

Original Paper

The Development of Mosaic: A Culturally Sensitive Positive Psychology Intervention for Syrian Refugees in the Netherlands

José Muller-Dugic and Pascal J. Beckers

Abstract

The discipline and practice of psychology in general is criticized for being too culturally-bound with a narrow focus on North-American and West-European populations. Its empirical findings therefore only apply to a small portion of the world. The discipline and practice of positive psychology specifically seems to be no exception, although there are also some more promising voices with regards to breaking cultural boundaries. Positive psychology interventions have shown to be effective in enhancing mental well-being and reducing depression, yet these findings mostly apply to North-American and West-European populations as well. Meanwhile, there is a high need for effective interventions for refugees from the Middle-East, since many of them struggle with mental health problems. In the Netherlands, a culturally sensitive positive psychology intervention 'Mosaic' was developed for Syrian refugees, the largest group of refugees in the country. The aim of Mosaic is to help participants rebuild their lives in the Netherlands and to enhance their mental well-being. It was co-created in close collaboration with the target group and local partners. The aim of this paper is to describe the steps that were taken to make positive psychology concepts culturally sensitive and easier to comprehend for Syrian refugees and, to develop a culturally sensitive positive psychology intervention targeted to cater the specific needs and characteristics of this group. Based on the outcomes of the participants' and trainers' evaluations, we concluded that the initiative was successful. Based on a reflection of the development process, a 10 stages development model was formulated to craft culturally sensitive positive psychology interventions.

Keywords: positive psychology, refugees, Syrian, culturally sensitive, development model

WCPRR 2021: 1-2. © 2021 WACP
ISSN: 1932-6270

Correspondence to: José Muller-Dugic, Department of Geography, Planning & Environment, Institute for Management Research, Radboud University, Heyendaalseweg 141, post office box 9108, 6500 HK Nijmegen.

Email to: jose.muller@ru.nl

INTRODUCTION

The discipline and practice of psychology have long histories ingrained in only few countries of the world. As the field initially emerged in Europe and further developed in North America, it has close ties within the cultural traditions of those particular societies. Although, more and more taught, studied and practised it in other parts of the world, psychology remains largely culture-bound. It is, therefore, limited in its origins, concepts and empirical findings apply to only a small portion of the world (Berry et al., 1992; Henrich et al., 2010). Berry (2015, p.344) therefore aspires to develop and make use of a ‘global psychology’, by which he means ‘psychology that is conceptually and empirically rooted in all cultures, and is based on what is common to our humanity’. Christopher & Campbell (2008) argue that in today’s times positive psychology runs the same risk. The uncritical transmission of culturally specific and contestable values and assumptions will continue unless the theoretical underpinnings of psychology are addressed. They, therefore, argue that there is a need to move to a higher level of awareness and knowing concerning positive psychology, its implicit values and assumptions and the culture from which it has sprung.

Arnett (2008) analysed six top APA journals to demonstrate the narrow focus of research psychology. The results showed that 68% of the study samples were from the United States (US), 14% were from English speaking countries other than the US and 13% were from Europe. Only 3% were from Asia, 1% from Latin America and less than 1% were from Africa or the Middle East. With regard to positive psychology specifically, a recent review of Kim, Doiron, Warren and Donaldson (2018) provides a slightly more promising image. In their review, 41% of the total samples in positive psychology studies were from the US and 70% from culturally Westernized countries. A percentage of 52% of the articles were published outside of the US, namely in Europe, Asia, America, Oceania, and Africa. The remaining 7% was comprised of multi-national articles.

Research shows that positive psychology interventions are promising for increasing the well-being of North-American and West-European populations. Sin and Lyubomirsky (2009, p.468) define positive psychology interventions as ‘treatment methods or intentional activities that aim to cultivate positive feelings, behaviors or cognitions’. The authors conducted a meta-analysis to analyze whether positive psychology interventions enhance well-being and ameliorate depression. Their conclusion was that there is overwhelming evidence that positive psychology interventions effectively enhance mental well-being and reduce depression. Bolier, Haverman, Westerhof, Riper, Smit and Bohlmeijer (2013) also conducted a meta-analysis, although they only included randomized controlled trials. They also concluded that positive psychology interventions can be effective in the enhancement of subjective and psychological well-being and may help to reduce depressive symptoms, although the latter authors found smaller effect sizes. These meta-analyses only include North-American and West-European populations and little is known about the effect of positive psychology interventions for other populations (Linley, Joseph, Maltby, Harrington and Wood, 2009).

In addition to the knowledge gap with regards to the effectiveness of positive psychology interventions exist for populations other than North-American and West-European, guidelines and frameworks for culturally adapting existing interventions are missing as well. For cognitive behaviour therapy (CBT), guidelines and frameworks are available for culturally adapting existing therapy for clients with a background other than North-American and West-European (Naeem, Phiri, Nasar, Gerada, Munshi, Ayub, Rathod, 2016). According to Naeem et al. (2016) the process of adaptation of CBT starts with gathering information from the different stakeholders, using a qualitative methodology. This information is then analyzed to develop guidelines that can be used to deliver a culturally adapted CBT. The therapy material is then translated and included in a manual and field tested again to allow further adjustments and refinements. In short, the steps of this process comprise the following sequence: 1) Review of previous literature and discussions with field experts, ultimately aimed at gathering information, through the use of qualitative methods, from patients and

caretakers/lay persons, therapists/mental health practitioners and service managers concerning their experiences and views about a particular problem; 2) Guidance and specific norms to adapt the CBT manual; 3) Translation and adaptation of therapy material into a manual; and 4) Field testing the adapted CBT manual and further refinement of the guidelines.

Meanwhile, the need for effective psychological interventions for refugees is high, because their mental health is often problematic. For instance, the review of Lindert, Ehrenstein, Priebe, Mielck and Brahler (2009) showed a depression rate of 44% among refugees in high-income countries. Ikram and Stronks (2016) estimate the prevalence rate for depression among refugees in high-income countries to be between 8-25%. In addition, Ikram and Stronks (2016) estimate the prevalence rate for post-traumatic stress disorder among refugees in high-income countries to be between 13-25%. In the Netherlands, 40% of the male and 45% of the female Syrian refugees were classified as mentally unhealthy (Uiters and Wijga, 2018).

We therefore argue that awareness is also needed for developing culturally sensitive positive psychology interventions. Wherein, cultural sensitivity means: ‘the ability to be appropriately responsive to the attitudes, feelings, or circumstances of groups of people that share a common and distinctive racial, national, religious, linguistic, or cultural heritage’ (U.S. Department of Health and Human Services, Office of Minority Health, 2001, p. 131). In the Netherlands, a culturally sensitive psychology intervention ‘Mosaic’ was developed for Syrian refugees, as it was the largest group of refugees at that time (Dagevos, Huijnk, Maliopaard & Miltenburg, 2018). It was developed in close collaboration with the target group and local partners working in public mental health and refugee integration. Mosaic aims to help participants improve their mental well-being and rebuild their lives in the Netherlands. The aim of this paper is to describe the steps that were taken to make existing positive psychology concepts culturally sensitive for Syrian refugees and to develop a culturally sensitive positive psychology intervention targeted to the specific needs and characteristics of this group.

