first time and then the next day went on an actual school bus. Our hypothesis when we started this was that it would bypass some of that fear of doing that orientation on a school bus for the first time because you had done it in a VR headset prior.

How do we make 360 degree VR video modules?

KN: I want to talk a little bit about the 360 modules themselves. The 360 modules are filmed to get a full 360 view so the viewer can look in any direction. I'm going to show you a sample of one that we made in the IRC Dallas office with Jasmine, who will be on the call shortly, helping explore their office, which is on the fifth floor of a building. Newcomers would have to take the elevator to access it. This video is to help access the office via the elevator, the front desk, and help navigate that new space. You'll see we're using overlays and symbols within the video to communicate what is going on so that it could be used across different language groups. And so I'm going to have us go into the space all together for a bit.

[video playing]

KN: A little taste of the videos. Switchboard provides technical training and assistance on using VR headsets. We even have worked with service providers to create these 360 modules using what you see on the screen here, a 360 camera. In this co-creative model, we'll work with a service provider that has a really important program learning objective, or what we call a good problem they want to solve. I think that virtual reality might be the best way to help bypass some of the fear or build some confidence in doing a task that could be a little scary.

Emerging Technologies: Co-Creation Model

KN: We've worked with service providers to film 360 videos specific to the context of their cities and what that need is for programs that they will use the 360 and VR headsets in themselves. That video you just saw was our technical assistance with the IRC Dallas office for navigating spaces and the complications of different floors, and how do you navigate front desks. We've also made videos about navigating schools and high schools for the first time. How do you navigate a clinic or a different space within a community center? Our most recent one was working with unaccompanied refugee minors in secondary education. That's the process of making these 360 videos.

KN: This is this co-creative model that we use. Listening to the communities, hearing what the needs are, identifying the thematic insights that come out of those needs. Hearing all the needs of a specific program from a service provider and tailoring in on one or two that we think are really good problems to solve, and how can technology help address those. Then we've worked with community partners and resources. Universities have donated headsets. Meta themselves have donated headsets to us and to other service providers. We work in these to create a prototype, an initial video with the service providers we work with, and get feedback. Did we get this right? Do we need to go back in and iterate on that video and refine it until it's exactly what is needed for the program's needs from our first stage of listening deeply? Then that team will implement it into their program, either in a home visit, in a classroom setting, or however it works best.

KN: It also creates a bridge in a digital literacy lens. Technology can be very scary for newcomers and service providers. Technology is always evolving. If there are ways that technology can be integrated into programs in a really inviting way that creates curiosity and interest and not fear, headsets are a great way to do that because it's really passive in its nature. We would always have someone demonstrate it before a client puts on a



headset. Also, everyone has the complete agency to say they don't want to wear the technology at the same time. But it has been an incredible tool for clients to not only learn about the different skills or places that the 360 modules show but also have a little more interest and ease with technology itself.

Case Scenario: Arwa, a Newcomer from Iraq

KN: Just one story of Arwa, who is in the IRC Salt Lake City office and very nervous about riding the bus for the first time. A caseworker showed her one of the public transportation 360 modules in a headset before doing the bus orientation the next day. It turned out to be an incredible experience for where Arwa felt more emboldened to be brave and to try it and really bypassed some of that fear. This is a picture of her in the headset, prior to her bus orientation. We have real experiences working with newcomers and service providers with this technology, with a lot of receptivity to it.

Discussion Question

KN: My last Slido for you all,

What are some other new experiences that practice in an immersive VR environment could help newcomers navigate?

KN: If you all want to throw in some of those experiences that you can imagine, as I'm talking about 360 videos and virtual reality, what are other challenges and new experiences that you think this technology might serve well for your specific programs? I'd love to hear those thoughts or see them. Grocery stores, 100%. That is an overwhelming experience. We have a module on grocery stores. Dentist, ooh. I'm still afraid of the dentist. I think that is something to think about. I'll take just a few more.

