

# Review of Psychological First Aid Trainings\*

Conducted by:

Preparedness and Emergency Response Learning Center  
Center for Public Health Preparedness  
School of Public Health  
University at Albany

Draft

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# Table of Contents and Course Summary

Course	Duration (mins.)	Target Audience								Content Level
		General public	Public health worker	Healthcare worker	Emergency manager	School-based	Faith communities	First responder	Mental Health	
<b>1. Effects of Disasters on Mental Health for Children and Adolescents</b> <i>Course trains on skills in administering psychological first aid to children and adolescents immediately following a disaster and during the months that follow. The course is intended for anyone who will come into professional contact with disaster victims.</i>	45	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beginner
<b>2. Psychological First Aid: A Minnesota Community Supported Model</b> <i>Course provides an overview of PFA concepts and applications applied to survivors and disaster responders. The course targets Medical Reserve Corps volunteers, hospital personnel, disaster responders, and first responders.</i>	45	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beginner
<b>3. CDR HEPC Pediatric Disaster Mental Health</b> <i>Training provides a broad overview of mental health care needs for pediatric victims in emergency/disaster situations. This course targets first responders, public health, and healthcare workers.</i>	60	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Intermediate
<b>4. Dealing with Stress in Disasters: Building Psychological Resilience</b> <i>Trains participants to identify and cope with stressful situations. Targets public health workers and emergency responders.</i>	60	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Intermediate
<b>5. Psychological First Aid: Helping People Cope During Disasters and Public Health Emergencies</b> <i>Training introduces the concepts of PFA and workforce resilience and educates on the ability to provide compassionate care and emotional support during disasters and public health emergencies. This course is for the general public, as well as public health.</i>	60	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Beginner
<b>6. Responding to a Crisis: Managing Emotions and Stress Scenario</b> <i>Course uses scenarios to demonstrate using PFA during a disaster response. This course targets the public health workforce or anyone involved in disaster recovery.</i>	60	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beginner
<b>7. Psychological First Aid in Radiation Disasters</b> <i>Provides increased awareness of the psychological consequences of radiological and nuclear disasters. Training targets public health and healthcare workers, and emergency managers.</i>	75	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Beginner
<b>8. Building Workforce Resilience through the Practice of Psychological First Aid -A Course for Supervisors and Leaders</b> <i>The course instructs on PFA through scenarios that allow the participant to place themselves in situations with a variety of disaster survivors. The training targets the general public, public health, and healthcare workers.</i>	90	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Beginner

Course	Duration (mins.)	Target Audience								Content Level
		General public	Public health worker	Healthcare worker	Emergency manager	School-based	Faith communities	First responder	Mental Health	
<b>9. Psychological First Aid: Building Resiliency for "Us" and "Them"</b> <i>Trains participants to better recognize and manage the basic symptoms of psychological distress and provides the tools needed to apply basic PFA to children, the elderly, the general population, and the responder. Training targets all audiences.</i>	120	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Beginner
<b>10. Supporting Children in Times of Crisis</b> <i>This course provides information on how to support children and their families during and after a crisis. The target audience is the general public, public health workers, healthcare workers, and emergency managers.</i>	120	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Beginner
<b>11. Introduction to Mental Health Preparedness</b> <i>This training is designed to help professionals and volunteers understand the psychosocial consequences of disasters and what behaviors can assist disaster survivors immediately following a disaster. The course targets public health and healthcare workers.</i>	170	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beginner
<b>12. FAST Foundations Course Overview</b> <i>The on-line FAST Foundations course is intended to provide training in the foundational knowledge necessary to effectively deliver Psychological First Aid to people of all ages in the immediate aftermath of disaster. The course targets public health, mental health, and healthcare workers, and emergency managers</i>	240	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Intermediate
<b>13. Psychological First Aid Online</b> <i>Training puts participants in the provider role in a post-disaster scene. The targeted audience for this training includes public health and healthcare workers, as well as emergency managers.</i>	360	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Intermediate
<b>14. Psychological First Aid: The Johns Hopkins RAPID PFA</b> <i>The course employs the RAPID model: Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition. Public health care workers are the target audience.</i>	360	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Advanced
<b>15. PFA Mobile: Psychological First Aid</b> <i>Instruction provides responders with summaries of PFA fundamentals and interventions matched to disaster victims' needs and concerns. This training is for the general public, public health and healthcare workers, and emergency managers.</i>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Beginner
<b>16. Psychological First Aid Tutorial</b> <i>Refresher training for those with previous PFA training. Targets first responders, health care providers, mental health providers, Medical Reserve Corps volunteers, and students.</i>	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Beginner

## Appendix 1. Scoring Matrix

## Appendix 2. Footnotes and definitions

# 1. Effects of Disasters on Mental Health for Children and Adolescents

## PFA Online Courses

### Training Source

<b>University/organization name</b>	Iowa Department of Public Health Institute for Public Health Practice & University of Iowa		
<b>Author/Presenter/Institution</b>			
<b>URL</b>	<a href="https://prepareiowa.training-source.org/training/courses/Effect%20of%20Disasters%20on%20Mental%20Health%20for%20Children%20and%20Adolescents/detail">https://prepareiowa.training-source.org/training/courses/Effect%20of%20Disasters%20on%20Mental%20Health%20for%20Children%20and%20Adolescents/detail</a>		
<b>Length of training (min):</b>	45	<b>Available in CDC Train:</b>	Yes
		<b>PERLC or PERRC product:</b>	PERLC

### Course Overview

#### Summary

This course is intended for anyone who will come into professional contact with disaster victims who are children or adolescents, including DMAT, hospital workers, EMTs, primary care providers and public health workers. In addition to providing general knowledge of how disaster trauma affects this particular population, this course emphasizes practical skills: administering psychological first aid to children and adolescents in the immediate aftermath of a disaster, screening them for mental health disorders in the months that follow, and involving parents and other caregivers throughout the process.

This training includes little detail on adapting PFA practice to younger survivors. No specific PFA elements are presented; more time is spent on Cognitive Behavioral Therapy than on PFA, but no guidance is provided on making a referral to a qualified mental health professional who can provide more intensive treatment. Other information is often incomplete and fails to acknowledge the wide range of possible reactions. For example, the list of somatic reactions to distress only includes "difficulty sleeping" and "stomach." Overall, this brief self-guided course could provide some supplemental information on working with children and adolescents for people who are already familiar with the principles and practices of Psychological First Aid, but it should be recommended more for awareness building than skill acquisition.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 2 (not recommended)

**Practical focus of information** 3 (acceptable)

**Readiness of students to conduct PFA by the end of the course** 2 (not recommended)

**Time commitment** 3 (acceptable)

**Ease of navigation and technical use** 3 (acceptable)

# 1. Effects of Disasters on Mental Health for Children and Adolescents

## Training Details

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### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other:

# of slides: N/A      Pace: Self-paced      Year produced: 2013

## Training Content

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**Content Level:** Beginner

### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other:

### PFA Model Elements

No elements provided.

### Learning Objectives

Recognize the risk factors involved for a child or adolescent developing mental health problems as a result of exposure to disaster.

Recognize symptoms of acute psychological distress in children or adolescents.

Administer psychological first aid to children and adolescents to provide them with stabilization during and in the immediate aftermath of a traumatic event.

Describe how 4 major components in the psycho-physiological response to trauma (somatic, emotional, behavioral, and cognitive) manifest themselves in pre-school children, older children, and adolescents.

Advise parents/caregivers what they do to help prevent their child or adolescent from developing mental health problems after a traumatic event.

Distinguish between a normal and pathological reaction to disaster trauma in children and adolescents.

Discuss treatment options for children and adolescents who develop mental health disorders.

**Emphasis on theoretical vs. practical content:** Practical

**Language level:** Eight grade and higher

### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises: Multiple self-assessment quizzes test knowledge throughout the training in the form of selecting appropriate responses to specific situations, but tests often appear before the relevant background has been provided.  
 Other:

# 1. Effects of Disasters on Mental Health for Children and Adolescents

## Training Content (cont'd)

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### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities     Hospital/healthcare patients     Cultural minorities (tribal, immigrant, refugee)  
 Other:

## Target Audience

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### Intended Trainees

- General public     Public health worker     Healthcare worker     Emergency manager  
 School-based     Faith communities  
 First responder (EMT, firefighter, law enforcement)     Mental health/behavioral health background  
 Other:

### Professional level of intended trainees

- Volunteer     Staff member     Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager     Other:

## Technical Details

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### Access requirements

- Create user account     Audio access needed     Windows access only  
 Special software needed:  
 Other:

**Pause and Resume Course:** Yes

### Technical Support

- No     Email Address     Telephone number  
 Other:

**Access comments** No indication is given about how long the training is or how much progress the participant has made.

# 1. Effects of Disasters on Mental Health for Children and Adolescents

## Other

**Certificate of completion** Yes

**Completion verified** Yes

Post-test  Must complete course to request certificate  Other:

**Continuing education credits**

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

**Credits available**

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** Yes A brief description of Cognitive Behavioral Therapies is included.