First, the development stages and methods used in order to develop a culturally sensitive positive psychology intervention for this target group will be described. Second, the insights gained in these steps will be presented and how these insights were used to make choices with regard to the content of the course. Third, the Mosaic intervention design from the final stage of development is presented accompanied by some illustrations of the culturally sensitive content from the meetings/sessions. The paper will be concluded with a discussion on the lessons learned with regards to the content, intervention development process and recommendations to enhance psychotherapeutic practice.

DEVELOPMENT STAGES AND METHODS USED

In this section, the development stages and methods used in order to develop a culturally sensitive positive psychology intervention for Syrian refugees in the Netherlands will be described.

Co-creation with local partners and target group

The Mosaic intervention was developed by using co-creation. In co-creation, parties work together with diverse knowledge, values and action potential. The potential added value is great, especially wherein ingrained ways of thinking and acting fall short. In the meeting between parties, who each look at a situation from their own perspective, space is created for a mutual learning process and this space can be used to arrive at innovative solutions (Merckx, 2015).

From the beginning of the project, collaboration with local partners and the target group was initiated. The collaboration with local partners consisted out of regular consortium meetings wherein the ideas and progress were discussed. The local partners also provided feedback on the concept versions of the intervention and used their networks to reach the target group. More details about the collaboration with local partners can be found in Muller-Dugic & Beckers (2021). The focus on this paper is on the collaboration with the target group.

1. Literature review

An extensive literature review was conducted in order to identify relevant elements of positive psychology to apply to the target group. Existing ideas were used as in inspiration for the content of Mosaic. These were adapted and supplemented with new ideas resulting out of the steps taken. The focus of this paper is on the process of co-creation, the empirical steps taken and the corresponding insights gained. Therefore, the results of the literature review are not described in this paper.

2. Interviews target group

Semi-structured interviews were conducted with members of the target group. Review appendix 1 for the interview guide. The interviews included questions about the organizational aspects of the interventions (e.g. the location, the group size, group composition, etc.) and content-related aspects of the interventions (e.g. the applicability of positive psychology among this target group, the preference for certain positive psychology themes, the preference to discuss trauma or not, etc.). The focus of this paper is on the content-related aspects of the interviews. The results of the organizational aspects can be found in Muller-Dugic & Beckers (2021).

The respondents were refugees from the targeted origin region who had been in the Netherlands for some years. They had found their way in Dutch society and had been actively involved with the target group. Two women and five men were interviewed in the age range between 30 and 50 years. They all resided in the middle of the Netherlands. The two women and two of the men were in the Netherlands for a period longer than five years. They all finished an educational program and had a job. Three men were in the Netherlands for a period shorter than three years. One of them already found a job. Two of them did not, but they were involved in voluntary work. To be able to secure the anonymity of the respondents, few details can be provided about their personal characteristics.

The interviews with the respondents were recorded (with permission) and transcribed. A qualitative content analysis approach was used to analyze the data. . The results were used to develop the content of the intervention and to align the organizational and content-related aspects as closely as possible with the wishes of the target group.

3. Test-round target group

Parts of the concept version of the intervention were implemented and evaluated by means of a test-round with refugees from the target group, review appendix 2. This was done in collaboration with a Syrian migrant organization ‘Yalla foundation’, with a mental health care organization ‘Indigo’ and with seven Syrian refugees. The test-round was followed by a joint lunch and afterwards the participants received a 15-euro gift card.

In preparation for the test-round, a selection of exercises were created, an agenda was developed and evaluation questions were formulated. This can be found in appendix 2. An employee of Indigo guided the exercises in collaboration with an employee of Yalla foundation for translation. After conducting the exercises, they were evaluated with the participants. The first author of this paper observed and took notes.

4. Written process and content evaluations by participants and trainers

For the process and content evaluation, the trainers of the intervention filled in a questionnaire after each meeting to evaluate the meeting (review appendix 3). At the end of the entire intervention, the participants also completed a questionnaire to evaluate the intervention (review appendix 4). The questionnaires were processed in SPSS and the results were analyzed and compared.

5. Evaluation meeting trainers

Based on the results from the prior analysis, points for improvement and questions were formulated. These points and questions were discussed during the evaluation meeting with the trainers. The trainers also had the opportunity to share their experiences and to suggest improvements. During the evaluation meeting the findings from the questionnaires were presented briefly per intervention meeting. Accordingly, per meeting the points for improvement and the questions were presented. The trainers were invited to respond to them.

INSIGHTS GAINED IN THE VARIOUS STAGES OF THE CO-CREATION PROCESS

In this section the insights gained in the various stages of the aforementioned co-creation process are described, as well as how these results were used to (re-)shape the content of the intervention.

1. Interviews target group

In this section the insights gained through the interviews that were held with the target group are described. More details about the results of the interviews can be found in Muller-Dugic & Beckers (2021).

1.1 (Dealing) with mental problems and trauma

Dealing with mental problems

All the respondents indicated that mental problems are hardly discussed and hardly addressed as such. It is often accompanied by shame. Mental problems are often referred to as more general problems or experienced physically in the form of headache or abdominal pain. Not everyone accepts help in dealing with problems. Problems are often discussed in social networks or with spiritual persons.

Talking about mental problems during the intervention

All respondents seem to agree that, it would be better not to let the trainers address mental problems directly or at least not at the beginning of the intervention. If they do, trust needs to be gained first and it needs to be emphasized that everyone can experience mental health problems, regardless of their country of origin. It is emphasized by a respondent that, if a participant themselves wants to address that they experience mental health problems, then such opportunities to talk about it shall be enabled for them. And perhaps one of the trainers can initiate this conversation in private with the participant.

Whether or not to pay attention to traumatic experiences during the group meetings. All the respondents seem to agree that it would be better not do directly address traumatic experiences especially not in a group. One respondent specifically indicated that they think that people have to unpack their traumatic experiences themselves and that everyone has their own way and own pace of doing it. Another respondent emphasized that if participants want to bring up the subject on their own, then their needs should be respected and, the trainer should talk to the participant in private in another room. The respondent added that group rules concerning these matters need to be formulated in advance of the meetings.

This resulted in the content-related choices:

- Mental health problems as such are not directly addressed in the intervention. If a participant brings it up themselves, then there is the opportunity and time to discuss it.
- The content is focused at creating trust first and the trainers must be trustworthy.
- Group rules are established and every session to stimulate trust.