[pause]

KN: These are great. Parent-teacher conferences, government agencies, intake forms. We have a rideshare video that we can share with our resource link at the end. We also have a clinic appointment. Some of these resources you all can use right away. Job interviews—one we're trying to work on this year because it comes up a lot. Those unspoken rules in the American job market workforce. These are great. All right, take one more. Yes, attending job fairs. Yes. Awesome. Lots of job readiness. Thank you for those. With that, I'm going to hand it over to my incredible colleague Jasmine Griffin.

Next Speaker: Jasmine Griffin

Jasmine Griffin: Awesome. Thank you so much, Krysti. Again, my name is Jasmine Griffin, and I'm a Switchboard training officer. I am a licensed professional counselor in the State of Texas with a strong background in mental health, program management, and supervision, and trauma-informed care. The four subtopics I'll be discussing briefly today are all ranked high in interest on our recent needs assessment. I'll be highlighting some of those resources we currently have available as we continue to work to fill any gaps with new resources.

[silence]



TC: Did we lose Jasmine?

ZA: Yes.

TC: Just going to give Jasmine a minute to see if we can get her back.

[silence]

TC: Take your time, Jasmine. I think the audio just cut out.

[pause]

Poll Question

TC: Thank you for utilizing this time to fill out these Slido questions as we give Jasmine some time to figure out the audio.

Which of the following mental health subtopics is your highest priority for ongoing learning?

TC: It looks like trauma-informed care is a really popular one, followed by foundational knowledge about behavioral health. Of course, self-care and staff care is always making the list as well. It's great to see that.

Mental Health Subtopic Spotlight

TC: Jasmine, can we give you a try to see if your audio is working?

[silence]

TC: No. No audio. Okay. Take your time. If we can advance to the next page, I'll see if I can tackle what we have. Let's see. The mental health subtopic spotlights that have been included here. Rosalie, if you can go ahead and drop some of those in the chat. Oh, there we go. I think we hear you, Jasmine.

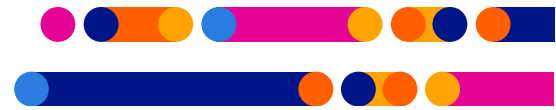
JG: Okay. Thank you.

TC: It happens. Thank you and over to you.

JG: Appreciate that.

Behavioral Health

JG: Apologies for that brief disruption, but yes, first we have behavioral health as our first subtopic that I'll be covering. Behavioral health is a critical component of supporting newcomers as they adjust to new environments. This subtopic addresses the dual challenges of mental health and substance use, which are often interwoven with the stressors of migration, resettlement, and cultural adjustment. So many of our clients face barriers to accessing behavioral health care, which include stigma, language spoken and access, and a lack of familiarity with the U.S. health care system as a whole. Our goal as service providers is to bridge these



gaps by equipping ourselves with the knowledge and tools to navigate these complexities effectively alongside our clients.

JG: First, we have an archived webinar on mental health and psychosocial support foundations for resettlement caseworkers. This webinar is an introduction to the fundamentals of mental health, including the identification of common signs and symptoms of emotional distress. It discusses key approaches caseworkers can use to support their clients with mental health needs and strategies for making successful referrals as well.

JG: Next, we have an eLearning course titled Understanding the Behavioral Health Care System in the U.S. This course provides an overview of the U.S. behavioral health system, helping resettlement providers understand behavioral health needs, available services, and provider roles. It equips you to make effective referrals and create community resource maps tailored to your client needs as well.

JG: Next, we have an information guide, which is a sample mental health and psychosocial support onboarding guide. This guide introduces the scope of mental health and psychosocial support services and provides a framework for onboarding new service providers, whether they are clinicians or new caseworkers, to the field. This guide emphasizes their role in promoting healing and connection for newcomers. It also includes customizable training resources and activities to complement your organizational onboarding.

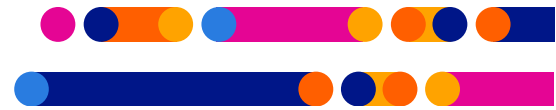
JG: Finally, we have another archived webinar, Understanding Psychosocial Support Groups: Three Successful Models. This training addresses the challenges of providing culturally informed mental health services to newcomers, highlighting psychosocial support groups as a solution to barriers like stigma and access. This training explores three models, learning how to initiate and facilitate them while also analyzing their success and challenges.