**Available in other languages than english** No

## 2. Psychological First Aid: A Minnesota Community Supported Model

### Training Source

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**University/organization name** University of Minnesota School of Public Health  
**Author/Presenter/Institution** Not identified  
**URL** <http://www.sph.umn.edu/academics/ce/online>  
**Length of training (min):** 45      **Available in CDC Train:** Yes      **PERLC or PERRC product:** PERCC

### Course Overview

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#### Summary

This course was designed as an overview for MRC volunteers, hospital personnel, disaster responders, and first-responders, to the concepts and applications of psychological first aid as it applies to assisting survivors and fellow responders impacted by a disaster or emergency event, particularly in the field during a response. This training may also be useful to other individuals when dealing with a personal crisis situation in their family, community or work place.

Excellent introduction to PFA for volunteers and staff from all fields. Incorporates basic theoretical background with practical guidance on practicing PFA and self-care in any situation, with useful advice on when and how to make a referral to a mental health professional. This course can be taken on-line for free, however there is a \$10 fee to get Continuing Education credits and a certificate of completion.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 5 (highly recommended)

**Practical focus of information** 5 (highly recommended)

**Readiness of students to conduct PFA by the end of the course** 4 (recommended)

**Time commitment** 5 (highly recommended)

**Ease of navigation and technical use** 5 (highly recommended)



## 2. Psychological First Aid: A Minnesota Community Supported Model

### Training Details

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#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other:

**# of slides:** 66      **Pace:** Pre-determined      **Year produced:** N/A

### Training Content

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**Content Level:** Beginner

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other:

#### PFA Model Elements

Active listening  
Active understanding  
Be kind, calm, and compassionate

#### Learning Objectives

Identify at least seven common physical, emotional, behavioral, cognitive, spiritual, and sensory reactions to a traumatic event in adults and children.

Demonstrate knowledge of the concept footprint of disaster as a model for the impact of a disaster on people physically and emotionally over time.

When provided with scenarios and profiles select and provide appropriate PFA responses to individuals presenting with common reactions, positive coping strategies, maladaptive coping strategies and severe reactions to traumatic events.

Demonstrate knowledge of responder stressors and principles of self-care as they apply to a personal crisis or a disaster deployment before, during and after an event.

Apply knowledge and understanding of principles of self-care to the development of a printable personal resiliency plan.

**Emphasis on theoretical vs. practical content:** Blended

**Language level:** Eight grade and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises: Incorporates 12 "knowledge checks" throughout, which are multiple choice questions about recently presented content.  
 Other: Self-care tips for responders, including a tool for developing a Personal Resiliency Plan

## 2. Psychological First Aid: A Minnesota Community Supported Model

### Training Content (cont'd)

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#### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities       Hospital/healthcare patients       Cultural minorities (tribal, immigrant, refugee)  
 Other:

### Target Audience

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#### Intended Trainees

- General public       Public health worker       Healthcare worker       Emergency manager  
 School-based       Faith communities  
 First responder (EMT, firefighter, law enforcement)       Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer       Staff member       Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager       Other:

### Technical Details

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#### Access requirements

- Create user account       Audio access needed       Windows access only  
 Special software needed:  
 Other:

**Pause and Resume Course:** Yes

#### Technical Support

- No       Email Address       Telephone number  
 Other:

**Access comments** The initial sign-in process was slightly confusing, but the course ran smoothly once it started.  
There is a \$10 fee to get Continuing Education credits and a certificate of completion.

## 2. Psychological First Aid: A Minnesota Community Supported Model

### Other

**Certificate of completion** Yes

**Completion verified** Yes

- Post-test  Must complete course to request certificate  Other: Participant must complete an online course evaluation form before requesting a certificate of completion

### Continuing education credits

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

**Credits available** 0.75

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** No

**Available in other languages than english** No

### 3. CDR HEPC Pediatric Disaster Mental Health

#### Training Source

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**University/organization name** School of Public Health, State University of New York at Albany  
**Author/Presenter/Institution** Gerard Florio, Ph.D., Glens Falls Hospital and Double H Ranch  
**URL** <http://www.ualbanycphp.org/GRS/eventpast.cfm?id=141>  
**Length of training (min):** 60      **Available in CDC Train:** Yes      **PERLC or PERRC product:** PERLC

#### Course Overview

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##### Summary

This training will provide a broad overview of potential mental health care needs for the pediatric patient involved in an emergency/disaster situation. Topics covered include: a. Typical emotional and behavioral responses of children to highly stressful events by developmental age. b. Psychological First Aid including c. Information-gathering techniques, d. Assessments of survivors' immediate needs, e. Implementation of supportive activities

This training goes well beyond PFA to provide a comprehensive overview of children's and teens' responses to disaster over time, including developmental and cultural differences to consider when trying to aid this group. Recommended for personnel who will work directly with children and families; not appropriate for those seeking basic PFA skills.

##### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 3 (acceptable)

**Practical focus of information** 3 (acceptable)

**Readiness of students to conduct PFA by the end of the course** 3 (acceptable)

**Time commitment** 5 (highly recommended)

**Ease of navigation and technical use** 4 (recommended)

### 3. CDR HEPC Pediatric Disaster Mental Health

#### Training Details

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##### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other:

# of slides: 56      Pace: Pre-determined      Year produced: 2015

#### Training Content

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**Content Level:** Intermediate

##### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other: Reactions by developmental stage

##### PFA Model Elements

- Reestablish a sense of safety.
- Reaffirm physical needs.
- Help people address basic needs.
- Help people solve problems.
- Give information.
- Reconnect with loved ones and social supports.

##### Learning Objectives

- Identify the characteristics of a crisis event and the variables that determine its traumatizing potential.
- Identify typical and problematic responses to traumatic events in children and teens.
- Identify the variables that predict psychological trauma.
- Identify the major disaster mental health interventions provided to children and teens.

**Emphasis on theoretical vs. practical content:** Theoretical

**Language level:** College and higher

##### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises:  
 Other:

### 3. CDR HEPC Pediatric Disaster Mental Health

#### Training Content (cont'd)

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##### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities       Hospital/healthcare patients       Cultural minorities (tribal, immigrant, refugee)  
 Other:

#### Target Audience

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##### Intended Trainees

- General public       Public health worker       Healthcare worker       Emergency manager  
 School-based       Faith communities  
 First responder (EMT, firefighter, law enforcement)       Mental health/behavioral health background  
 Other:

##### Professional level of intended trainees

- Volunteer       Staff member                       Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager       Other:

#### Technical Details

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##### Access requirements

- Create user account       Audio access needed                       Windows access only  
 Special software needed: RealPlayer  
 Other: YouTube access

**Pause and Resume Course:** Yes

##### Technical Support

- No       Email Address       Telephone number  
 Other:

**Access comments** The presentation refers to handouts that are not available through the host website.

### 3. CDR HEPC Pediatric Disaster Mental Health

#### Other

**Certificate of completion** Yes

**Completion verified** No

Post-test  Must complete course to request certificate  Other:

#### Continuing education credits

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

**Credits available** 1.0

**508 Compliance Documented** No  Closed Captioning  Transcripts

Other Printable slides

**Material beyond PFA** Yes Psychological triage, psychoeducational interventions, individual crisis intervention, group crisis intervention, and individual trauma therapies

**Available in other languages than english** No

## 4. Dealing with Stress in Disasters: Building Psychological Resilience

### Training Source

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<b>University/organization name</b>	Local Public Health Institute of MA				
<b>Author/Presenter/Institution</b>	Ashley Pearson, B.S., MPA, CBCP, Ramya Kumar, Boston University School of Public Health				
<b>URL</b>	<a href="http://www.masslocalinstitute.info/StressinDisasters/landing/">http://www.masslocalinstitute.info/StressinDisasters/landing/</a>				
<b>Length of training (min):</b>	60	<b>Available in CDC Train:</b>	No	<b>PERLC or PERRC product:</b>	Neither

### Course Overview

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#### Summary

The goal of this module is to train public health workers and emergency responders to identify and cope with stressful situations and to develop psychological resilience that will mitigate the emotional toll that emergencies and disasters take. Ideally, this will enable them to function more effectively.