- Social contacts among participants are stimulated.
- Social contacts outside the group are stimulated.
- Instructing trainers how to handle situations when participants bring up their trauma experiences and, ensure that one of the trainers moves to another room with that participant if required.

1.2 Suitability and relevance of positive psychology themes

With regards to positive psychology, it was first explained to the respondents that traditional psychology focuses on psychological disorders and that positive psychology does not. It was explained that positive psychology focuses on increasing ones' mental well-being and that it might also help in alleviating the suffering from psychological disorders. It was also explained that several themes can be distinguished and included in the intervention, such as social bonding, life values, positive imagination, post-traumatic growth and stimulating hope. Subsequently the respondents were asked about their thoughts, the suitability and relevance of positive psychology and the different themes suitable for the target group.

With regards to hope, it is indicated that having hope is very important for this target group and that it is necessary in order to grow. One respondent said that hope and positive imagination can be combined by allowing experience experts tell their story. They believe that listening to a positive story is important because refugees often think there is no future ahead of them. Another respondent indicated that refugees have less hope because of the traumatic experiences they have been through, but may still find hope through faith. Another respondent indicated that positive representation is important, because people who come here as refugees sometimes think that they do not matter. They said that refugees often do not realize that they carry knowledge within themselves, that they have learned many things on their journey, they have certain characteristics and hobbies, and that they can create something with the knowledge and experiences they have. The respondent mentioned that these possibilities must be addressed for them because they do not see it themselves.

With regards to life values including religion, one respondent indicated that they think that ones' religious experiences can be discussed, inspite of people belonging to diverse religions. The respondent also indicated that in their opinion mindfulness is the same as religion, since every religion has a moment of silence and finding yourself. According to them, mindfulness and exercise are important for relaxation and, it might be an idea to stimulate individuals to do both more. Two other respondents said that according to them, it is possible to talk about faith as something positive from which you can gain strength and work together, even though the religions may differ. Another respondent is of the opinion that religion should not be discussed because it is too sensitive.

With regards to life values and personal strengths, two male respondents stressed that they think that the target group often struggles with what they want to do in the Netherlands and that it might be helpful to help them figure out employment options and opportunities. These respondents also said that in the Netherlands, refugees are asked about the kind of job they want to have and the qualities they possess for a particular job. According to them, it is culturally inappropriate to talk about your own qualities and, it would be helpful to discover this by asking others about your qualities.

With regards to post-traumatic growth, all the respondents seem to agree that it would be better not to discuss this subject, especially in a group.

This resulted in the content-related choices:

- Focus on hope as one of the positive emotions. Stimulated by allowing experienced experts to share their stories and to share positive stories among participants.

- Include exercises to stimulate finding a purpose in life and to find out which meaningful activities they can also initiate in the Netherlands.
- Include exercises to stimulate discovering life values with regards to different life areas, including work/study.
- Religion/spirituality' is included as one of the life areas with regards to discovering life values, but it is not further elaborated on in the meetings. In this manner, participants are motivated to think about it while also providing them the opportunity to act upon it in private.
- Include exercises to discover personal strengths and how to optimize them.
- Include exercises to first identify the strengths of others which will enable them to talk about it. Also, allow participants ask acquaintances to identify and name their personal strengths.
- Include exercises to discover what the participant would like to do (also with regard to work) if everything would be possible. At the same time, also discuss acceptance of setbacks, such as not having prior work experience and diplomas recognized.
- Mindfulness is religion-free, but might invoke religious associations. Therefore, mindfulness exercises were included, but were communicated in neutral terms.
- Post-traumatic growth is not included. Information is provided in a home take-away brochure (which also includes information on other topics to make it less sensitive) on whom to approach if there is a need to talk about it.

1.3 Needs and emphasis

The needs of refugees who are assigned to a municipality after the asylum trajectory

The respondents were asked open questions about what refugees need after their asylum center, once they are assigned to a municipality. Most respondents said that according to them, there is a high need for information. Examples that were mentioned were information about what life is like in the Netherlands, healthcare, employer expectations, social norms, social facilities, etc. Most respondents also emphasized having social contact: connection with others, support, understanding and a feeling of belonging.

What to include and what not

There were mixed opinions on sensitive topics. Most respondents indicated that mental health problems, politics and religion should not be discussed, while others had the opinion that everything should be negotiable, although not in the beginning of the intervention.

This resulted in the content-related choices:

- Choice of having group session so participants can meet each other.
- Providing 30 minutes after every session to ask practical questions to the experienced experts.
- Providing take-away information brochures with practical information about the municipality they live in and its relevant organizations.
- In the group rules, it is mentioned that political issues should not be discussed and that every participant is respected.

2. Test-round target group

The test-round resulted in some general findings:

- Introductions need to be clear and more specific.
- It is too much theory and the trainers speak a lot. Allow the participants do things independently and make it more active.
- Also, help participants acknowledge the hard reality: you can know a lot and have a lot of experience, but that does not mean that you will get a job in congruence to your knowledge

and experience. People need to face this. You cannot always follow your dream, you need to work. This should be acknowledged too.

- The participants want to look at the future and not talk about negative experiences.
- More reflection questions are needed after the exercises to stimulate new insights.

The test-round also resulted in specific findings:

- With regards to the first meeting, the most important finding was that the postal cards exercise should be carried out first to establish rapport. Establishing trust and knowing everybody is most important before starting the rest of the intervention.
- Participants shared that the life values theme is universal and that it can help everybody. They think it is a good idea. They also mentioned that a better explanation of what life values are is needed and, that examples need to be provided along the explanations. Participants should have the opportunity to cultivate the values they lack, because values are subjective. The discussion on cultural and personal values is found to be relevant, but the topics should be explained better.
- The participants in general find the life compass helpful to make life values clear. More time is needed to reflect on it and also to discuss it together.
- With regard to the fourth session, overall the participants like the visualization exercise. They seem to be open to experience it and they are open to sharing their experiences afterwards.

3. Written process and content evaluations by participants and trainers

3.1 Participants

Content

Participants are generally positive about the content of the intervention. Participants find the intervention as a whole helpful (36% strongly agree, 54% agree) and feel they have learned a lot from the intervention (27% strongly agree, 51% agree). They feel the intervention fits their needs in their integration process (21% strongly agree, 58% agree). Finally, the participants find it useful that there is an opportunity at the end of the meeting to ask practical questions (35% strongly agree, 52% agree).

Usefulness of meetings

The participants could indicate which meeting(s) they found as most useful and the ones as least useful. Participants had the option of rating multiple meetings as most and/or least helpful. Although participants have different needs, participants unanimously found none of the meetings to be as most useful or least useful.

Homework

The participants were asked how useful they found the homework assignments, on a scale from 'unhelpful' to 'very useful'. The participants found all the assignments generally useful. Only a very small proportion of the participants did not find the assignments useful at all.

