Review of Psychological First Aid Trainings*

February 7 2017 Draft
Prepared by the Center for Public Health Preparedness, School of Public Health, University at Albany
In collaboration with the Institute for Disaster Mental Health, SUNY, New Paltz.

* Course reviews conducted by:
Karla Vermeulen, Ph.D., Deputy Director Rebecca Rodriguez, M.S., Project Coordinator
Institute for Disaster Mental Health at SUNY New Paltz

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# Table of Contents and Course Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration (mins.)</th>
<th>Target Audience</th>
<th>Content Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PFA Online Courses</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Effects of Disasters on Mental Health for Children and Adolescents</td>
<td>45</td>
<td>General public, public health worker, emergency manager, faith communities</td>
<td>Beginner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First responder, mental health</td>
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<tr>
<td>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.</td>
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</tr>
<tr>
<td>2. Psychological First Aid: A Minnesota Community Supported Model</td>
<td>45</td>
<td>General public, public health worker, emergency manager, faith communities</td>
<td>Beginner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First responder, mental health</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td>3. CDR HEPC Pediatric Disaster Mental Health</td>
<td>60</td>
<td>General public, public health worker, healthcare workers, emergency manager, faith communities</td>
<td>Intermediate</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>4. Dealing with Stress in Disasters: Building Psychological Resilience</td>
<td>60</td>
<td>General public, public health worker, healthcare workers, emergency manager, faith communities</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Trains participants to identify and cope with stressful situations. Targets public health workers and emergency responders.</td>
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<tr>
<td>5. Psychological First Aid: Helping People Cope During Disasters and Public Health Emergencies</td>
<td>60</td>
<td>General public, public health worker, healthcare workers, emergency manager, faith communities</td>
<td>Beginner</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>6. Responding to a Crisis: Managing Emotions and Stress Scenario</td>
<td>60</td>
<td>General public, public health worker, healthcare workers, emergency manager, faith communities</td>
<td>Beginner</td>
</tr>
<tr>
<td>Course uses scenarios to demonstrate using PFA during a disaster response. This course targets the public health workforce or anyone involved in disaster recovery.</td>
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</tr>
<tr>
<td>7. Psychological First Aid in Radiation Disasters</td>
<td>75</td>
<td>General public, public health worker, healthcare workers, emergency manager, faith communities</td>
<td>Beginner</td>
</tr>
<tr>
<td>Provides increased awareness of the psychological consequences of radiological and nuclear disasters. Training targets public health and healthcare workers, and emergency managers.</td>
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<tr>
<td>8. Building Workforce Resilience through the Practice of Psychological First Aid - A Course for Supervisors and Leaders</td>
<td>90</td>
<td>General public, public health worker, healthcare workers, emergency manager, faith communities</td>
<td>Beginner</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>Course</td>
<td>Duration (mins.)</td>
<td>Target Audience</td>
<td>Content Level</td>
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<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>9. Psychological First Aid: Building Resiliency for &quot;Us&quot; and &quot;Them&quot;</td>
<td>120</td>
<td>General public, public health worker, emergency manager, school-based, faith communities, first responder, mental health</td>
<td>Beginner</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>10. Supporting Children in Times of Crisis</td>
<td>120</td>
<td>General public, public health worker, healthcare worker, emergency manager</td>
<td>Beginner</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>11. Introduction to Mental Health Preparedness</td>
<td>170</td>
<td>General public, public health worker, mental health</td>
<td>Beginner</td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td>12. FAST Foundations Course Overview</td>
<td>240</td>
<td>General public, public health worker, mental health</td>
<td>Intermediate</td>
</tr>
<tr>
<td>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.</td>
<td></td>
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<tr>
<td>13. Psychological First Aid Online</td>
<td>360</td>
<td>General public, public health worker, mental health</td>
<td>Intermediate</td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td>14. Psychological First Aid: The Johns Hopkins RAPID PFA</td>
<td>360</td>
<td>General public, public health worker, mental health</td>
<td>Advanced</td>
</tr>
<tr>
<td>The course employs the RAPID model: Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition. Public health care workers are the target audience.</td>
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</tbody>
</table>