"Dealing with Stress in Disasters: Building Psychological Resilience" has a lot of strengths. It provides readers with a comprehensive understanding of the biological and physiological aspects of stress, spends a lot of time reviewing wellness and resiliency, and is self-paced. However, with no actual exercises and very little time spent on Psychological First Aid, it is not a course recommended for beginners.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 2 (not recommended)

**Practical focus of information** 3 (acceptable)

**Readiness of students to conduct PFA by the end of the course** 2 (not recommended)

**Time commitment** 4 (recommended)

**Ease of navigation and technical use** 3 (acceptable)



## 4. Dealing with Stress in Disasters: Building Psychological Resilience

### Training Details

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#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other: Some interactive media (point and click)

# of slides: 13

Pace: Self-paced

Year produced: 2011

### Training Content

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**Content Level:** Intermediate

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other:

#### PFA Model Elements

Observing  
Approaching  
Stabilizing  
Interacting  
Supporting

#### Learning Objectives

Explain the biology and physiology of the stress response.

Identify the differences in body signals, feelings, thinking, and actions in a person undergoing normal stress versus intense stress.

Identify the three major types of stress as categorized either by severity or chronicity.

Recognize and describe your own stress response by completing at least one stress self-assessment.

Explain what compassion fatigue is and why care-giving professionals are susceptible to it.

Identify the symptoms of compassion fatigue.

Develop healthy coping mechanisms and learn to implement them prior, during, and after activation to optimize positive outcomes.

Define what is meant by resilience and distinguish between resilience in individuals and groups.

**Emphasis on theoretical vs. practical content:** Theoretical

**Language level:** College and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises:  
 Other:

## 4. Dealing with Stress in Disasters: Building Psychological Resilience

### Training Content (cont'd)

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#### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities     Hospital/healthcare patients     Cultural minorities (tribal, immigrant, refugee)  
 Other:

### Target Audience

---

#### Intended Trainees

- General public     Public health worker     Healthcare worker     Emergency manager  
 School-based     Faith communities  
 First responder (EMT, firefighter, law enforcement)     Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer     Staff member     Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager     Other:

### Technical Details

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#### Access requirements

- Create user account     Audio access needed     Windows access only  
 Special software needed: Some aspects require Javascript  
 Other: Need to create user account to receive a certificate

**Pause and Resume Course:** Yes

#### Technical Support

- No     Email Address     Telephone number  
 Other:

#### Access comments

## 4. Dealing with Stress in Disasters: Building Psychological Resilience

### Other

**Certificate of completion** Yes

**Completion verified** Yes

Post-test  Must complete course to request certificate  Other:

**Continuing education credits**

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

**Credits available**

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** Yes Resilience

**Available in other languages than english** No

## 5. Psychological First Aid: Helping People Cope During Disasters and Public Health Emergencies

### Training Source

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**University/organization name** New York State Department of Health Learning Management System

**Author/Presenter/Institution** University of Rochester

**URL** <https://www.nylearnsph.com/>

**Length of training (min):** 60      **Available in CDC Train:** Yes      **PERLC or PERRC product:** Neither

### Course Overview

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#### Summary

This program will introduce you to the concepts of Psychological First Aid and Workforce Resilience and will prepare you to provide compassionate care and emotional support during disasters and public health emergencies. Disaster survivors and relief workers can often experience high levels of stress and uncertainty. Psychological First Aid gives us practical ways to help people with their basic needs and immediate concerns. It also provides a mechanism for supporting individuals who provide help and assistance during disasters.

The PFA content included in this training is thorough and appropriate. However, the presentation format of audio narration over images and text highlights on slides means the participant can't control the pacing of the course, and the narration is slow and somewhat monotone so it's not very efficient in terms of time commitment relative to information provided. There is a printed transcript which could be read as a useful supplemental resource, and the narrated version could be very useful for someone with visual impairment or literacy issues that make more written text-oriented materials problematic.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 4 (recommended)

**Practical focus of information** 4 (recommended)

**Readiness of students to conduct PFA by the end of the course** 3 (acceptable)

**Time commitment** 2 (not recommended)

**Ease of navigation and technical use** 2 (not recommended)

## 5. Psychological First Aid: Helping People Cope During Disasters and Public Health Emergencies

### Training Details

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#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other:

**# of slides:** N/A      **Pace:** Pre-determined      **Year produced:** 2006

### Training Content

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**Content Level:** Beginner

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other: Managing in the face of anger

#### PFA Model Elements

Providing comfort care.

Recognizing basic needs and helping to solve problems and complete practical tasks.

Validating survivors' feelings and thoughts.

Providing accurate and timely information.

Connecting people with their support systems.

Providing education about anticipated stress reactions.

Reinforcing strengths and positive coping strategies.

#### Learning Objectives

Describe what Psychological First Aid is and why it is important.

Identify the core components of Psychological First Aid.

Meet the basic needs of individuals who have experienced or responded to a disaster or public health emergency.

Recognize the importance of Psychological First Aid as a key mechanism for enhancing Workforce Resilience.

**Emphasis on theoretical vs. practical content:** Blended

**Language level:** Eight grade and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises:  
 Other: Review questions summarizing key points at end of training

## 5. Psychological First Aid: Helping People Cope During Disasters and Public Health Emergencies

### Training Content (cont'd)

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#### Population of focus

- Children       Teens       Adults       Older adults  
 People with disabilities       Hospital/healthcare patients       Cultural minorities (tribal, immigrant, refugee)  
 Other:

### Target Audience

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#### Intended Trainees

- General public       Public health worker       Healthcare worker       Emergency manager  
 School-based       Faith communities  
 First responder (EMT, firefighter, law enforcement)       Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer       Staff member       Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager       Other:

### Technical Details

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#### Access requirements

- Create user account       Audio access needed       Windows access only  
 Special software needed:  
 Other:

**Pause and Resume Course:** Yes

#### Technical Support

- No       Email Address       Telephone number  
 Other:

#### Access comments

## 5. Psychological First Aid: Helping People Cope During Disasters and Public Health Emergencies

### Other

#### Certificate of completion

##### Completion verified Yes

Post-test  Must complete course to request certificate  Other:

#### Continuing education credits

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

#### Credits available

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** No

**Available in other languages than english** No

## 6. Responding to a Crisis: Managing Emotions and Stress Scenario

### Training Source

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**University/organization name** Prepare Iowa

**Author/Presenter/Institution** Not identified

**URL** <http://prepareiowa.training-source.org/training/courses/Responding%20to%20a%20Crisis%3A%20Managing%20Emotions%20and%20Stress%20Scenario/detail>

**Length of training (min):** 60      **Available in CDC Train:** Yes      **PERLC or PERRC product:** PERLC

### Course Overview

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#### Summary

This course utilizes scenario-based learning to cover concepts of Psychological First Aid in responding to disasters. The user makes decisions about how to respond to the emotional needs of disaster victims and volunteers. This course is intended for the public health workforce, as well as anyone involved in post-disaster recovery.

Scenario-based structure places little emphasis on theory so some applied elements lack context or explanation, though the scenarios do provide an opportunity to imagine oneself working with a variety of disaster survivors. Recommended for those with prior PFA training, not as a sole training source.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 3 (acceptable)

**Practical focus of information** 5 (highly recommended)

**Readiness of students to conduct PFA by the end of the course** 3 (acceptable)

**Time commitment** 4 (recommended)

**Ease of navigation and technical use** 4 (recommended)



## 6. Responding to a Crisis: Managing Emotions and Stress Scenario

### Training Details

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#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other: Photographs with voiceover narration

# of slides: 60

Pace: Combination

Year produced: 2012

### Training Content

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**Content Level:** Beginner

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other:

#### PFA Model Elements

The goal of psychological first aid (PFA) is help reduce stress and encourage adaptive functioning. When practicing PFA, your role doesn't replace that of a licensed psychologist.

Encouraging people to open up and talk is part of the process. However, it is not the goal of PFA to elicit details of the traumatic experience and encourage deep emotional responses. Over the course of the exchange, the person may express various emotions. By the end of the conversation, you want the person to return to a thinking frame of mind.

PFA isn't a substitute for professional psychological care. When necessary, make referrals. Recognize your own personal limitations, too. While offering to help and be available for assistance is one thing, you can't be available all the time for everybody.

#### Learning Objectives

Assess the psycho-physiological impact of trauma.

Describe mental health interventions used during and in the immediate aftermath of a disaster in order to provide psychological stabilization.

Determine who may benefit from mental health intervention.

Administer mental health interventions to disaster victims as appropriate.