Other comments

Many participants have indicated a need for continuation of the intervention. They consider the intervention as a useful measure to take the first steps in their integration process in Dutch society, but they find the period of six weeks too short. There is a need for a longer trajectory, perhaps a less

frequent follow-up trajectory after the six meetings. Ideally, this program would be integrated with other local initiatives for the target group with good content transfer.

Participants experience the presence of experience experts as great added value, because they understand the perspective of the refugees and can give a lot of practical advice. It is experienced as very pleasant that the program is held in the native language of the participants, in order to create a pleasant atmosphere and to realize optimal information transfer.

Recommendation to others

Participants were asked by a yes/no question whether they would recommend participation in this intervention to friends or family. 90% of the participants would recommend the intervention to friends or family. The other respondents (9 participants) did not answer this question. It is therefore unclear for these respondents whether or not they would recommend participation. The fact that almost all participants want to recommend the intervention to friends or family indicates that participants see a clear added value in the intervention.

3.2 Trainers

Content

In general, the trainers were very positive about the content of the meetings. The themes of the meetings were in line with what the participants needed (50x agree, 11x completely agree). The meetings as a whole were helpful to the participants (52x agree, 9x strongly agree) and the participants learned a lot during the meetings (50x agree, 8x strongly agree). The atmosphere during the meetings was good (42x agree, 18x strongly agree) and the participants felt comfortable in the group (47x agree, 17x strongly agree). The contributions of experience experts put the participants at ease to share experiences as well (45x agree, 20x completely agree).

The groups worked well together (44x agree, 16x strongly agree) and all participants generally contributed to the discussion and assignments (44x agree, 15x strongly agree). During the meetings there was sufficient time to do the assignments from the manual (47x agree, 15x strongly agree) and the participants had sufficient time to ask questions (53x agree, 15x completely agree). There was also plenty of time for a break (49x agree, 11x strongly agree), and the half hour at the end to ask questions was long enough (45x agree, 15x strongly agree).

Usefulness

Trainers were asked for each meeting to indicate how useful they found the various substantive parts of the meeting and whether they were comprehensible. The following 5-point Likert scales were used to measure usefulness (1 = very useful; 2 = useful; 3 = not useful/useful; 4 = somewhat useful; 5 = not useful) and for clarity (1 = very clear; 2 = clear; 3 = not clear/not unclear; 4 = somewhat clear; 5 = unclear). The 5-point Likert scales were then converted to percentages from 0 to 100 (0 = unhelpful/unclear; 100 = very useful/very clear). In general, the trainers found the elements of the meetings useful and comprehensible. On an average, the usefulness of the various components was rated slightly better than the clarity component. There are no noticeable outliers, which could indicate that certain parts of the program need improvement.

4. Evaluation meeting with trainers

Several general points of improvement have been identified:

- The Arabic translations were not always accurate and needed improvement. Ensure the terms and words used are not formulated too extreme.
- The language should be more comprehensible and less theoretic/technical.

- A representative can be present during the first meeting to introduce the intervention.
- The relevance and importance of the research component needs to be emphasized more.
- Providing information via email is not optimal. It is very important to approach people personally, so not just per household, otherwise the information might not reach the participant.
- Schedule more time for sharing of the positive experiences and questions at the beginning of each session.
- Include more visual content such as images.
- Group rules should be established at the beginning of each session.
- It was suggested to reduce the time (for questions) from half hour to 15 minutes because it was observed that less time was needed for this.
- Communicate clearly that the sessions last for two hours and then there is half an hour to ask questions informally.
- Program should be shortened in order to have more time for all the exercises.
- There was a substantive difference in language skills and educational level among the participants. Some were illiterate, even though being able to read and write in Arabic was an inclusion criterion.
- Call all the participants before the first session to ensure that they understand the goal of the intervention and to confirm their language proficiency in Arabic.
- A Dutch guest speaker might also be invited to provide practical information.
- The participants had the tendency to focus on the barriers that might prevent them from reaching their goals, instead of focusing on the opportunities and possibilities. This component needs to be addressed and discussed further.
- Schedule sufficient time to discuss the introduction and discussion of (the outcomes of) homework assignments.

The points of consideration, along with the specific points or improvements (not included in this paper) were used to develop a new version of Mosaic. This version was translated to Arabic and shared with the trainers for their feedback. Their feedback was then incorporated in the final version.

The Mosaic intervention design in its final phase of development

The first final version of Mosaic was developed based on the results of the steps taken during the development stages explained above, as well as based on additional feedback of the local partners. This version was translated into Arabic by Yalla Foundation and then implemented during the first round of Mosaic in five municipalities in the Netherlands: Nijmegen, Arnhem, Druten, Berg en Dal and Tiel.

Participants were recruited by the distribution of online and hardcopy brochures and, a personal invitation letter sent by the municipality. A total of 179 participants registered for Mosaic. The participants were randomly assigned to 12 groups: 6 intervention groups and 6 control groups. The intervention group received the intervention during the first round of implementation, the control group received the intervention six months later.

Mosaic consists of six group meetings, which are held in Arabic. The meetings are supervised by a main trainer and an experienced expert (a former refugee who has found his way in Dutch society). The main trainer has a background in mental health care and is responsible for distributing the course manuals. The experienced expert tells about his own experience with regard to the theme of the meeting, which lowers the threshold for the participants to share their experiences as well. All the trainers follow a one-day training to prepare them for implementing the intervention. More details about this can be found in Muller-Dugic & Beckers (2021).

Content of meetings

The first meeting is about getting to know each other. The participants and trainers select one postcard that appeals to them. Then they tell who they are, what they see in the card, why they chose that card and what the card (image, color, activity) says about them. The rest of the meeting is about (re-)finding purpose in life. The participants receive a homework assignment to think about what gave their life meaning in their country of origin and which activities they can also initiate in the Netherlands.

The second meeting, like all subsequent meetings, starts with a positive group question to ask about the positive instances the participants experienced in the previous week of the current session. Then the trainers explain what life values are. Through various exercises the participants will discover what they find important in their lives with regard to different life areas: work/study, family, social contacts, self-care and religion/spirituality. The trainer points out that there are community values just as personal values. The group together discusses the differences and similarities between the two.

Example of exercise – Plenary discussion of community values
 (Inspired by Jansen and Batink, 2015, p.237 and Schwartz et al., 2012)

Introduction by trainer: All over the world you see that many people find the same things important. Yet every culture and every person is different. That is why it sometimes differs from culture to culture and from person to person what is important to someone. With this exercise we look at the values that we have received from our community. In the exercises that follow, we will look at our personal values, which can, of course, overlap with community values. On your worksheet you will find a table with different values. Read this through.

Questions asked by trainer:

1. Which values are important in your community?
2. Can you give an example of a situation that shows this?
3. Are there values that are not listed, but that are important in your community?