**PFA Apps and Review Tools**

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration (mins.)</th>
<th>Target Audience</th>
<th>Content Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. PFA Mobile: Psychological First Aid</td>
<td></td>
<td>General public, public health worker, mental health</td>
<td>Beginner</td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td>16. Psychological First Aid Tutorial</td>
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<td>General public, public health worker, mental health</td>
<td>Beginner</td>
</tr>
<tr>
<td>Refresher training for those with previous PFA training. Targets first responders, health care providers, mental health providers, Medical Reserve Corps volunteers, and students.</td>
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</tbody>
</table>

Appendix 1. Scoring Matrix

Appendix 2. Footnotes and definitions
Introduction

The University at Albany Center for Public Health Preparedness (UACPHP) collaborated with the Institute of Disaster Mental Health (IDMH) at SUNY New Paltz to review Psychological First Aid (PFA) courses available online. The goal was to provide training coordinators with a tool to help them select the most appropriate PFA course for their agency or audience with a minimum of disruption or resource demands.

In 2016, the Center conducted a literature search of online PFA trainings, including those developed by our partners in the Preparedness and Emergency Response Learning and Research Centers (PERLCs and PERRCs). Our partners at IDMH then identified the assessment criteria and developed a tool for reviewing the online PFA trainings. The criteria for review includes metrics such as training format, intended audience, educational level, resources provided, content completeness, ease of navigation and technical use. A pilot test of the assessment tool was conducted for inter-rater reliability. A full assessment of the selected courses was then conducted.

How to use the review

The PFA course review includes a total of 14 online courses and 2 apps, ranging in length from 45 minutes to 6 hours. The first two pages of the review provide a brief summary of all the courses. Users are encouraged to review the summaries and then go the specific course(s) of interest for more detail. Ideally, Training Coordinators should take the selected online course, prior to recommending it to staff and/or colleagues.

Completing an online course provides a great foundation in PFA. While people can learn the basic principles of PFA through an online course, it’s important to have the opportunity to practice their skills in a safe setting in order to build confidence and competence, so they feel prepared to apply the principles in the chaotic environment of a disaster response. For more information about implementing PFA practice sessions, please review our PFA Facilitator Guide.

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

<table>
<thead>
<tr>
<th>Training Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University/organization name</strong></td>
</tr>
<tr>
<td><strong>Author/Presenter/Institution</strong></td>
</tr>
<tr>
<td><strong>URL</strong></td>
</tr>
<tr>
<td><strong>Length of training (min):</strong></td>
</tr>
<tr>
<td><strong>Length Available in CDC Train:</strong></td>
</tr>
<tr>
<td><strong>PERLC or PERRC product:</strong></td>
</tr>
</tbody>
</table>

**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 effects 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**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Not recommended</td>
<td>Acceptable</td>
<td>Recommended</td>
<td>Highly recommended</td>
</tr>
</tbody>
</table>

| 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

Training Type

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

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

Training Content

Content Level: Beginner

Background Elements

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

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
- You Tube or other online links to video material
- Checklists or other tools
- 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.

- 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

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

Training Content (cont'd)

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

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

<table>
<thead>
<tr>
<th>University/organization name</th>
<th>University of Minnesota School of Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author/Presenter/Institution</td>
<td>Not identified</td>
</tr>
<tr>
<td>URL</td>
<td><a href="http://www.sph.umn.edu/academics/ce/online">http://www.sph.umn.edu/academics/ce/online</a></td>
</tr>
<tr>
<td>Length of training (min):</td>
<td>45</td>
</tr>
<tr>
<td>Available in CDC Train:</td>
<td>Yes</td>
</tr>
<tr>
<td>PERLC or PERRC product:</td>
<td>PERCC</td>
</tr>
</tbody>
</table>

Course Overview

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Not recommended</td>
<td>Acceptable</td>
<td>Recommended</td>
<td>Highly recommended</td>
</tr>
</tbody>
</table>

- 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)
## Training Details

### Training Type

- [x] 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

### Content Level: Beginner

### Background Elements

- [x] Disaster definition
- [x] Disaster characteristics
- [x] Common reactions by realm
- [x] Theoretical basis of PFA
- [x] Self-care for helpers
- [ ] 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
- [x] Sample questions to establish rapport, assess psychological status, administer PFA interventions
- [x] 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)