**Emphasis on theoretical vs. practical content:** Practical

**Language level:** Eight grade and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises: Multiple choice quizzes propose alternative actions to take in specific scenarios and with specific survivors (child, adult, older adult). If an incorrect answer is selected, an explanation is provided of the better choice and the quiz is repeated until the correct choice is selected. Incorrect answers are counted against a total score.  
 Other: The participant reviews examples of intake forms and recommendations for several clients based on their symptoms, but the curriculum does not provide any background on differentiating typical from extreme reactions so participants may lack the expertise needed for this exercise.

## 6. Responding to a Crisis: Managing Emotions and Stress Scenario

### Training Content (cont'd)

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#### Population of focus

- Children       Teens       Adults       Older adults  
 People with disabilities       Hospital/healthcare patients       Cultural minorities (tribal, immigrant, refugee)  
 Other: Disaster responders

### Target Audience

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#### Intended Trainees

- General public       Public health worker       Healthcare worker       Emergency manager  
 School-based       Faith communities  
 First responder (EMT, firefighter, law enforcement)       Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer       Staff member       Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager       Other:

### Technical Details

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#### Access requirements

- Create user account       Audio access needed       Windows access only  
 Special software needed:  
 Other:

**Pause and Resume Course:** Yes

#### Technical Support

- No       Email Address       Telephone number  
 Other:

#### Access comments

## 6. Responding to a Crisis: Managing Emotions and Stress Scenario

### Other

**Certificate of completion** Yes

**Completion verified** Yes

Post-test  Must complete course to request certificate  Other:

**Continuing education credits**

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

**Credits available**

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** No

**Available in other languages than english** No

## 7. Psychological First Aid in Radiation Disasters

### Training Source

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**University/organization name** Center for Disease Control and Prevention

**Author/Presenter/Institution**

**URL** [http://www2a.cdc.gov/tceonline/registration/detailpage.asp?res\\_id=2490](http://www2a.cdc.gov/tceonline/registration/detailpage.asp?res_id=2490)

**Length of training (min):** 75      **Available in CDC Train:** No      **PERLC or PERRC product:** Neither

### Course Overview

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#### Summary

Psychological First Aid in Radiation Disasters increases awareness of the unique psychological consequences of disasters caused by a radiological or nuclear event so that clinical and public health professionals and volunteers will be better prepared to respond radiation emergencies.

Psychological First Aid in Radiation Disasters offers a solid background in understanding radiation emergencies and provides trainees with essential psychosocial information, such as fear, stigma and other emotional reactions. This training's limited PFA component isn't recommended as a stand-alone PFA training but is recommended for those professionals and helpers who may be responding to this public health emergency.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 4 (recommended)

**Practical focus of information** 4 (recommended)

**Readiness of students to conduct PFA by the end of the course** 3 (acceptable)

**Time commitment** 4 (recommended)

**Ease of navigation and technical use** 5 (highly recommended)

## 7. Psychological First Aid in Radiation Disasters

### Training Details

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#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other:

# of slides: 78

Pace: Combination

Year produced: 2010

### Training Content

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**Content Level:** Beginner

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other: Characteristics of Radiation Disasters; Radiation Case Studies

#### PFA Model Elements

Promoting Safety

Promoting Calm

Promoting Connectedness

Promoting Self-Efficacy

Promoting Help

#### Learning Objectives

Define radiation disasters.

Describe the role of public health and the health community in radiation disasters.

Distinguish the unique psychological effects of radiation disasters.

Define skills and techniques used when performing Psychological First Aid in radiation disasters.

**Emphasis on theoretical vs. practical content:** Practical

**Language level:** Eight grade and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises:  
 Other:

## 7. Psychological First Aid in Radiation Disasters

### Training Content (cont'd)

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#### Population of focus

- Children  Teens  Adults  Older adults  
 People with disabilities  Hospital/healthcare patients  Cultural minorities (tribal, immigrant, refugee)  
 Other:

### Target Audience

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#### Intended Trainees

- General public  Public health worker  Healthcare worker  Emergency manager  
 School-based  Faith communities  
 First responder (EMT, firefighter, law enforcement)  Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer  Staff member  Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager  Other:

### Technical Details

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#### Access requirements

- Create user account  Audio access needed  Windows access only  
 Special software needed: Adobe Flash Player  
 Other:

**Pause and Resume Course:** Yes

#### Technical Support

- No  Email Address  Telephone number  
 Other: You can leave a request to have someone from CDC's Training and Continuing Education Online to contact you by visiting: <http://www2a.cdc.gov/TCEOnline/comments.asp>

#### Access comments

## 7. Psychological First Aid in Radiation Disasters

### Other

**Certificate of completion** No

**Completion verified** No

Post-test  Must complete course to request certificate  Other:

### Continuing education credits

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other: CE Credits were once available but the option to receive them expired in 2014.

### Credits available

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** Yes Making referrals.

**Available in other languages than english** No

## 8. Building Workforce Resilience through the Practice of Psychological First Aid -A Course for Supervisors and Leaders

### Training Source

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**University/organization name** National Association of County and City Health Officials

**Author/Presenter/Institution**

**URL** [https://live.blueskybroadcast.com/bsb/client/CL\\_DEFAULT.asp?Client=354947&PCAT=7365&CAT=9403](https://live.blueskybroadcast.com/bsb/client/CL_DEFAULT.asp?Client=354947&PCAT=7365&CAT=9403)

**Length of training (min):** 90      **Available in CDC Train:** No      **PERLC or PERRC product:** Neither

### Course Overview

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#### Summary

Individuals in health, public health, and emergency management leadership roles are faced with many challenges when their organizations are activated in response to a disaster. Although mechanisms and processes are in place to support these responses, the abrupt change in focus from normal operations to disaster response operations and the intensity of these devastating events increase the level of urgency and stress for the entire organization.

This is a comprehensive training for supervisors and leaders on how to support their staff during emergency responses using PFA. This training focuses on other key components leaders will need during these times, including leadership skills and staff characteristics.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 5 (highly recommended)

**Practical focus of information** 5 (highly recommended)

**Readiness of students to conduct PFA by the end of the course** 4 (recommended)

**Time commitment** 5 (highly recommended)

**Ease of navigation and technical use** 5 (highly recommended)



## 8. Building Workforce Resilience through the Practice of Psychological First Aid -A Course for Supervisors and Leaders

### Training Details

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#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other:

# of slides: 97

Pace: Self-paced

Year produced: 2015

### Training Content

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**Content Level:** Beginner

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other: Workforce Resilience

#### PFA Model Elements

Providing comfort care  
Promoting basic needs  
Validating thoughts and feelings  
Connecting individuals with their support systems  
Psychoeducation  
Reinforcing positive coping  
Providing accurate information

#### Learning Objectives

Recognize the importance of PFA as a leadership tool for enhancing workforce resilience and supporting optimal work performance.  
Describe what PFA is and why it is important.  
Identify the core components of PFA and practical ways to implement PFA.  
Practice PFA in scenario-based exercises by identifying the need for PFA and selecting appropriate strategies for offering PFA.  
Identify challenges to providing PFA and opportunities for suggesting additional support.

**Emphasis on theoretical vs. practical content:** Blended

**Language level:** Eight grade and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises:  
 Other:

## 8. Building Workforce Resilience through the Practice of Psychological First Aid -A Course for Supervisors and Leaders

### Training Content (cont'd)

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#### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities       Hospital/healthcare patients       Cultural minorities (tribal, immigrant, refugee)  
 Other: Employees

### Target Audience

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#### Intended Trainees

- General public       Public health worker       Healthcare worker       Emergency manager  
 School-based       Faith communities  
 First responder (EMT, firefighter, law enforcement)       Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer       Staff member       Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager       Other:

### Technical Details

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#### Access requirements

- Create user account       Audio access needed       Windows access only  
 Special software needed:  
 Other:

**Pause and Resume Course:** Yes

#### Technical Support

- No       Email Address       Telephone number  
 Other: "Support" button available.