Love
Freedom
Curiosity
Pleasure
Personal growth
Ambition
Performance
Power
Inspiration
Prestige/Reputation
Security
Tradition
Follow rules
Humbleness
Reliability
Goodness - welfare of others
Equality/Justice
Respect/tolerance

Figure 1 – Example of an exercise of Mosaic meeting 2

Example of exercise – Life compass

(based on Jansen and Batink, 2015, p.256)

Introduction by trainer: The life compass helps you to examine how you fill your life. And discover which part of your life you want to spend more or less time and energy on.

- In each box of the life compass in the top right corner, indicate with a number from 0-10 how important this part of your life is to you (you can give the same number more than once). Then indicate in the lower right corner with a number from 0-10 how much time and energy you have invested in this in the past month.
- Now look at the figures for each part. Are there parts that you find important, but where you put little time/energy into? Circle this one. For example: Ibrahim spends little time on social contacts (grade 3), while friendship is very important to him (grade 10). Then that will be a part to be more involved in the coming period.
- Are there parts that you don't find very important, but that you put a lot of time/energy into? Circle this too. For example: Ibrahim thinks social contacts are important (number 7), but lately he has been busy with others every day (number 10). This can be a part to be less busy with in the coming time.
- Fill in what you find important in that area in the circled parts. For example: Ibrahim has been so busy with work lately that he has too little time and energy for self-care. As for self-care, he would like to rest more. So, the question is: what would you like to do more or less?

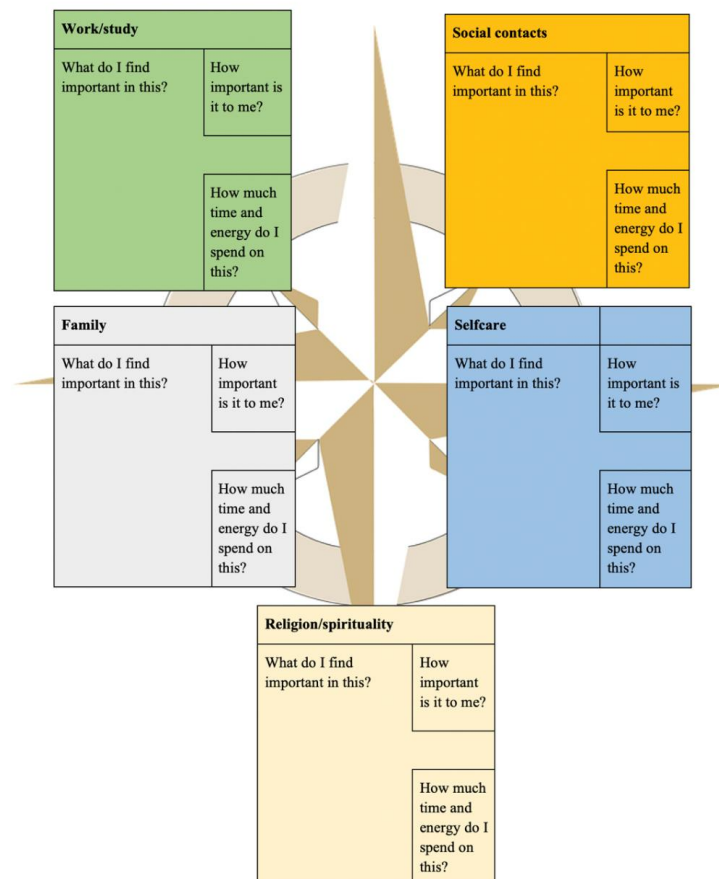


Figure 2 – Example of an exercise of Mosaic meeting 3

During the third meeting the participants are going to set work/study goals that align with their life values. They acknowledge that there will be obstacles in achieving these goals but together they are going to think and formulate solutions to overcome these hurdles.

In pursuing goals, it is helpful to recognize your abilities, strengths and skills. During the fourth session the participants are therefore going to learn to discover their personal strengths. The trainer's role here is to make participants aware of the possible differences between actual personal strengths and personal strengths that add value in the community. Then the group together discusses the differences and similarities between the two kinds of strengths. Subsequently they are going to think of how they can use these strengths to meet their work/study goals.

Example of exercise – Using your personal strengths to reach work/study goals
(Based on Pennock & Alberts, 2018)

Introduction by trainer: This exercise helps to discover if and how we can apply our personal strengths more in realizing our goals. We start with work/study goals. The exercise for this is on the worksheet.

- Fill in your work/study goals in the table (from meeting 3).
- You just made a top 3 of your strengths. Fill in the strong sides from your top 3 at 'strong side 1, 2 and 3'.
- Consider for each strength to what extent you use it to achieve your goal. Enter this in the first line under 'Current use'. 0 is not and 10 is optimal.
- To what extent is this personal strength useful in realizing your goal? Enter this under 'Possible use'. 0 is not and 10 is optimal.

Personal strength 1:.....

Current use:	0		10
Potential use:	0		10

Personal strength 2:.....

Current use:	0		10
Potential use:	0		10

Personal strength 3:.....

Current use:	0		10
Potential use:	0		10

Figure 3 – Example of an exercise of Mosaic meeting 4

During the fifth meeting, the participants are going to set goals with regards to establishing social connections. It can be difficult to establish a network of connections in a new country. In this session, the experienced expert shares his experience on how to establish new connections and build a social network. Self-care is central to the sixth meeting. People often find it more important (especially within this target group) to take care of others than to take care of themselves. The participants are going to think of goals with regards to self care and how they can achieve these goals. The course comes to a closure after this session and follow-up exercises assigned to participants to work upon post the course ends will be discussed.

Discussion

The aim of this paper was, to describe the steps undertaken to make existing positive psychology concepts culturally-informed for Syrian refugees and, to develop a culturally sensitive positive psychology intervention for this group.

Reflecting on the findings from the participants' and trainers' evaluations, it can be concluded that participants and trainers alike considered the intervention to be of high quality adding significant value in the lives of the target group. The various components and meetings of the intervention were all appreciated and considered to be equally relevant. Thus, we conclude that our initiative to develop a culturally sensitive psychology course aimed to cater the specific needs and characteristics of Syrian refugees in the Netherlands has succeeded.

However, we agree with Naeem et al. (2019) that it is presumptuous to believe that everyone from a given culture is the same. In fact, quite the opposite is true in the case of Syrian refugees. Despite sharing a common culture of origin, there are many drivers of within-group variation that need to be considered carefully when developing psychological interventions as Mosaic. Important issues to heed attention to, among others, are existing racial tensions, experiences related to migration, and the socio-political systems in the host culture. This large degree of within-group variation also implies that the results of this paper should be interpreted and used after cautious reflection and thought, the same applies to the contents included in the Mosaic. Further research is yet to study this, but this variation may suggest that the contents included in Mosaic are more useful and appealing to some members of the group and less to others.