<table>
<thead>
<tr>
<th>Population of focus</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>✓ Children</td>
<td>☐ Teens</td>
<td>✓ Adults</td>
<td>☐ Older adults</td>
</tr>
<tr>
<td>☐ People with disabilities</td>
<td>☐ Hospital/healthcare patients</td>
<td>☐ Cultural minorities (tribal, immigrant, refugee)</td>
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<tr>
<td>☐ Other:</td>
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#### Target Audience

<table>
<thead>
<tr>
<th>Intended Trainees</th>
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</thead>
<tbody>
<tr>
<td>✓ General public</td>
<td>✓ Public health worker</td>
<td>✓ Healthcare worker</td>
</tr>
<tr>
<td>☐ School-based</td>
<td>☐ Faith communities</td>
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<tr>
<td>➢ First responder (EMT, firefighter, law enforcement)</td>
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<tr>
<td>☐ Other:</td>
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<table>
<thead>
<tr>
<th>Professional level of intended trainees</th>
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<tbody>
<tr>
<td>✓ Volunteer</td>
<td>✓ Staff member</td>
<td></td>
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<tr>
<td>☐ Manager</td>
<td>☐ Other:</td>
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<tr>
<td>☐ Licensed clinician (nurse, doctor, social worker, psychologist)</td>
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#### Technical Details

<table>
<thead>
<tr>
<th>Access requirements</th>
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<tr>
<td>✓ Create user account</td>
<td>✓ Audio access needed</td>
<td>☐ Windows access only</td>
<td></td>
</tr>
<tr>
<td>☐ Special software needed:</td>
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<tr>
<td>☐ Other:</td>
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<table>
<thead>
<tr>
<th>Pause and Resume Course:</th>
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<tbody>
<tr>
<td>Yes</td>
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<table>
<thead>
<tr>
<th>Technical Support</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>☐ No</td>
<td>✓ Email Address</td>
</tr>
<tr>
<td>☐ Other:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Access comments</th>
<th>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.</th>
</tr>
</thead>
</table>
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

**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

**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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
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<td>Recommended</td>
<td>Highly recommended</td>
</tr>
</tbody>
</table>

- **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

**Training Type**
- [ ] Narrated slides
- [ ] Text to read without narration
- [ ] Video of presenter
- [x] Recorded live presentation
- [ ] Recorded Webinar
- [ ] Produced video content
- [ ] Other:

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

**Training Content**

**Content Level:** Intermediate

**Background Elements**
- [ ] Disaster definition
- [ ] Disaster characteristics
- [x] Theoretical basis of PFA
- [ ] Self-care for helpers
- [x] Common reactions by realm (emotional, cognitive, behavioral, physical, spiritual)
- [x] 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
- [ ] 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
- [x] Links to additional information, such as Trainer Guide, Resources, References, or Glossary
3. CDR HEPC Pediatric Disaster Mental Health

Training Content (cont’d)

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
- □ 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: 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

- **University/organization name**: Local Public Health Institute of MA
- **Author/Presenter/Institution**: Ashley Pearson, B.S., MPA, CBCP, Ramya Kumar, Boston University School of Public Health
- **Length of training (min)**: 60
- **Available in CDC Train**: No
- **PERLC or PERRC product**: Neither

Course Overview

**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**

<table>
<thead>
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- 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)
### Training Details

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

**# of slides:** 13  
**Pace:** Self-paced  
**Year produced:** 2011

### Training Content

**Content Level:** Intermediate

**Background Elements**
- [ ] Disaster definition
- [ ] Disaster characteristics
- [ ] Common reactions by realm (emotional, cognitive, behavioral, physical, spiritual)
- [ ] Theoretical basis of PFA
- [x] Self-care for helpers
- [ ] 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
- [x] 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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| Target Audience |

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<th>Intended Trainees</th>
<th>☑ General public</th>
<th>☑ Public health worker</th>
<th>☑ Healthcare worker</th>
<th>☑ Emergency manager</th>
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<td>Mental health/behavioral health background</td>
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</table>

| 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: 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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Course Overview

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

<table>
<thead>
<tr>
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<td>Highly recommended</td>
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- 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

**Training Type**
- [x] Narrated slides
- [ ] Text to read without narration
- [ ] Video of presenter
- [ ] Recorded live presentation
- [ ] Recorded Webinar
- [ ] Produced video content
- [ ] Other:

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**Training Content**

**Content Level:** Beginner

**Background Elements**
- [x] Disaster definition
- [x] Disaster characteristics
- [x] Common reactions by realm (emotional, cognitive, behavioral, physical, spiritual)
- [ ] Theoretical basis of PFA
- [x] Self-care for helpers
- [x] 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
- [ ] Interactive exercises:
- [x] 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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<th>Target Audience</th>
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| Professional level of intended trainees   |        |
| Volunteer                                 | ✔      |
| Staff member                              | ✔      |
| Licensed clinician (nurse, doctor, social worker, psychologist) |        |
| Manager                                   |        |
| Other:                                    |        |

### Technical Details

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| Pause and Resume Course:                  | Yes    |

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| 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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**URL**  

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

**Course Overview**

**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**

<table>
<thead>
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### Training Details

**Training Type**
- [x] Narrated slides
- [ ] Text to read without narration
- [ ] Video of presenter
- [ ] Recorded live presentation
- [ ] Recorded Webinar
- [x] Other: Photographs with voiceover narration

**# of slides:** 60  
**Pace:** Combination  
**Year produced:** 2012

### Training Content

**Content Level:** Beginner

**Background Elements**
- [ ] Disaster definition
- [ ] Disaster characteristics
- [x] Common reactions by realm (emotional, cognitive, behavioral, physical, spiritual)
- [ ] Theoretical basis of PFA
- [ ] Self-care for helpers
- [ ] 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 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**
- [x] 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
- [x] 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.
6. Responding to a Crisis: Managing Emotions and Stress Scenario

Training Content (cont'd)

Resources Provided:

☐ 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.

Population of focus

☑ Children ☐ Teens ☑ Adults ☑ Older adults

☐ People with disabilities ☐ Hospital/healthcare patients ☐ Cultural minorities (tribal, immigrant, refugee)

☑ Other: Disaster responders

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

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

<table>
<thead>
<tr>
<th>University/organization name</th>
<th>Center for Disease Control and Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author/Presenter/Institution</td>
<td></td>
</tr>
<tr>
<td>URL</td>
<td><a href="http://www2a.cdc.gov/tceonline/registration/detailpage.asp?res_id=2490">http://www2a.cdc.gov/tceonline/registration/detailpage.asp?res_id=2490</a></td>
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<tr>
<td>PERLC or PERRC product</td>
<td>Neither</td>
</tr>
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</table>

Course Overview

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Not recommended</td>
<td>Acceptable</td>
<td>Recommended</td>
<td>Highly recommended</td>
</tr>
</tbody>
</table>

- 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

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

Content Level: Beginner

Background Elements
- ☑ Disaster definition
- ☑ Disaster characteristics
- ☑ Common reactions by realm
- ☑ Theoretical basis of PFA
- ☑ Self-care for helpers
- ☐ 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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<thead>
<tr>
<th>Population of focus</th>
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<tbody>
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<td>✓ Children</td>
<td>□ Teens</td>
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<tr>
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<td>✓ Adults</td>
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<td>□ Older adults</td>
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<tr>
<td>✓ People with disabilities</td>
<td>✓ Hospital/healthcare patients</td>
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<td>□ Other:</td>
<td>□ Cultural minorities (tribal, immigrant, refugee)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Audience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Trainees</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Public health worker</td>
</tr>
<tr>
<td></td>
<td>✓ Healthcare worker</td>
</tr>
<tr>
<td></td>
<td>✓ Emergency manager</td>
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</tr>
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<td></td>
<td>□ Faith communities</td>
</tr>
<tr>
<td></td>
<td>✓ First responder (EMT, firefighter, law enforcement)</td>
</tr>
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<td></td>
<td>□ Other:</td>
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<tr>
<td><strong>Professional level of intended trainees</strong></td>
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<tr>
<td></td>
<td>✓ Staff member</td>
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<td></td>
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<td>✓ Manager</td>
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**Technical Details**

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**Pause and Resume Course:** Yes

**Technical Support**

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<td>□ Telephone number</td>
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<td></td>
<td>You can leave a request to have someone from CDC's Training and Continuing Education Online to contact you by visiting: <a href="http://www2a.cdc.gov/TCEOnline/comments.asp">http://www2a.cdc.gov/TCEOnline/comments.asp</a></td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>University/organization name</th>
<th>National Association of County and City Health Officials</th>
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<tbody>
<tr>
<td>Author/Presenter/Institution</td>
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<tr>
<td>Length of training (min):</td>
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<td>Available in CDC Train:</td>
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<tr>
<td>PERLC or PERRC product:</td>
<td>Neither</td>
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Course Overview