#### Access comments

## 8. Building Workforce Resilience through the Practice of Psychological First Aid -A Course for Supervisors and Leaders

### Other

**Certificate of completion** Yes

**Completion verified** No

Post-test  Must complete course to request certificate  Other:

### Continuing education credits

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

### Credits available

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** Yes Leadership, Referrals, Barriers, Cultural Considerations

**Available in other languages than english** No

## 9. Psychological First Aid: Building Resiliency for "Us" and "Them"

### Training Source

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<b>University/organization name</b>	South Central Center for Public Health Preparedness				
<b>Author/Presenter/Institution</b>	Joshua Klapow, PhD South Central Center for Public Health Preparedness University of Alabama at Birmingham				
<b>URL</b>	<a href="http://lms.southcentralpartnership.org/course/viewguest.php?id=97">http://lms.southcentralpartnership.org/course/viewguest.php?id=97</a>				
<b>Length of training (min):</b>	120	<b>Available in CDC Train:</b>	Yes	<b>PERLC or PERRC product:</b>	Neither

### Course Overview

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#### Summary

The importance of Psychological First Aid for victims of a disaster as well as first responders has been well established. From the attacks of 9/11 to Hurricane Katrina, the mental impact of a disaster often has far reaching and lasting effects. While more attention is being paid to the psychological needs of victims and first responders, the fact remains that often times during an actual crisis, those needs are not addressed or are not emphasized based on the surrounding physical and environmental needs. Promoting an environment of safety, calm, connectedness, self-efficacy, empowerment and hope is the main goal of providing Psychological First Aid. That's why basic training in the foundations of Psychological First Aid is critical for anyone who may be called to respond in a disaster situation. This program will help you to better recognize and manage the basic symptoms of psychological distress and give you the tools you need to apply basic Psychological First Aid to children, the elderly, the general population and yourself.

Psychological First Aid: Building Resiliency for "Us" and "Them" includes little information on the basic principles of PFA and how to use them to support survivors but presenter Dr. Klapow engagingly makes a good case for the importance of PFA, how the skills can be transferred to everyday life, and the importance for self-care and risk factors for burnout.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 2 (not recommended)

**Practical focus of information** 5 (highly recommended)

**Readiness of students to conduct PFA by the end of the course** 2 (not recommended)

**Time commitment** 4 (recommended)

**Ease of navigation and technical use** 4 (recommended)

## 9. Psychological First Aid: Building Resiliency for "Us" and "Them"

### Training Details

---

#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other:

# of slides: N/A      Pace: Pre-determined      Year produced: 2009

### Training Content

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**Content Level:** Beginner

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other: ABC Cognitions

#### PFA Model Elements

Attend to Basic Needs  
Provide Emotional Support  
Provide Social Support

#### Learning Objectives

Define Psychological First Aid.  
Discuss the basic principles of Psychological First Aid.  
Demonstrate the intervention strategies of Psychological First Aid.  
Describe individual response patterns to disaster stress.  
Examine strategies for recognizing and self-managing disaster stress.

**Emphasis on theoretical vs. practical content:** Practical

**Language level:** Eight grade and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises: Included breathing exercises  
 Other:

## 9. Psychological First Aid: Building Resiliency for "Us" and "Them"

### Training Content (cont'd)

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#### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities     Hospital/healthcare patients     Cultural minorities (tribal, immigrant, refugee)  
 Other:

### Target Audience

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#### Intended Trainees

- General public     Public health worker     Healthcare worker     Emergency manager  
 School-based     Faith communities  
 First responder (EMT, firefighter, law enforcement)     Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer     Staff member     Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager     Other:

### Technical Details

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#### Access requirements

- Create user account     Audio access needed     Windows access only  
 Special software needed: RealPlayer or Windows Media Player  
 Other:

**Pause and Resume Course:** Yes

#### Technical Support

- No     Email Address     Telephone number  
 Other:

#### Access comments

## 9. Psychological First Aid: Building Resiliency for "Us" and "Them"

### Other

**Certificate of completion** Yes

**Completion verified** Yes

Post-test  Must complete course to request certificate  Other: Must receive 70% on Post-test to receive certificate

### Continuing education credits

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

### Credits available

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** No

**Available in other languages than english** No

## 10. Supporting Children in Times of Crisis

### Training Source

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<b>University/organization name</b>	South Central Center for Public Health Preparedness				
<b>Author/Presenter/Institution</b>	David J. Schonfeld, MD, Director of the Division of Developmental and Behavioral Pediatrics at Cincinnati Children's Hospital Medical Center				
<b>URL</b>	<a href="http://lms.southcentralpartnership.org/course/viewguest.php?id=254">http://lms.southcentralpartnership.org/course/viewguest.php?id=254</a>				
<b>Length of training (min):</b>	120	<b>Available in CDC Train:</b>	No	<b>PERLC or PERRC product:</b>	Neither

### Course Overview

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#### Summary

In times of crisis, children are often the most vulnerable. Whether they are personally affected or exposed to traumatic circumstances through the media, it is important to protect children's emotional well-being as much as their physical safety. This course provides information on how to support children and their families during and after a crisis.

"Supporting Children in Times of Crisis" is an effective supplemental material for individuals working with children in a crisis response. This training offers direct usable guidelines for working with children and adolescents along with information regarding typical reactions and impacts.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 2 (not recommended)

**Practical focus of information** 5 (highly recommended)

**Readiness of students to conduct PFA by the end of the course** 2 (not recommended)

**Time commitment** 4 (recommended)

**Ease of navigation and technical use** 5 (highly recommended)



## 10. Supporting Children in Times of Crisis

### Training Details

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#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other:

**# of slides:** N/A      **Pace:** Pre-determined      **Year produced:** N/A

### Training Content

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**Content Level:** Beginner

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other:

#### PFA Model Elements

##### Learning Objectives

Be able to outline practical advice for parents on how to support their children in times of crisis.

Be able to list common symptoms of adjustment reactions of children in the setting of crisis and risk factors for adjustment problems.

Be familiar with four basic principles related to preparedness planning to address the mental health needs of children in the setting of a terrorist event or disaster.

**Emphasis on theoretical vs. practical content:** Practical

**Language level:** High school and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises:  
 Other:

## 10. Supporting Children in Times of Crisis

### Training Content (cont'd)

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#### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities       Hospital/healthcare patients       Cultural minorities (tribal, immigrant, refugee)  
 Other:

### Target Audience

---

#### Intended Trainees

- General public       Public health worker       Healthcare worker       Emergency manager  
 School-based       Faith communities  
 First responder (EMT, firefighter, law enforcement)       Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer       Staff member                       Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager       Other:

### Technical Details

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#### Access requirements

- Create user account       Audio access needed                       Windows access only  
 Special software needed:  
 Other: YouTube video

**Pause and Resume Course:** Yes

#### Technical Support

- No       Email Address       Telephone number  
 Other:

#### Access comments

## 10. Supporting Children in Times of Crisis

### Other

**Certificate of completion** Yes

**Completion verified** Yes

Post-test  Must complete course to request certificate  Other: Must receive 70% on Post-test to receive certificate

### Continuing education credits

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

### Credits available

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** No

**Available in other languages than english** No

## 11. Introduction to Mental Health Preparedness

### Training Source

<b>University/organization name</b>	The North Carolina Institute for Public Health				
<b>Author/Presenter/Institution</b>	UNC Center for Public Health Preparedness				
<b>URL</b>	<a href="https://nciph.sph.unc.edu/tws/HEP_MHP/certificate.php">https://nciph.sph.unc.edu/tws/HEP_MHP/certificate.php</a>				
<b>Length of training (min):</b>	170	<b>Available in CDC Train:</b>	Yes	<b>PERLC or PERRC product:</b>	PERLC

### Course Overview

#### Summary

This training is designed to help professionals and volunteers understand the psychosocial consequences of disasters and what behaviors can assist disaster survivors immediately following a disaster. The course targets public health and healthcare workers.

The material directly discussing Psychological First Aid takes up less than a quarter of this training, but what is included is appropriate and concise. The majority of the content focuses on aspects of disaster mental health beyond PFA, including information on extreme reactions including Posttraumatic Stress Disorder, Depression, and Generalized Anxiety Disorder; disaster response and reactions over time; descriptions of resistance, resilience, and recovery; healthy and unhealthy coping skills; cultural sensitivity and competence; and different reactions to terrorism vs. natural disasters. The training format involves a heavy emphasis on audio narration with somewhat limited supplemental text on slides, including lengthy excerpts of talks by three disaster experts. Several exercises are provided as downloadable PDFs, including disaster scenarios to analyze and suggest responses to, but the answer key described in the slides is not actually available so participants can't evaluate and improve their responses, and there's no way for supervisors to confirm completion of exercises through the online system. This course may be most useful for people seeking to understand PFA within the broader context of disaster response, but it is less directly focused on PFA theory and practice than some other options.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 3 (acceptable)

**Practical focus of information** 4 (recommended)

**Readiness of students to conduct PFA by the end of the course** 2 (not recommended)

**Time commitment** 3 (acceptable)

**Ease of navigation and technical use** 3 (acceptable)

## 11. Introduction to Mental Health Preparedness

### Training Details

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#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other:

**# of slides:** N/A      **Pace:** Combination      **Year produced:** 2013

### Training Content

---

**Content Level:** Beginner

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other:

#### PFA Model Elements

Contact and Engagement  
Safety and Comfort  
Stabilization  
Information Gathering  
Practical Assistance  
Connection with Social Supports  
Information on Coping  
Linkage with Collaborative Services

#### Learning Objectives

Describe psychosocial consequences of natural disasters and terrorist events.  
Be aware of mental health effects of disasters, including anxiety, stress, substance abuse, and resilience.  
Recognize behaviors that can assist survivors immediately following disasters.  
Identify additional resources and create an action plan for further study (optional).