Trauma-Informed Care

JG: The second subtopic is trauma-informed care. Trauma-informed care is more than a best practice. It's a mindset and a framework that transforms the way we interact with our clients. For many of our clients, the journey to the United States involves multiple levels of trauma from leaving their home countries, navigating unpredictable situations in transit, and adapting to life in a new environment. Trauma-informed care helps us understand how these experiences shape our clients' behaviors and needs. It allows us to approach each individual with empathy, ensuring that we work to minimize re-traumatization and promote healing and resilience.

JG: Some resources that we want to share with you today include an information guide titled Trauma-Informed Care: A Primer for Refugee Service Providers. This guide outlines key trauma-informed care principles—safety, trustworthiness, mutual collaboration, and empowerment—offering guidance to refugee service providers such as case managers on integrating trauma-informed care into resettlement and integration practices.

JG: Next, we have an evidence summary that highlights evidence-based strategies for supporting the mental health of unaccompanied refugee minors, including cognitive behavioral therapy which helps to reduce trauma-related symptoms, group therapy to foster engagement and community, and culturally sensitive care arrangements for improved outcomes.



JG: Next, we have an archived webinar that is part of a three-part series titled Traumatic Stress Among Refugee Children and Youth. This one in particular is on responding to abuse, exploitation, and trafficking. This webinar helps service providers learn to define and identify child abuse, exploitation, and trafficking using screening strategies to recognize risk factors and apply trauma-informed skills to engage children, youth, and caregivers, with a focus on safety planning and referrals.

JG: Finally, we have a certificate course on trauma-informed supervision of refugee service providers. This is a live interactive course, and it's one of our most popular and often requested through a thorough application and selection process. This course explores the fundamentals of supervision, trauma-informed practices, culturally aware strategies, and supportive approaches to staff care and self-care. We also provide 10 CEUs for this course.

Crisis Intervention

JG: The third subtopic is crisis intervention. Crisis intervention is one of the most immediate and impactful aspects of our work. Whether a client is facing a mental health emergency, housing instability, or another urgent issue that requires you helping them to safety plan or de-escalate, our ability to respond effectively can make a huge difference. It's important to remember that addressing crises goes beyond just reacting in the moment. It requires careful planning on your end. That includes knowing de-escalation skills, knowing how to respond when stakes and emotions are high, and being equipped with the knowledge of available resources to ensure both immediate safety and long-term stability are prioritized.

JG: First, we have here a toolkit titled Critical Incident Response: Toolkit for Developing Organizational Policies and Procedures. This toolkit helps agencies develop those policies and procedures for effectively responding to client crises and critical incidents in resettlement settings, emphasizing the importance of clear policies, staff training, and a structured approach to ensure safety and well-being for both clients and staff.

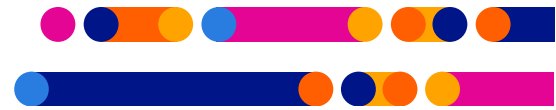
JG: Next, we have an information guide with an accompanying template on safety planning. This guide is for service providers who support newcomers in managing low-risk situations such as an overwhelming of emotions, substance use, or chronic health conditions. It equips you with an overview on providing structured safety planning to enhance your clients' overall well-being and safety during resettlement.

JG: Next, we have an archived webinar [called] A Trauma-Informed Approach to De-escalation and Crisis Response. This webinar explores trauma-informed strategies for de-escalating client crises and refugee and newcomer services. It offers practical tips for recognizing trauma responses, managing escalated behaviors, and ensuring the safety and well-being of both clients and staff.

JG: Finally, we have an information guide titled Preventing Crises and De-escalating Difficult Situations with Newcomer Clients. This guide offers trauma-informed skills and practices to help service providers prevent crises, reduce harm, and de-escalate difficult situations with resettled refugees who may be overwhelmed by past trauma and ongoing stressors.