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Not recommended</td>
<td>Acceptable</td>
<td>Recommended</td>
<td>Highly recommended</td>
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</tbody>
</table>

- 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

Training Type

- [x] Narrated slides
- [ ] Text to read without narration
- [x] Video of presenter
- [ ] Recorded live presentation
- [ ] Recorded Webinar
- [ ] Other:

# of slides: 97  Pace: Self-paced  Year produced: 2015

Training Content

Content Level: Beginner

Background Elements

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

- [x] 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
- [x] Sample questions to establish rapport, assess psychological status, administer PFA interventions
- [ ] Checklists or other tools
- [ ] Links to health/wellness community services
- [x] Interactive exercises:
- [x] Links to additional information, such as Trainer Guide, Resources, References, or Glossary
- [ ] Other:
8. Building Workforce Resilience through the Practice of Psychological First Aid - A Course for Supervisors and Leaders

Training Content (cont'd)

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

Target Audience

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

Professional level of intended trainees
- [ ] Volunteer
- [ ] Staff member
- [ ] Manager
- [ ] Other:
- [x] Licensed clinician (nurse, doctor, social worker, psychologist)

Technical Details

Access requirements
- [x] Create user account
- [x] Audio access needed
- [ ] Windows access only
- [ ] Special software needed:
- [ ] Other:

Pause and Resume Course: Yes

Technical Support
- [ ] No
- [x] Email Address
- [x] 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 CEUs/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

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

Course Overview

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

<table>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
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<td>Not recommended</td>
<td>Acceptable</td>
<td>Recommended</td>
<td>Highly recommended</td>
<td></td>
</tr>
</tbody>
</table>

- 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
- [x] Recorded Webinar
- [ ] Produced video content

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

### Training Content

**Content Level:** Beginner

#### Background Elements
- [ ] Disaster definition
- [ ] Disaster characteristics
- [ ] Theoretical basis of PFA
- [ ] Self-care for helpers
- [x] Common reactions by realm (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
- [x] 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)

<table>
<thead>
<tr>
<th>Population of focus</th>
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</thead>
<tbody>
<tr>
<td>- Children</td>
</tr>
<tr>
<td>- Teens</td>
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<tr>
<td>- Adults [✓]</td>
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<tr>
<td>- Older adults</td>
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<tr>
<td>- People with disabilities</td>
</tr>
<tr>
<td>- Hospital/healthcare patients</td>
</tr>
<tr>
<td>- Cultural minorities (tribal, immigrant, refugee)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
</tr>
</thead>
</table>

### 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

**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

**University/organization name**  |  South Central Center for Public Health Preparedness
---|---
**Author/Presenter/Institution**  |  David J. Schonfeld, MD, Director of the Division of Developmental and Behavioral Pediatrics at Cincinnati Children’s Hospital Medical Center
**Length of training (min):**  |  120
**Available in CDC Train:**  |  No
**PERLC or PERRC product:**  |  Neither

Course Overview

**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**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Unacceptable</td>
<td>Not recommended</td>
<td>Acceptable</td>
<td>Recommended</td>
<td>Highly recommended</td>
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</tbody>
</table>

- **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

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

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

Training Content

Content Level: Beginner

Background Elements
- Disaster definition
- Disaster characteristics
- Theoretical basis of PFA
- Self-care for helpers
- Other:

Common reactions by realm (emotional, cognitive, behavioral, physical, spiritual)

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
- Interactive exercises:
- Other:
### Training Content (cont'd)

#### Population of focus
- Children
- Teens
- Adults
- Older adults
- People with disabilities
- Hospital/healthcare patients
- Cultural minorities (tribal, immigrant, refugee)

#### Target Audience

**Intended Trainees**
- General public
- Public health worker
- Healthcare worker
- Emergency manager
- School-based
- Faith communities
- First responder (EMT, firefighter, law enforcement)

**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: 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

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

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Not recommended</td>
<td>Acceptable</td>
<td>Recommended</td>
<td>Highly recommended</td>
</tr>
</tbody>
</table>