In retrospect, the development process of our initiative has been proven to be effective. Thus, we recommend our 10 stages development model mapped in the table below, to craft and guide culturally-informed positive psychology interventions.

The 10 stages development model to craft culturally sensitive positive psychology interventions

Stage 1: Review of previous literature.

Stage 2: Gather information from the target group and representatives of the target group by using qualitative methods like semi-structured interviews or focus groups discussions.

Stage 3: Gather information from health professionals and other relevant organizations (like the municipalities, NGO's and migrant organizations) by using qualitative methods like semi-structured interviews or focus groups discussions.

Stage 4: Use the results of steps 1-3 to create ideas to adapt existing concepts. Turn them into a manual and translate them to native language of the target group.

Stage 5: Reach out to the target group and gather a small group of participants for a test-round. Select parts of the manual and practice them during the test-round. Evaluate the manual together with the participants.

Stage 6: Adapt the manual based on the findings of the test-round and the translations accordingly.

Stage 7: Involve the target group in the implementation of the intervention and find suitable trainers.

Stage 8: Field test the adapted version on a wider scale and use questionnaires to assess the participants' and trainers' ideas about the content and usefulness of the intervention made for the

target group. Also conduct questionnaires that enable to test for the effectiveness of the course by measuring the intended outcome measures, preferably by conducting a RCT.

Stage 9: Analyze the results and discuss them with the trainers.

Stage 10: Further adapt content accordingly.

Given the fact that there is limited research available on culturally adapting positive psychology interventions, we highly recommend to publish information about such other serious intentions made in this area. This enables us to learn from each other's experiences. Also, we highly recommend and encourage more initiatives to conduct further research in the area studying effectiveness of positive psychology interventions for populations from the Middle-East, as this also provides insights into whether positive psychology is suitable for this target group.

With the objective of studying the effectiveness of positive psychology interventions for the refugees, Mosaic was implemented by using a randomized controlled trial design to assess its impact on the mental well-being, economic and societal participation of the refugees. Papers are forthcoming. In addition to providing insights into the impact of Mosaic, these papers will also provide more insights into the within-group variation of the participants.

Acknowledgements

This research was funded by ZonMw grant 535001002. The development and implementation of Mosaic was funded by ESF-SITS grant 2017EUSF201438.

REFERENCES

- Arnett, J.J. (2008). The neglected 95% - Why American psychology needs to become less American. *American Psychologist*, 63(7), 602-614.
- Berry, J.W. (2015). Global psychology: implications for cross-cultural research and management. *Cross Cultural Management*, 22(3), 342-355.
- Berry, J.W., Poortinga, Y.H., Segall, M.H. & Dasen, P.R. (1992). *Cross-cultural psychology: Research and applications* (1st ed.). Cambridge, UK: Cambridge University Press.
- Bolier, L., Haverman, M., Westerhof, G.J., Riper, H., Smit, F. & Bohlmeijer, E. (2013). Positive psychology interventions: a meta-analysis of randomized controlled studies. *BMC Public Health*, 13:119.
- Dagevos, J., Huijnk, W., Maliepaard, M. en Miltenburg, E. (red.) (2018). *Syriërs in Nederland – Een onderzoek over de eerste jaren van hun leven in Nederland*. Den Haag, SCP.
- Henrich, J., Heine, S. & Norenzayan, A. (2010). The weirdest people in the world? *Behavioural and Brain Sciences*, 33, 61-83.
- Ikram, U. & Stronks, K. (2016). *Preserving and Improving the Mental Health of Refugees and Asylum Seekers – A Literature Review for the Health Council of the Netherlands*. Amsterdam: Department of Public Health, Academic Medical Centre, University of Amsterdam.
- Jansen, G. & Batink, T. (2015). *Time to ACT! Het basisboek voor professionals*. Uitgeverij thema.
- Kim, H., Doiron, K., Warren, M. A., & Donaldson, S. I. (2018). The international landscape of positive psychology research: A systematic review. *International Journal of Wellbeing*, 8(1), 50-70.
- Linley, P.A., Joseph, S., Maltby, J., Harrington, S. & Wood, A.M. (2009). *Positive psychology applications*. In: Lopez, S.J. & Snyder, C.R. (red.) (2009). *The Oxford handbook of positive psychology – second edition*. New York, Oxford University Press.

- Lindert J., Ehrenstein, O.S., Priebe, S., Mielck, A. & Brahler, E. (2009). Depression and anxiety in labor migrants and refugees--a systematic review and meta-analysis. *Social Science & Medicine* 69:246-57.
- Merckx, F. (2015). Co-creatie in de zorg: koken zonder recept. *Kwaliteit in de zorg*, 2, 8-11.
- Muller-Dugic, M. & Beckers, P.J. (2021) *De ontwikkeling, implementatie en effectevaluatie van 'Mosaic': Een positieve psychologie cursus ter bevordering van de mentale gezondheid en arbeidsmarktparticipatie van Arabischsprekende statushouders*. Radboud Universiteit Nijmegen.
- Naeem, F., Phiri, P., Nasar, A., Gerada, A., Munshi, T., Ayub, M. & Rathod, S. (2016). An evidence-based framework for cultural adaptation of cognitive behaviour therapy: process, methodology and foci of adaptation. *World Cultural Psychiatry Research Review*, 11(1/2), 61-70.
- Pennock, S.F. & Alberts, H. (2018). *Positive psychology practitioner's tools*. Retrieved at: <https://positivepsychology.com/wp-content/uploads/2015/08/Positive-Psychology-Practitioners-Tools.pdf>
- Schwartz, S.H., Cieciuch, J., Vecchione, M., Davidov, E., Fischer, R., Beierlein, C., Ramos, A., Verkasalo, M., Lönnqvist, J., Demirutku, K., Dirilen-Gumus, O. & Konty, M. (2012). Refining the Theory of Basic Individual Values. *Journal of Personality and Social Psychology*, 103(4), 663–688.
- Sin, N.L. & Lyubomirsky, S. (2009) Enhancing Well-Being and Alleviating Depressive Symptoms with Positive Psychology Interventions: A Practice-Friendly Meta-Analysis. *Journal of clinical psychology: in session*, 65(5), 467-487.
- U.S. Department of Health and Human Services, Office of Minority Health. (2001). *National standards for culturally and linguistically appropriate services in health care: Final report*. Washington, D.C.
- Uiters, E. & Wijga, A. (2018). Gezondheid, leeftijd en zorggebruik. In: Dagevos, J., Huijnk, W., Maliepaard, M. en Miltenburg, E. (red.) (2018). *Syriërs in Nederland – Een onderzoek over de eerste jaren van hun leven in Nederland*. Den Haag, SCP.