Self-Care and Staff Care

JG: The final subtopic that I'll cover is self-care and staff care. As service providers, we're often so focused on supporting others that we overlook our own well-being. Self-care isn't just about personal wellness; it's an essential aspect of professional sustainability, especially in this field. When we take care of ourselves and our



teams, we create a ripple effect that improves our capacity to serve clients effectively. This subtopic explores not only individual self-care strategies but also organizational practices that promote resilience and reduce staff burnout.

JG: First, we have a podcast titled *How Can Supervisors and Organizations Support Staff Care?* This podcast explores strategies for enhancing staff care in resettlement organizations, highlighting the importance of creative programming, resource provision, and supportive spaces to address challenges and promote emotional well-being.

JG: Next, we have an archived webinar on creating balance in case management. This webinar addresses common challenges in case management, offering strategies in setting professional boundaries, improving work-life balance, and managing high caseloads through effective time management and organizational tools.

JG: Next, we have an information guide titled *Preventing Organizational Hazards by Promoting Organizational Resilience*. This guide offers supervisors and leaders strategies to reduce burnout, secondary traumatic stress, and compassion fatigue among refugee service providers by fostering organizational resilience and promoting a supportive internal culture. This guide also includes a case study and additional resources.

JG: Finally, we have an evidence summary titled *What Works to Reduce Burnout and Vicarious Trauma Among Refugee Service Providers?* This guide highlights evidence-based strategies to reduce stress reactions like burnout and vicarious trauma among refugee service providers, emphasizing that while self-care is beneficial, organizational interventions such as reducing workloads, fostering trauma-informed supervision and peer support, and addressing management practices are essential for creating a low-stress work environment.

JG: With that, I'm going to hand it back to you, Tiget. Thank you.

TC: Thank you so much, Jasmine. Way to swiftly handle the audio issues that you had.

3. Submitting a Technical Assistance (TA) Request to Switchboard

How can I submit a TA request to Switchboard?

TC: All right. How can you submit a TA request to Switchboard? We shared quite a lot of resources on what we offer, and we wanted to take some time to walk you through putting a TA request for whatever your need might be. We're going to do that.

TC: As a former URM provider myself, here's a good example that we thought would be good to use as an example of a TA request that I have received myself. The TA requester said, "I implement a program for Unaccompanied Refugee Minors, URMs, that has recently seen an increase in clients with substance use issues. I'm looking for resources to support my clients. What kind of support, guidance, or resources can Switchboard provide?"

TC: The first thing that we're going to do is we're going to go to our website and find a technical assistance page and tap and complete the eligibility and request questionnaire that we have for you. The first three questions that you're going to see here are very basic information about your service area, the population that you work with. This gives us an idea of who you are as an organization and the population that you serve. On the next page, we want to know the topic area that you're looking for resources on. You'd select the topic that



best describes or area that might fall in multiple areas that you may not be certain where it falls, and it might fall in more than one. Please select a topic that is a priority list for you, and then we can adjust it as we walk and talk with you.

TC: In this box, you will tell us about the training or the support that you're looking for. Helpful information to share with us would be, what challenges are you tackling? What have you tried so far to address this? And how can Switchboard help you? Then you'll use the next section to share your desired learning objectives in your own words. Here we want to know, what is the intended outcome that you hope to see or to get after getting Switchboard's support? Some questions to help you better think of your needs are listed for you if you're looking for curated resources. If you're looking for a tailored training for staff, perhaps you're looking for a deep-dive facilitated conversation that we have already covered, but you want to spend some additional time talking with your staff.

TC: Lastly, we want to know the timeline and when you want that support. This requester is letting us know that they're in the process of hiring new case managers, and they would like to get these resources. Lastly, you'll complete your information so that we can get a hold of you and know how to be in contact with you and submit the TTA. One of our training officers who has a focus area in your top priority topic will be in contact with you with the resource that you might need and/or work with you to build a tailored training or technical assistance for your program or for your agency. It is just as simple as that.

Q&A Panel

TC: Now, [clears throat] excuse me, that concludes our session for today. As you reflect back on some of the topics and resources that we've shared with you and areas that we can support you on, we wanted to take some time to receive a few questions from you that would be useful for us to tackle. This is a good opportunity. I see that the video is still showing areas of how to take and submit a TA request, which is perfect so that you can take the time to review it and walk through on how to submit a TA request if you have never submitted a TA request.

