

## Tool: PowerPoint Presentation, "Psychological First-Aid"



No one who experiences a disaster is untouched by it.

#### Psychological First-Aid Resources

- American Red Cross
- American Psychological Association
- Centers for Disease Control & Prevention (CDC)
   Substance Abuse and Mental Health Services Administration (SAMHSA)
- National Institute for Mental Health (NIMH)
- Minnesota Department of Health (MDH)
- Minnesota Department of Human Services
- Minnesota Hospital Association (MHA)
   National Contar for BTSD, Torrariam & Disast
- National Center for PTSD, Terrorism & Disaster Branch

#### **Psychological First-Aid**

A set of skills that helps community residents care for their families, friends, neighbors, and themselves by providing basic psychological support in the aftermath of traumatic events.

#### Guidelines

- A normal reaction to an abnormal situation
- · Expect and promote normal recovery
- Assume survivors are competent
- Recognize survivor strengths
- Promote resiliency
- · Support survivors to master the disaster experience

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#### **Psychological First-Aid**

A model that:

- Integrates public health, community, and individual psychology.
- Includes preparedness for communities, work places, schools, faith communities, and families.
   Does not rely on direct services by mental health
- professionals.Uses skills you probably already have.



#### What is a Critical Incident?

A natural or man-made event or situation that has the potential to temporarily overwhelm the ability to maintain psychosocial equilibrium.





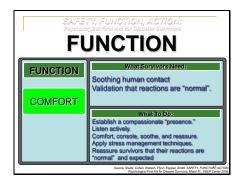


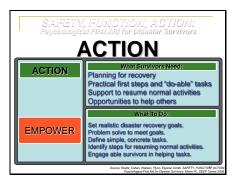
#### Psychological First-Aid

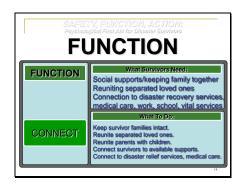
The Model

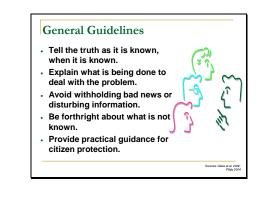
Skills

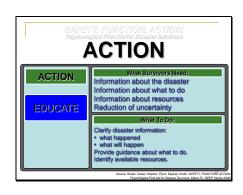












SAFETY, FUNCTION, ACTION: Psychological First Aid for Disastar Survivors							
SAFETY	FUNCTION	ACTION					
SAFEGUARD Goal: SAFEGUARD Survivors from harm and offer protection.	COMFORT Goal: COMFORT support, validate, and orient distressed survivors.	EDUCATE Goal: EDUCATE and inform survivors about the disaster, available options for action, and resources for support.					
SUSTAIN Goal: SUSTAIN Survivors by providing basic needs.	CONNECT Goal: CONNECT survivors to family, friends, and social supports,	EMPOWER survivors to take first steps toward disaster recovery and foster self-efficacy and resilience.					

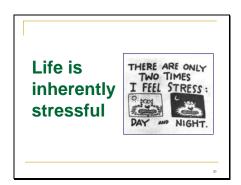
#### **SKILLS: Stress**

Stress is:

- Normal
- Productive or destructive
- Acute or chronic
- Cumulative over time
- Preventable
- Manageable

#### The Stress Response

- Physical Body Reactions
- Emotional Feelings
- Cognitive Thinking and decision making
- Behavioral Actions
- Spiritual Beliefs and values



#### Stressors

Events or situations that produce physical or psychological reactions

- Stressors can be:
- Real or imagined Internal or external
- Absolute or perceived

#### Common <u>Physical</u> Reactions to Traumatic Stress in Adults

#### Elevated heart rate

- Elevated blood pressure
- Elevated blood sugar
- Stomach upset, nausea
- Gastrointestinal problems (diarrhea, cramps)
- Sleep difficulties
- With extended stress, suppression of immune system functioning

#### Common <u>Physical</u> Reactions to Traumatic Stress in Children

- Headaches
- Stomachaches
- Nausea
- Eating problems
- Other physical reactions

#### Common Emotional Reactions to **Traumatic Stress in Adults**

- Fear and anxiety
- Sadness and depression
- Anger and irritability
- Feeling numb, withdrawn, or disconnected
- Feeling a lack of involvement or enjoyment in
- favorite activities Feeling a sense of emptiness or hopelessness about the future

Confusion and disorientation Particularly difficult symptom for school-age children Difficulty concentrating May appear as behavioral problems in classroom

#### \*Note that school may be place where child functions best:

Common Cognitive Reactions to

**Traumatic Stress in Children** 

- Continuing structure, predictability
- Child may retain a sense of control

Common Emotional Reactions to **Traumatic Stress in Children** 

#### Anxiety, fear, vulnerability

Fear of reoccurrence

#### Fear of being left alone

- Especially if separated from family during event
  May seem like an exaggerated reaction to adults
- Loss of "Sense of Safety"
- Depression
- Anger
   Guilt