Appendix 1 - Interview guide for interviews with target group

Date and place:

Attendees:

Explanation of the project

- The project is a collaboration between Vluchtelingenwerk, GGD, Pro Persona, Indigo, the municipality of Nijmegen, Werkbedrijf Nijmegen and Radboud University.
- In the project we are developing and implementing a group intervention for Arabic-speaking status holders who are of Iraqi or Syrian descent.
- The aim of the intervention is to improve the mental health, social networks and labor market participation of refugees.
- The intervention is developed and implemented together with experts by experience: (former) refugees who have successfully found their way in Dutch society. These experts by experience speak Arabic and are of Iraqi or Syrian origin.
- The group meetings are led by pairs of experienced people who both speak Arabic and one person has a background in psychology.
- The groups consist of about 15 participants. Each participant follows 6 meetings. They also receive a workbook to work with at home.
- Potential participants in the intervention are assigned to the municipality of Nijmegen.

State of affairs project and purpose of the interview

We are currently working on the practical set-up of the intervention, developing the content of the intervention and developing a recruitment strategy to recruit participants. The questions we will discuss relate to these three topics and we will use the information you give us for this. In publications of our research results, the information we receive from you is anonymized and nothing can be traced back to you as a person. You have the right not to answer questions and to stop the interview if you wish. This interview lasts a maximum of 2 hours. We would be happy to record the interview. We only save and use the recording for the purposes just mentioned in this project. Do you give your permission for this?

1. Questions about practical aspects of intervention

We have learned that there are different dialects within Arabic. Are they so different that people speaking different dialects do not understand each other? How does Syrian Arabic compare to Iraqi Arabic?

In the group meetings we want to guarantee as much as possible that there is trust and that people are invited to get in touch with each other. Do you think it is advisable to divide groups according to certain characteristics? Such as origin, gender and age?

How long do you think the meetings should last? Should they or should they not be interrupted with a break?

Are there practical matters to consider for the meetings, such as expected behavior standards?

What qualities do you think are expected of the trainers?
It is the intention that the trainers are a positive role model for the participants. What is important for this? What about origin, gender and age?
In the intervention we want the participants to do exercises as well as to explain the background of these exercises. These exercises are done during the meetings but also at home. How can we best convey the background of the exercises?
Which learning method is common? Visualization, textual, exercises, reading?
In addition to the meetings, the participants also receive a workbook with information and exercises. How can we motivate participants to do the exercises at home?
What does the time commitment look like at that moment? How much time can we ask the participants for the home assignments?
How long may the intervention last in total (entire period in which the meetings take place)?
What requirements must the location meet with regard to location and atmosphere? What about the flexibility to travel?
Could we use a Powerpoint presentation during the meetings?
What do you think would be a catchy name for the intervention?
2. Questions about content-related aspects of intervention
How are problems dealt with within Syrian culture?
In the Dutch language, expressions such as 'having a full head' are used to indicate when someone has concerns. What expressions are used for this in the Arabic language?
How is mental health perceived within Syrian/Iraqi culture? How could we best express this concept?
Traditional psychology focuses on disorders and complaints. Positive psychology focuses on people's well-being and increasing this, so that complaints can eventually decrease. Well-being consists of 3 parts: the subjective experience of well-being (emotional well-being), the effective functioning of the individual in the sense of self-realization (psychological well-being) and the effective functioning in society (social well-being). In positive psychology, different subjects and directions can be distinguished, with which people's powers can be increased. The intervention focuses on the following

THE DEVELOPMENT OF MOSAIC

themes, which focus on increasing well-being:
<ul style="list-style-type: none">○ Social networks○ Values, including religion and spirituality○ Positive Imagination/Representation○ Post-traumatic growth, through positive emotions○ Relationship body and mind○ Hope
What do you think of these themes? In what order would we best offer them?
The potential participants in the intervention have completed the asylum procedure and have now been assigned to a municipality (Nijmegen). When you look back on that moment before you, what would you have needed?
How was/is that for people who were in the same situation as you at the time?
How could we improve the mental health of these people?
How could we handle the matters you mentioned in a group context?
Many refugees have had traumatic experiences in their country of origin or during the flight. Do you think it is advisable to pay attention to this during the group meetings? If so, in what way?
Positive psychology focuses on strengthening positive emotions. Given the traumatic experiences, is it possible to only use a positive approach?
What culture-specific things should we pay attention to?
What should we emphasize in the intervention? What exactly not?
3. Questions about recruiting participants
How could we motivate people to participate in the intervention?
Would it help to motivate you to participate to organize a kick-off and closing meeting at the City Hall?
We are now thinking about a good recruitment strategy. Perhaps it is a possibility that the municipality will contact the participants itself to invite them to participate in the intervention. An alternative is that participants are invited through Radboud University, Vluchtelingenwerk or the language providers. What do you think is the best option?
What is the role of social media in this?

Would it help if the municipality at least writes an official letter of invitation?
How could we continue to motivate people throughout the intervention so that they attend all meetings?
How can we best approach people for this intervention? Through which medium?
Who should approach potential participants to participate in this intervention? Would it be best to go through the municipality, university or language providers?
How could we best articulate the importance of participating in the intervention to potential participants? What is important to them?

Appendix 2 – Agenda and evaluation questions used in test-round with target group

Subpart	Meeting	Content	Duration
1. Short introduction project and goals of test-round		Short introduction of project. In this test-round we will receive feedback that enables us to developed the intervention in such a way that it suits the target group the best possible.	10 minutes.
2. Exercises	1	2. Explanation of the goal of the intervention (including vase)	10 minutes
		3. Explanation of content of meetings	5 minutes
		8. Getting to know each other - postal card	15 minutes
	Evaluation	- Does the importance come across? - Is the goal clear? - Is the explanation clear? - Is the content clear? - Does the exercise affect your experience? - Does it suit the target group? - What grade do you give the exercise?	5 minutes
	2	3. Life values	15 minutes
		4. Inspiration	10 minutes
	Evaluation	- Does the importance come across? - Is the goal clear? - Is the explanation clear? - Is the content clear? - Does the exercise affect your experience? - Does it suit the target group? - What grade do you give the exercise?	
	3.	2. Fill in the life compass	20 minutes

		3. Formulate work/study goals	15 minutes
	Evaluation	<ul style="list-style-type: none"> - Does the importance come across? - Is the goal clear? - Is the explanation clear? - Is the content clear? - Does the exercise affect your experience? - Does it suit the target group? - What grade do you give the exercise? 	5 minutes
	4.	5. What are your personal strengths?	10 minutes
		6. Visualization exercise personal strengths	15 minutes
	Evaluation	<ul style="list-style-type: none"> - Does the importance come across? - Is the goal clear? - Is the explanation clear? - Is the content clear? - Does the exercise affect your experience? - Does it suit the target group? - What grade do you give the exercise? 	5 minutes
	6.	3. Explanation of selfcare and reflection	10 minutes
		4. Exercise: formulation points of action regarding selfcare	15 minutes
		7. Exercise: practicing self-friendliness	15 minutes
	Evaluation	<ul style="list-style-type: none"> - Does the importance come across? - Is the goal clear? - Is the explanation clear? - Is the content clear? - Does the exercise affect your experience? - Does it suit the target 	5 minutes