TC: I'm going to go to our Q&A in just a minute as the video is playing, or give you guys some time to ask questions now by typing in the Q&A box. I'll just give you guys a few minutes to finish and to do that.

[pause]

TC: All right. I see some questions coming in. The first one is how to get updates and resources that are released. This is where I welcome our speakers to also add in to any questions that we might have. The first person asks,

How do you get updates and resources that are released from Switchboard?

TC: That's a very good question. We encourage you to subscribe to Switchboard if you haven't already. Our wonderful colleague Rosalie will actually have a QR code later and will share resources on how to subscribe to Switchboard. If you subscribe to Switchboard, you will obviously be notified of new resources or offerings that are released. You can select the topic areas that you're most interested in so that it's tailored to your own needs. If you're looking for resources around mental health, you can get very tailored resources on that.



TC: Any other advice from our speakers or panelists on this topic of how do I get updates on resources that are released from Switchboard?

JG: I think the only thing that I would add, Tigest, is going back to submitting a TA request. If you're not certain of what you're looking for, if you submit a TA request, we can curate a resource list for you and send that over to you via email.

TC: Great. Thanks for that direction, Jasmine. All right. I have another one here:

Do you provide TAs to organizations that do not receive ORR funding?

TC: Another similar one that came in is,

Would a request for a training for volunteers who provide direct service be an appropriate TA request, or are the TA requests only for staff who are employed at an agency?

TC: The answer is very simple. It is, our resources are for anyone who works with ORR-eligible, or newcomers, I think. The answer is that you can certainly access our resources that are available. Some of the resources that we have that Jasmine covered, the certificate courses do include application and selection process, but otherwise, all our resources are available for anyone that works directly with newcomers or refugees.

TC: Any other additions or comments from our panelists?

[pause]

TC: Great. What other questions have come up for you guys as I go through? If we don't get to your question, we can also answer it later on, but picking some themes that we've seen filter and coming into our box.

JG: I guess there is a question that just came in:

Does Switchboard have a place to direct very general legal questions?

TC: Legal questions are obviously very complex, and so I'm unable to provide an answer to say yes without knowing the details of that, but we have a partner that works with us that provides information on legal-related questions that you might have. My answer is to submit a TA request and then we could field it and connect you to the right person.

[pause]

ZA: Tigest, if I can also add to that question. Our Switchboard Community Support Line, we also do field. We don't provide legal advice, but we do get requests about getting connected with maybe pro bono immigration clinics in their area, so we are able to find clinics in the area that they live in so that we can send them there, very specific to the area they live in, but that's something that we can do.

TC: Thank you, Zaneb. That's a good reminder to use our support line to field any general questions that you might have that are localized, too.



TC: Probably if there aren't any other questions right now and/or just for the sake of time, what we'll do is we'll move to our conclusion of the discussion.

Conclusion

Reviewing Learning Objectives

TC: We hope that you have achieved these learning objectives that we set for you.

Recommended Resources

TC: We'll be dropping some links in the chat for you to access some of the resources that we've mentioned, some of the videos that you have seen throughout. With that, if you can go to the next slide, please? Yes, we'll be dropping these, and it's also going to be in the follow-up email that we'll be having and sending within the next 24 hours. You'll receive these recommended resources, as well as the links that we have mentioned. Next, please.

Stay Connected

TC: Here are some recommended resources—or ways that you can stay connected with us. As I mentioned, you can scan the QR code to take you directly to our Switchboard website. You can email us at switchboard@rescue.org, or you could also visit us on our website at SwitchboardTA.org and follow us on social media.

TC: On behalf of all of us at Switchboard here, thank you for learning with us, and we hope to see you again soon. I know we'll be having some new and exciting new resources being released. If you haven't already, again, be sure to subscribe to our newsletters so that you could be notified on topic areas that interest you. Again, thanks for your time and thank you for all the wonderful work that you do with newcomers.

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