 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

**Training Type**
- [✓] Narrated slides
- [☐] Recorded live presentation
- [☐] 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 (emotional, cognitive, behavioral, physical, spiritual)
- [✓] Self-care for helpers
- [☐] Theoretical basis of PFA
- [☐] 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
- [☐] You Tube or other online links to video material
- [☐] Checklists or other tools
- [☐] Links to health/wellness community services
- [✓] Interactive exercises: Downloadable workbook with self-directed activities including scenario-based case studies.
- [☐] 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
- [☐] Other:
11. Introduction to Mental Health Preparedness

Training Content (cont'd)

Population of focus

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

Target Audience

Intended Trainees

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

Professional level of intended trainees

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

Technical Details

Access requirements

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

Pause and Resume Course: Yes

Technical Support

- [ ] No
- [x] Email Address
- [ ] Telephone number
- [x] Help FAQ
- [ ] Other:

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

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](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**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Not recommended</td>
<td>Acceptable</td>
<td>Recommended</td>
<td>Highly recommended</td>
</tr>
<tr>
<td>Completeness of PFA content</td>
<td>4 (recommended)</td>
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<tr>
<td>Practical focus of information</td>
<td>4 (recommended)</td>
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<tr>
<td>Readiness of students to conduct PFA by the end of the course</td>
<td>2 (not recommended)</td>
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<tr>
<td>Time commitment</td>
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<tr>
<td>Ease of navigation and technical use</td>
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</table>
12. FAST Foundations Course Overview

Training Details

Training Type
- ✔ Narrated slides
- ✔ Text to read without narration
- ○ Video of presenter
- □ Recorded live presentation
- ○ Recorded Webinar
- ○ Produced video content

# 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 (emotional, cognitive, behavioral, physical, spiritual)
- □ Theoretical basis of PFA
- ✔ Self-care for helpers
- □ 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
- □ You Tube or other online links to video material
- □ Checklists or other tools
- □ 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

- □ 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
12. FAST Foundations Course Overview

Training Content (cont'd)

Population of focus
☑ Children ☑ Teens ☑ Adults ☑ Older adults
☑ People with disabilities ☐ Hospital/healthcare patients ☐ Cultural minorities (tribal, immigrant, refugee)

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

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

<table>
<thead>
<tr>
<th>University/organization name</th>
<th>The National Child Traumatic Stress Network</th>
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<tbody>
<tr>
<td>Author/Presenter/Institution</td>
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<td>Length of training (min)</td>
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<td>Available in CDC Train:</td>
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<tr>
<td>PERLC or PERRC product:</td>
<td>Neither</td>
</tr>
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</table>

Course Overview

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<td>Completeness of PFA content</td>
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<tr>
<td>Time commitment</td>
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<td>Ease of navigation and technical use</td>
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</tbody>
</table>
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
- Theoretical basis of PFA
- Disaster characteristics
- Self-care for helpers
- Common reactions by realm (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
- Interactive exercises:
- Other:
13. Psychological First Aid Online

Training Content (cont'd)

Population of focus
☑ Children  ☑ Teens  ☑ Adults  ☑ Older adults
☐ People with disabilities  ☐ Hospital/healthcare patients  ☑ Cultural minorities (tribal, immigrant, refugee)

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

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.
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

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

## 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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Not recommended</td>
<td>Acceptable</td>
<td>Recommended</td>
<td>Highly recommended</td>
</tr>
</tbody>
</table>

- **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

Training Type

- [x] Narrated slides
- [ ] Text to read without narration
- [x] Video of presenter
- [ ] Recorded live presentation
- [ ] Recorded Webinar
- [x] 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
- [x] Theoretical basis of PFA
- [x] Self-care for helpers
- [ ] Common reactions by realm (emotional, cognitive, behavioral, physical, spiritual)
- [ ] Other: Historical development of PFA and other disaster mental health

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

- [x] 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
- [ ] Interactive exercises:
- [ ] Other:
14. Psychological First Aid: The Johns Hopkins RAPID PFA

### Training Content (cont'd)

<table>
<thead>
<tr>
<th>Population of focus</th>
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<tr>
<td>☐ Children</td>
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<tr>
<td>☐ Teens</td>
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<tr>
<td>☐ Older adults</td>
</tr>
<tr>
<td>☐ People with disabilities</td>
</tr>
<tr>
<td>☐ Hospital/healthcare patients</td>
</tr>
<tr>
<td>☐ Cultural minorities (tribal, immigrant, refugee)</td>
</tr>
<tr>
<td>Other:</td>
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</table>