**Emphasis on theoretical vs. practical content:** Blended

**Language level:** Eight grade and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises: Downloadable workbook with self-directed activities including scenario-based case studies.  
 Other:

## 11. Introduction to Mental Health Preparedness

### Training Content (cont'd)

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#### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities       Hospital/healthcare patients       Cultural minorities (tribal, immigrant, refugee)  
 Other:

### Target Audience

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#### Intended Trainees

- General public       Public health worker       Healthcare worker       Emergency manager  
 School-based       Faith communities  
 First responder (EMT, firefighter, law enforcement)       Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer       Staff member       Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager       Other:

### Technical Details

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#### Access requirements

- Create user account       Audio access needed       Windows access only  
 Special software needed:  
 Other:

**Pause and Resume Course:** Yes

#### Technical Support

- No       Email Address       Telephone number  
 Other: Help FAQ

**Access comments** Some elements of the downloadable workbook are not available, including the answer key and Action Plan for Mental Health Preparedness worksheet.

## 11. Introduction to Mental Health Preparedness

### Other

**Certificate of completion** Yes

**Completion verified** Yes

Post-test  Must complete course to request certificate  Other:

**Continuing education credits**

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

**Credits available**

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** Yes Risk factors for and descriptions of extreme reactions including Posttraumatic Stress Disorder, Depression, and Generalized Anxiety Disorder; disaster response and reactions over time; descriptions of resistance, resilience, and recovery; healthy and unhealthy coping skills; cultural sensitivity and competence; and different reactions to terrorism vs. natural disasters

**Available in other languages than english** No

## 12. FAST Foundations Course Overview

### Training Source

**University/organization name** University of South Florida / Center for Leadership in Public Health Practice

**Author/Presenter/Institution**

**URL** <http://health.usf.edu/publichealth/clphp/courses/listing>

**Length of training (min):** 240    **Available in CDC Train:** No    **PERLC or PERRC product:** PERLC

### Course Overview

#### Summary

Knowledge of how to effectively deliver Psychological First Aid to children, adolescents, adults, and families in the immediate aftermath of disaster is critical in disaster response and emergency management. Psychological First Aid is an evidence-informed approach for responding to the psychosocial needs of children, adolescents, adults, and families affected by disaster. Its goal is to reduce the initial distress caused by the traumatic event, assist with current needs, and foster adaptive functioning and coping. The on-line FAST Foundations course is intended to provide training in the foundational knowledge necessary to effectively deliver Psychological First Aid (PFA) to children, adolescents, adults, and families in the immediate aftermath of disaster.

This training is based entirely on the widely used and well-respected Psychological First Aid Field Operations Guide (see listing titles: Psychological First Aid Online), published in 2008 by the National Child Traumatic Stress Network and the National Center for PTSD, and written by several leading experts in the field of disaster and trauma response.

Participants are expected to read the 189-page field guide and follow along on 133 slides that highlight main points, but the slides don't add any additional content and there is no interactivity involved beyond a 20-item multiple choice pre- and post-test resulting in a certificate of completion. This option could be appropriate for participants who learn best by reading at their own pace, and the certificate of completion could be used by supervisors to verify that staff members had absorbed the material, but the absence of any kind of examples or exercises limits this training's effectiveness if supplemental practice opportunities are not offered.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 4 (recommended)

**Practical focus of information** 4 (recommended)

**Readiness of students to conduct PFA by the end of the course** 2 (not recommended)

**Time commitment** 3 (acceptable)

**Ease of navigation and technical use** 3 (acceptable)



## 12. FAST Foundations Course Overview

### Training Details

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#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other:

**# of slides:** 133      **Pace:** Self-paced      **Year produced:** N/A

### Training Content

---

**Content Level:** Intermediate

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other:

#### PFA Model Elements

Contact and Engagement  
Safety and Comfort  
Stabilization (if needed)  
Information Gathering: Current Needs and Concerns  
Practical Assistance  
Connection with Social Supports  
Information on Coping  
Linkage with Collaborative Services

#### Learning Objectives

Define and describe Psychological First Aid.  
List the basic objectives of Psychological First Aid.  
Identify guidelines for delivering Psychological First Aid to adults, children, older adults and persons with disabilities.  
Identify things that the Psychological First Aid provider should know and do when preparing to deliver Psychological First Aid.  
Recognize survivors who are at increased risk for adverse psychosocial outcomes.  
Identify the 8 Core Actions of Psychological First Aid and the related goal(s) and key tasks.

**Emphasis on theoretical vs. practical content:** Practical

**Language level:** High school and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises:  
 Other: Resources including checklists and psychoeducational handouts are included in the written PFA Field Operations Guide but not highlighted in the USF slides

## 12. FAST Foundations Course Overview

### Training Content (cont'd)

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#### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities       Hospital/healthcare patients       Cultural minorities (tribal, immigrant, refugee)  
 Other:

### Target Audience

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#### Intended Trainees

- General public       Public health worker       Healthcare worker       Emergency manager  
 School-based       Faith communities  
 First responder (EMT, firefighter, law enforcement)       Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer       Staff member                       Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager       Other:

### Technical Details

---

#### Access requirements

- Create user account       Audio access needed                       Windows access only  
 Special software needed:  
 Other:

**Pause and Resume Course:** Yes

#### Technical Support

- No       Email Address       Telephone number  
 Other: Live chat URL

#### Access comments

## 12. FAST Foundations Course Overview

### Other

**Certificate of completion** Yes

**Completion verified** Yes

Post-test  Must complete course to request certificate  Other:

**Continuing education credits**

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

**Credits available**

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** No

**Available in other languages than english** No

## 13. Psychological First Aid Online

### Training Source

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**University/organization name** The National Child Traumatic Stress Network

**Author/Presenter/Institution**

**URL** <http://learn.nctsn.org/enrol/index.php?id=38>

**Length of training (min):** 360    **Available in CDC Train:** Yes    **PERLC or PERRC product:** Neither

### Course Overview

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#### Summary

PFA online includes a 6-hour interactive course that puts the participant in the role of a provider in a post-disaster scene. This professionally-narrated course is for individuals new to disaster response who want to learn the core goals of PFA, as well as for seasoned practitioners who want a review. It features innovative activities, video demonstrations, and mentor tips from the nation's trauma experts and survivors. PFA online also offers a Learning Community where participants can share about experiences using PFA in the field, receive guidance during times of disaster, and obtain additional resources and training.

This is an extremely detailed training that focuses on the practical application of PFA with a range of survivors, including making initial connections, supporting unaccompanied minors, stabilizing survivors, meeting information and practical needs, adaptive vs. maladaptive coping mechanisms, and much more. Audio "Mentor Tips" by experienced responders provide realistic examples of implementing PFA in the field, and a combination of video and written examples demonstrate PFA in action. There are also links to extensive supporting materials, including psychoeducational materials in multiple languages. However, completing the training requires a six-hour commitment, most of it spent listening to narrated slides so the pacing is outside of the participant's control, followed by a lengthy 61-item post-test that's required in order to get a certificate of completion or CE credits. This course is highly recommended for those who are able to dedicate this time and who are comfortable with primarily auditory learning, but it may be less appealing to those who prefer a self-paced learning method.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 5 (highly recommended)

**Practical focus of information** 5 (highly recommended)

**Readiness of students to conduct PFA by the end of the course** 5 (highly recommended)

**Time commitment** 3 (acceptable)

**Ease of navigation and technical use** 3 (acceptable)

## 13. Psychological First Aid Online

### Training Details

---

#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other:

**# of slides:** 188      **Pace:** Pre-determined      **Year produced:** 2015

### Training Content

---

**Content Level:** Intermediate

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other:

#### PFA Model Elements

Establish human connections in a non-obtrusive, compassionate manner  
Enhance survivors' immediate and ongoing safety and provide physical and emotional comfort  
Calm and orient emotionally overwhelmed, agitated, and distraught survivors  
Help survivors tell you about their specific immediate needs and concerns  
Offer practical assistance and information to help survivors address their immediate needs and concerns  
Connect survivors to social support networks, including family, friends, neighbors and other community resources  
Promote adaptive coping strategies and encourage survivors to take an active role in their recovery  
Link survivors to local community resources, including mental health services, public sector services, and disaster response organizations

#### Learning Objectives

Identify the five early intervention principles of PFA  
Define PFA and list its basic objectives  
Describe the 7 strategies (Core Actions) of PFA  
Identify general guidelines to provide PFA  
Adapt PFA in diverse settings and with different populations  
Identify ways to take care of yourself before, during, and after providing PFA

**Emphasis on theoretical vs. practical content:** Blended

**Language level:** High school and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises:  
 Other:

## 13. Psychological First Aid Online

### Training Content (cont'd)

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#### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities     Hospital/healthcare patients     Cultural minorities (tribal, immigrant, refugee)  
 Other:

### Target Audience

---

#### Intended Trainees

- General public     Public health worker     Healthcare worker     Emergency manager  
 School-based     Faith communities  
 First responder (EMT, firefighter, law enforcement)     Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer     Staff member     Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager     Other:

### Technical Details

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#### Access requirements

- Create user account     Audio access needed     Windows access only  
 Special software needed:  
 Other:

**Pause and Resume Course:** Yes

#### Technical Support

- No     Email Address     Telephone number  
 Other:

**Access comments** Links to YouTube videos don't go directly to specific video but to a general PFA Online page, so the user needs to locate the intended segment.