THE DEVELOPMENT OF MOSAIC

		group? - What grade do you give the exercise?	
3. Closing			

Appendix 3 – Process and content evaluation questionnaire completed by trainers

<p>Questionnaire evaluation Mosaic – Trainers Meeting 1</p>
<p>You have just led a Mosaic course meeting with another trainer. As you know, the course has been developed with great care. However, we would like to improve the course based on the implementation and your input is very valuable for that.</p> <p>We would therefore like to request you to complete this questionnaire after each meeting. We prepared a separate questionnaire for each meeting. Would you therefore make sure that you fill-in the correct one?</p> <p>Filling in the questionnaires takes about 5 minutes. Read the questions carefully and fill in the answers honestly. We are open to all feedback, both positive and negative. Thank you very much in advance!</p>
<p>1. Information</p>
<p>Name trainer: Date meeting: Location meeting:</p>
<p>2. Support in preparation</p>
<p>The following statements are about the preparations for giving the course by the Radboud University. Can you indicate to what extent you agree or disagree with the statement?</p>

THE DEVELOPMENT OF MOSAIC

Question		Totally disagree	Dis-agree	Neutral	Agree	Totally agree
1	Before the start of the intervention I knew what was expected of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The 'train the trainers day' was useful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I received sufficient support to be able to guide the intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Before the start of the intervention there were sufficient opportunities to ask questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The communication from the Radboud University was clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	In general, I found the intervention manuals and worksheet clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Organization of this meeting

The following statements are about the organization of this particular meeting. Can you indicate to what extent you agree or disagree with the statement?

Question		Totally disagree	Dis-agree	Neutral	Agree	Totally agree
1	The location of the meeting was to my liking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The size of the group was right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The manual for this meeting was clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The worksheet for this meeting was clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The collaboration with my fellow-trainer went right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My fellow-trainer knew what was expected from him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Content meeting

The following statements are about the content of this particular meeting. Can you indicate to what extent you agree or disagree with the statement?

Question		Totally disagree	Disagree	Neutral	Agree	Totally agree
1	The theme of the meeting suited the needs of the participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The ambiance during the meeting was pleasant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The participants felt at ease in the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The group collaborated together well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE DEVELOPMENT OF MOSAIC

5	All the participants participated in the discussion and exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The meeting in general was useful for the participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The participants learned a lot during the meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	We had sufficient time to do all the exercises from the manual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The participants had enough time to ask questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The input from the experience expert lowered the threshold for participants to share their experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	We had sufficient time for a break.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Half an hour to ask practical questions at the end of the meeting was long enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Below you find the subparts of the meeting. Could you indicate whether you conducted this part and to what extent it was useful?

Subpart	We did this one	Very useful	Useful	Neutral	Slightly useful	Un useful
1. Welcome						
2. Getting to know each other						
3. Goal of the intervention						
4. Content of the meetings						
5. Opportunity to ask questions						

6. Break						
7. Expectations and rules						
8. Opportunity to ask questions						
9. Story by experience expert						
10. Introduction of homework and wrapping up						
11. Opportunity to ask practical questions to experience expert						

Below you find the subparts of the meeting. Could you indicate to what extent it was clear to you?

THE DEVELOPMENT OF MOSAIC

Subpart	Very clear	Clear	Neutral	Slightly clear	Unclear
1 Welcome					
2. Getting to know each other					
3. Goal of the intervention					
4. Content of the meetings					
5. Opportunity to ask questions					
6. Break					
7. Expectations and rules					
8. Opportunity to ask questions					
9. Story by experience expert					
10. Introduction of homework and wrapping up					

11. Opportunity to ask practical questions to experience expert					

5. Were there any conflict situation during the meeting? If so, how did you handle this?

6. Other suggestions and remarks.

Appendix 4 - Process and content evaluation questionnaire completed by participants

You have participated in the first implementation of the Mosaic course. The course has been compiled with care. We hope that you have found the course pleasant and that it will help you to find your way in Dutch society. Radboud University, the Municipality of Nijmegen, the WerkBedrijf, Vluchtelingenwerk, the GGD, Yalla Foundation, Indigo and Pro Persona would like to improve the course based on your experiences. This may allow other status holders to benefit even more. By completing this questionnaire, you contribute to this.

Filling in the questionnaires takes about 15 minutes. Read the questions carefully and fill in the answers honestly. Thank you very much for your cooperation.

Organization intervention

The following statements are about the organization of the course. Please indicate to what extent you agree or disagree with the statement.

Question		Totally disagree	Dis-agree	Neutral	Agree	Totally agree
1	The location of the course was to my satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I liked the atmosphere during the meetings pleasant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The size of the group was just right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The trainers involved everyone active at the meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The trainers gave clear explanations for the assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The trainers responded well to questions and problems during the meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The communication with the Mosaic project team was to my satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	The communication project of the municipality (Nijmegen, Druten, Wijchen, Berg en Dal, Arnhem) or Werkzaak (Rivierenland) was my satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The provision of information about where and when the course took place was clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content intervention

The following statements are about the content of the course. Would you like to indicate how you agree or disagree?

Question		Totally disagree	Disagree	Neutral	Agree	Totally agree
1	The course content is in line with my current needs in my integration process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The course as a whole was helpful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I learned a lot from the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The opportunity to ask practical questions after the meeting was helpful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Below you will find additional questions.

The following questions are also about the content of the course. Would you like to answer the questions?

THE DEVELOPMENT OF MOSAIC

1. Which meetings have you attended?

1. Introduction
2. Values
3. Goals - work and study
4. Personal strengths
5. Social contacts
6. Self-care

2. Which meeting(s) did you find most helpful? Multiple answers possible.

1. Introduction
2. Values
3. Goals - work and study
4. Personal strengths
5. Social contacts
6. Self-care

3. Which meeting(s) did you find least helpful? Multiple answers possible.

1. Introduction
2. Values
3. Goals - work and study
4. Personal strengths
5. Social contacts
6. Self-care

4. Below you see the homework assignments that were part of the course. Which of these homework assignments did you do and how useful did you find them?

Assignment		I made this one	Very useful	Useful	Neutral	Slightly useful	Un-useful
1	Purpose in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Thinking about personal/cultural values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Work/study action point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	A positive self-portrait	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5	Social contacts action point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Would you recommend participating in the course to friends/family?							
1. Yes. 2. No							
6. Do you have any additional tips or notes for consideration?							