### Target Audience

**Intended Trainees**

- ☐ General public
- ☐ School-based
- ☑ Public health worker
- ☐ Healthcare worker
- ☐ Emergency manager
- ☐ 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: 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

<table>
<thead>
<tr>
<th>University/organization name</th>
<th>National Child Traumatic Stress Network and National Center for PTSD</th>
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<tbody>
<tr>
<td>Author/Presenter/Institution</td>
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<tr>
<td>Length of training (min):</td>
<td>Available in CDC Train: Yes PERLC or PERRC product: Neither</td>
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</table>

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Not recommended</td>
<td>Acceptable</td>
<td>Recommended</td>
<td>Highly recommended</td>
</tr>
</tbody>
</table>

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

Training Type

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

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

Training Content

Content Level: Beginner

Background Elements

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

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
- [ ] You Tube or other online links to video material
- [ ] Checklists or other tools
- [x] Links to health/wellness community services
- [ ] Interactive exercises:
- [ ] Other: Audio clips of PFA mentors describing experiences,
### Training Content (cont'd)

#### Population of focus
- **☑** Children
- **☑** Teens
- **☑** Adults
- **☐** Older adults
- **☐** People with disabilities
- **☐** Hospital/healthcare patients
- **☐** Cultural minorities (tribal, immigrant, refugee)

#### 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

**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

University/organization name  University of Minnesota
Author/Presenter/Institution  University of Minnesota: Simulations, Exercises, and Effective Education Preparedness and Emergency Response Learning Center
Length of training (min):  0  Available in CDC Train:  Yes  PERLC or PERRC product:  PERLC

Course Overview

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Not recommended</td>
<td>Acceptable</td>
<td>Recommended</td>
<td>Highly recommended</td>
</tr>
</tbody>
</table>

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

Training Type

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

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

Training Content

Content Level: Beginner

Background Elements

- [ ] Disaster definition
- [x] Theoretical basis of PFA
- [ ] Disaster characteristics
- [x] Self-care for helpers
- [ ] Common reactions by realm (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
- [x] 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)

### Population of focus
- [✓] Children
- [✓] Teens
- [✓] Adults
- [✓] Older adults
- [✓] People with disabilities
- [ ] Hospital/healthcare patients
- [✓] Cultural minorities (tribal, immigrant, refugee)

### 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

### 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
- [✓] 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

<table>
<thead>
<tr>
<th></th>
<th>1 (unacceptable)</th>
<th>2</th>
<th>3 (acceptable)</th>
<th>4</th>
<th>5 (highly recommended)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness of PFA content</strong></td>
<td>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</td>
<td>Content addresses essential aspects of PFA, with no significant gaps</td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Practical vs. theoretical focus of information</strong></td>
<td>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</td>
<td>Training provides an adequate balance between theory and practice</td>
<td>Training thoroughly addresses both underlying theory and the practical application of the recommended PFA elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Readiness of students to conduct PFA by the end of the course</strong></td>
<td>Participants conclude the course with little comprehension of how or why to deliver PFA support after a disaster</td>
<td>Participants conclude the course with appropriate understanding of how to implement PFA but could benefit from opportunities to practice their skills</td>
<td>Participants are competent in practicing PFA actions, and confident in their ability to apply those skills with specific populations and settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time commitment</strong></td>
<td>Length of time required is very excessive relative to the amount of information provided</td>
<td>Length of time is appropriate relative to the amount of information provided</td>
<td>Use of time is highly efficient, delivering the maximum amount of information possible relative to the time required</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ease of navigation and technical use</strong></td>
<td>Training contains multiple technical barriers, and the navigation is confusing and problematic</td>
<td>Training is acceptably easy to navigate but includes minor technical bugs, or the technology is problem-free but navigation is slightly confusing or frustrating</td>
<td>Navigation through the training is clear and efficient, and the course is free of technical problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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](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. PERRCs conduct research to evaluate the structure, capabilities, and performance of public health systems for preparedness and emergency response.


**Section 508 Compliance**
The Section 508 of the Rehabilitation Act of 1973
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](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.