## 13. Psychological First Aid Online

### Other

**Certificate of completion** Yes

**Completion verified** Yes

Post-test  Must complete course to request certificate  Other:

### Continuing education credits

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other: Psychologists; California Board of Behavioral Sciences

**Credits available** 6.0

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** No

**Available in other languages than english** No

## 14. Psychological First Aid: The Johns Hopkins RAPID PFA

### Training Source

<b>University/organization name</b>	Johns Hopkins				
<b>Author/Presenter/Institution</b>	George Everly, Professor, Center for Public Health Preparedness, Bloomberg School of Public Health				
<b>URL</b>	<a href="https://www.coursera.org/learn/psychological-first-aid">https://www.coursera.org/learn/psychological-first-aid</a>				
<b>Length of training (min):</b>	360	<b>Available in CDC Train:</b>	No	<b>PERLC or PERRC product:</b>	Neither

### Course Overview

#### Summary

Learn to provide psychological first aid to people in an emergency by employing the RAPID model: Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition. Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), this specialized course provides perspectives on injuries and trauma that are beyond those physical in nature. The RAPID model is readily applicable to public health settings, the workplace, the military, faith-based organizations, mass disaster venues, and even the demands of more commonplace critical events, e.g., dealing with the psychological aftermath of accidents, robberies, suicide, homicide, or community violence. In addition, the RAPID model has been found effective in promoting personal and community resilience.

This six-hour course can be taken for free on Coursera, though there is a \$49 fee to obtain a certificate of completion. The training is delivered by a recognized expert in the field, George Everly, who narrates the presentation slides and demonstrates PFA dos and don'ts in video simulations. While the course is described as intended for non-clinicians, it does focus more on assessment and distinguishing benign from severe psychological and behavioral reactions than most PFA courses, and it emphasizes follow-up with a client to a degree that's more typical of Disaster Mental Health interventions than PFA delivery. Overall it is probably more appropriate for people with some mental health education than for a general audience.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 4 (recommended)

**Practical focus of information** 3 (acceptable)

**Readiness of students to conduct PFA by the end of the course** 3 (acceptable)

**Time commitment** 2 (not recommended)

**Ease of navigation and technical use** 4 (recommended)



## 14. Psychological First Aid: The Johns Hopkins RAPID PFA

### Training Details

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#### Training Type

- Narrated slides
- Text to read without narration
- Video of presenter
- Recorded live presentation
- Recorded Webinar
- Produced video content
- Other: Video vignettes of PFA dos and don'ts

# of slides: N/A      Pace: Pre-determined      Year produced: 2015

### Training Content

---

**Content Level:** Advanced

#### Background Elements

- Disaster definition
- Disaster characteristics
- Common reactions by realm (emotional, cognitive, behavioral, physical, spiritual)
- Theoretical basis of PFA
- Self-care for helpers
- Other: Historical development of PFA and other disaster mental health i

#### PFA Model Elements

Rapport and reflective listening  
Assessment  
Prioritization  
Intervention  
Disposition and follow-up

#### Learning Objectives

Discuss key concepts related to PFA.  
Listen reflectively.  
Differentiate benign, non-incapacitating psychological/ behavioral crisis reactions from more severe, potentially incapacitating, crisis reactions.  
Prioritize (triage) psychological/ behavioral crisis reactions.  
Mitigate acute distress and dysfunction, as appropriate.  
Recognize when to facilitate access to further mental health support.  
Practice self-care.

**Emphasis on theoretical vs. practical content:** Blended

**Language level:** College and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications
- You Tube or other online links to video material
- Checklists or other tools
- Links to health/wellness community services
- Interactive exercises:
- Other:
- Video examples of PFA interactions (e.g., role play)
- Sample questions to establish rapport, assess psychological status, administer PFA interventions
- Links to additional information, such as Trainer Guide, Resources, References, or Glossary

## 14. Psychological First Aid: The Johns Hopkins RAPID PFA

### Training Content (cont'd)

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#### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities       Hospital/healthcare patients       Cultural minorities (tribal, immigrant, refugee)  
 Other:

### Target Audience

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#### Intended Trainees

- General public       Public health worker       Healthcare worker       Emergency manager  
 School-based       Faith communities  
 First responder (EMT, firefighter, law enforcement)       Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer       Staff member       Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager       Other:

### Technical Details

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#### Access requirements

- Create user account       Audio access needed       Windows access only  
 Special software needed:  
 Other:

**Pause and Resume Course:** Yes

#### Technical Support

- No       Email Address       Telephone number  
 Other: Help Center with guidance on common issues; support forums to discuss problems

**Access comments** The course is hosted by Coursera, the online education platform. Participants can register with Coursera and take the course for free, but they must pay \$49 for a certificate of completion.

## 14. Psychological First Aid: The Johns Hopkins RAPID PFA

### Other

**Certificate of completion** Yes

**Completion verified** Yes

Post-test  Must complete course to request certificate  Other:

### Continuing education credits

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

### Credits available

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** No

**Available in other languages than english** No

## 15. PFA Mobile: Psychological First Aid

### PFA Apps and Review Tools

#### Training Source

**University/organization name** National Child Traumatic Stress Network and National Center for PTSD

**Author/Presenter/Institution**

**URL** <https://itunes.apple.com/us/app/pfa-mobile/id551079424?mt=8;>  
<https://play.google.com/store/apps/details?id=com.nctsn.pfa.mobile&hl=en>

**Length of training (min):**                      **Available in CDC Train:** Yes                      **PERLC or PERRC product:** Neither

#### Course Overview

##### Summary

PFA Mobile was designed to assist responders who provide psychological first aid (PFA) to adults, families, and children as part of an organized response effort. This app provides responders with summaries of PFA fundamentals, PFA interventions matched to specific concerns and needs of survivors, mentor tips for applying PFA in the field, a self-assessment tool for readiness to conduct PFA, and a survivors' needs form for simplified data collection and easy referral.

PFA Mobile is a comprehensive field guide helpers would benefit from keeping on their mobile devices while they are in the field. In addition to providing PFA information, this app hosts a "Survivor Needs Form" which allows helpers to keep track of contacts in the field along with an extensive list of resources for those impacted by disasters.

##### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 5 (highly recommended)

**Practical focus of information** 5 (highly recommended)

**Readiness of students to conduct PFA by the end of the course** 3 (acceptable)

**Time commitment** 5 (highly recommended)

**Ease of navigation and technical use** 4 (recommended)

## 15. PFA Mobile: Psychological First Aid

### Training Details

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#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other: App

**# of slides:** N/A      **Pace:** Self-paced      **Year produced:** 2006

### Training Content

---

**Content Level:** Beginner

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other:

#### PFA Model Elements

Contact and Engagement  
Safety and Comfort  
Stabilization  
Information Gathering  
Practical Assistance  
Links to Social Supports  
Information on Coping  
Links to Services

#### Learning Objectives

Review the 8 core PFA actions  
Match PFA interventions to specific stress reactions of survivors  
Hear mentor tips for applying PFA in the field  
Self-assess to determine their readiness to conduct PFA  
Assess and track survivors' needs, simplifying data collection and making referrals

**Emphasis on theoretical vs. practical content:** Blended

**Language level:** Eight grade and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises:  
 Other: Audio clips of PFA mentors describing experiences,

## 15. PFA Mobile: Psychological First Aid

### Training Content (cont'd)

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#### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities     Hospital/healthcare patients     Cultural minorities (tribal, immigrant, refugee)  
 Other:

### Target Audience

---

#### Intended Trainees

- General public     Public health worker     Healthcare worker     Emergency manager  
 School-based     Faith communities  
 First responder (EMT, firefighter, law enforcement)     Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer     Staff member     Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager     Other:

### Technical Details

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#### Access requirements

- Create user account     Audio access needed     Windows access only  
 Special software needed:  
 Other: iOS 4.3 or higher, Android 2.3 and up

**Pause and Resume Course:** Yes

#### Technical Support

- No     Email Address     Telephone number  
 Other:

#### Access comments

## 15. PFA Mobile: Psychological First Aid

### Other

**Certificate of completion** No

**Completion verified** No

Post-test  Must complete course to request certificate  Other:

### Continuing education credits

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

### Credits available

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** No

**Available in other languages than english** Yes

## 16. Psychological First Aid Tutorial

### Training Source

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<b>University/organization name</b>	University of Minnesota				
<b>Author/Presenter/Institution</b>	University of Minnesota: Simulations, Exercises, and Effective Education Preparedness and Emergency Response Learning Center				
<b>URL</b>	<a href="https://play.google.com/store/apps/details?id=com.umnsph.pfa&amp;hl=en">https://play.google.com/store/apps/details?id=com.umnsph.pfa&amp;hl=en</a> ; <a href="https://itunes.apple.com/us/app/psychological-first-aid-pfa/id551424464?mt=8">https://itunes.apple.com/us/app/psychological-first-aid-pfa/id551424464?mt=8</a>				
<b>Length of training (min):</b>	0	<b>Available in CDC Train:</b>	Yes	<b>PERLC or PERRC product:</b>	PERLC

### Course Overview

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#### Summary

The Psychological First Aid (PFA) Tutorial provides a quick and thorough review for those who have previously received training to provide PFA. First responders, health care providers, mental health providers, MRC volunteers, students, and others will find this an easy to use resource while in the field following a traumatic event, natural disaster, public health emergency, act of terrorism, or personal crisis.

This Psychological First Aid app offers a good introduction or refresher to Psychological First Aid. With an easy to navigate interface, information on PFA principles, different populations, referrals and self-care and a resource guide with additional trainings this app is a good option for those looking for a quick PFA learning experience.

#### Likert scale used in course assessment

1	2	3	4	5
Unacceptable	Not recommended	Acceptable	Recommended	Highly recommended

**Completeness of PFA content** 3 (acceptable)

**Practical focus of information** 4 (recommended)

**Readiness of students to conduct PFA by the end of the course** 2 (not recommended)

**Time commitment** 5 (highly recommended)

**Ease of navigation and technical use** 5 (highly recommended)



## 16. Psychological First Aid Tutorial

### Training Details

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#### Training Type

- Narrated slides       Text to read without narration       Video of presenter  
 Recorded live presentation       Recorded Webinar       Produced video content  
 Other: Phone App

# of slides: N/A      Pace: Self-paced      Year produced: 2015

### Training Content

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**Content Level:** Beginner

#### Background Elements

- Disaster definition       Disaster characteristics       Common reactions by realm  
 Theoretical basis of PFA       Self-care for helpers      (emotional, cognitive, behavioral, physical, spiritual)  
 Other:

#### PFA Model Elements

Promote Safety  
Promote Calm and Comfort  
Promote Connectedness  
Promote Self-Empowerment

#### Learning Objectives

Describe how to provide PFA through the 4 core actions.

Recognize traumatic stress reactions that may warrant a referral or consultation with a supervisor or mental health professional..

Engage with disaster survivors in a supportive non-judgmental manner.

Identify self-care actions that can be practiced by responders before, during, and after an emergency response that will contribute to the responder's wellbeing.

**Emphasis on theoretical vs. practical content:** Blended

**Language level:** Eight grade and higher

#### Resources Provided

- Written or video case studies/scenarios/real-world applications       Video examples of PFA interactions (e.g., role play)  
 You Tube or other online links to video material       Sample questions to establish rapport, assess psychological status, administer PFA interventions  
 Checklists or other tools       Links to additional information, such as Trainer Guide, Resources, References, or Glossary  
 Links to health/wellness community services  
 Interactive exercises: Includes an exercise consisting of survivor statements and a multiple choice option of helper statements.  
 Other:

## 16. Psychological First Aid Tutorial

### Training Content (cont'd)

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#### Population of focus

- Children                       Teens                       Adults                       Older adults  
 People with disabilities       Hospital/healthcare patients       Cultural minorities (tribal, immigrant, refugee)  
 Other:

### Target Audience

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#### Intended Trainees

- General public       Public health worker       Healthcare worker       Emergency manager  
 School-based       Faith communities  
 First responder (EMT, firefighter, law enforcement)       Mental health/behavioral health background  
 Other:

#### Professional level of intended trainees

- Volunteer       Staff member       Licensed clinician (nurse, doctor, social worker, psychologist)  
 Manager       Other:

### Technical Details

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#### Access requirements

- Create user account       Audio access needed       Windows access only  
 Special software needed:  
 Other: iOS 7.0 or higher or Android

**Pause and Resume Course:** Yes

#### Technical Support

- No       Email Address       Telephone number  
 Other:

#### Access comments

## 16. Psychological First Aid Tutorial

### Other

**Certificate of completion** No

**Completion verified** No

Post-test  Must complete course to request certificate  Other:

### Continuing education credits

None  General CEs/CEUs  Social workers  Nurses

Certified health education specialists  Physicians

Other:

### Credits available

**508 Compliance Documented** No  Closed Captioning  Transcripts  
 Other

**Material beyond PFA** No

**Available in other languages than english** No

## Appendix 1. PFA Scoring Criteria

	1 (unacceptable)	2	3 (acceptable)	4	5 (highly recommended)
<b>Completeness of PFA content</b>	Training is missing important elements of PFA, or it assumes prior knowledge needed to master the material, leaving participants with an incomplete understanding of PFA principles		Content addresses essential aspects of PFA, with no significant gaps		Content provides full understanding of the nature of post-disaster reactions, the theoretical basis of PFA actions, and the elements of providing effective support to survivors
<b>Practical vs. theoretical focus of information</b>	Training focuses exclusively on theory, with no material on how to practice PFA, or it focuses entirely on application so participants have no understanding of context for the recommended actions		Training provides an adequate balance between theory and practice		Training thoroughly addresses both underlying theory and the practical application of the recommended PFA elements
<b>Readiness of students to conduct PFA by the end of the course</b>	Participants conclude the course with little comprehension of how or why to deliver PFA support after a disaster		Participants conclude the course with appropriate understanding of how to implement PFA but could benefit from opportunities to practice their skills		Participants are competent in practicing PFA actions, and confident in their ability to apply those skills with specific populations and settings
<b>Time commitment</b>	Length of time required is very excessive relative to the amount of information provided		Length of time is appropriate relative to the amount of information provided		Use of time is highly efficient, delivering the maximum amount of information possible relative to the time required
<b>Ease of navigation and technical use</b>	Training contains multiple technical barriers, and the navigation is confusing and problematic		Training is acceptably easy to navigate but includes minor technical bugs, or the technology is problem-free but navigation is slightly confusing or frustrating		Navigation through the training is clear and efficient, and the course is free of technical problems

## Appendix 2. Footnotes and Definitions

### **PERLC Preparedness and Emergency Response Learning Centers**

CDC provides funding for 14 PERLC across the U.S. PERLC provide training to state, local, and tribal public health authorities within self-defined service areas and meet partners' unique workforce development needs in the area of public health preparedness and response; specialized training, education, and consultation.

For more information see: <http://www.cdc.gov/phpr/perlc.htm>

### **PERCC Preparedness and Emergency Response Research Centers**

PERCCs were mandated by the Pandemic and All-Hazards Preparedness Act of 2006. This act called for research to improve federal, state, local and tribal public health. PERCCs conduct research to evaluate the structure, capabilities, and performance of public health systems for preparedness and emergency response.

For more information see: [http://www.cdc.gov/phpr/documents/science/PERCC\\_Fact\\_Sheet.pdf](http://www.cdc.gov/phpr/documents/science/PERCC_Fact_Sheet.pdf)

### **Section 508 The Section 508 of the Rehabilitation Act of 1973**

**Compliance** This act requires Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. The law applies to all federal agencies when they develop, procure, maintain, or use electronic and information technology.

For more information see: <https://www.section508.gov/content/learn>

### **Pace Predetermined**

Pace of the training course is determined by the course itself. The training authors control the length of the training and time to complete any modules of the course.

### **Self-paced**

The participant can move through the training at their desired speed. The progression through the training and all of its modules is based on the decision of the participant.

### **Combination**

A training with any combination of predetermined or self-paced modules.