#### Common Behavioral Reactions to **Traumatic Stress in Adults**

- Family challenges (physical, emotional abuse)
- Substance abuse
- Being overprotective of family
- Keeping excessively busy
- Isolating self from others
- Being very alert at times, startling easily Problems getting to sleep or staying asleep
- Avoiding places, activities, or people that bring back memories

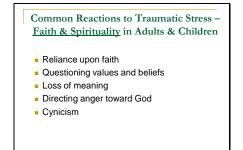
#### Common Cognitive Reactions to **Traumatic Stress in Adults**

- Difficulty concentrating
- Difficulty with memory
- Intrusive memories
- Recurring dreams or nightmares
- Flashbacks
- Difficulty communicating

Difficulty following complicated instructions

### Common Behavioral Reactions to Traumatic Stress in Children Childish" or regressive behavior

- May not be deliberate acting out
- Bedtime problems
- Sleep onset insomnia
- Midnight awakening
- Fear of dark
- Fear of event reoccurrence during night



#### **SKILLS:** Active Listening

- Eye contact
- Facial expression
- Tone of voice
- Head movement

#### Event is more traumatic when...

- Event is unexpected
- Many people die, especially children
- Event lasts a long time
- The cause is unknown
- Event is poignant or meaningful
- Event impacts a large area

### Active Listening

- Verbal Support
- Tone of voice
- Not too loud
- Encouraging prompts/head movementSupport personal pacing
- Physical Contact
- Pat on back
- HugFollow lead of person

Factors that make traumatic events less stressful...

- Preparation
- Training
- Teamwork, cooperation, camaraderie

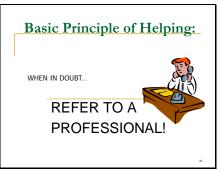
#### Active Understanding

- Try not to interrupt
- Ask questions to clarify
   Operationally restarts a part of the
- Occasionally restate a part of the story in your own words to make sure you understand
- Establish sequence
  Avoid "Why?" and "Why not?"
- Avoid "I know how you feel"
- Avoid evaluation of their experience and their reactions in the event
- Silence is OK

#### Agitation

- Some may become agitated
- Refusal to follow directions
- Loss of control
- Become threatening
- This is a reaction to an UNCOMMON situation, and has nothing to do with you
- Seek help from security





#### Basic principles...

- Privacy
- Respect
- Non-judging
- Impartial
- Equal care for all
- Gender, age,ethnicity, religion, political perspective, and culture

#### Specific reactions that MAY indicate additional needs

- Difficultly thinking clearly or acting logically
- Bizarre behavior
- Lacking awareness of reality
- Extreme stress reactions or grief
- Confusion
- Inability to concentrate or make decisions
- Haunted by images or memories of the event
- Complaining of physical symptoms after reassurance that there are none

#### Your Role

A Compassionate Presence

#### **Referrals for Additional Care and Support** (IMMEDIATE)

- Disorientation
- Psychotic behavior
- Inability to care for self
- Suicidal/homicidal thoughts, talk, or plans
- Inappropriate anger or reactions to triggers
- Excessively "flat" emotions
- Regression
- Problematic alcohol or drug use
- Flashbacks, excessive nightmares, or crying

#### Self-Care: Are You Ready...Really?

- Evaluate your level of readiness to respondDo not assume that because you are
- experienced you must be ready to respond
- Give consideration to your physical and emotional health
- If you have recently encountered a major life stressor it may be better for you and those who need assistance for you to NOT to respond

# Personal Resiliency Plan Focus beyond short-term Know your unique stressors and *Red Flags*Know unique stressors of the event: extent of damage, death, current suffering Demystify/de-stigmatize common reactions Select from menu of coping responses Monitor on-going internal stress

#### What is Resilience?

- Positive adaptation in the face of adversity
- Ordinary--not
- extraordinary

  People commonly



demonstrate resilienceThe "rule" not the exception

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#### Building Responder Resilience Pre-event

- Educate and train
- Build social support systems
- · Instill sense of mission and purpose
- · Create family communications plan

#### **Promote Resiliency**

- Everyone who experiences a disaster is touched by it
- We have the ability to "bounce back" after a disaster to a "New Normal"
- Resilience can be fostered
- One goal of Psychological First-Aid: support resiliency in ourselves and others

#### Response

- If possible deploy as a team or use the buddy system
- Focus on immediate tasks at hand
- Monitor occupational safety, personal health, and psychological well-being
- Know your limits
- Activate family communication plans

### Post-event (Recovery)

#### Monitor health and well-being

 Delayed reactions with increased demand for services seen in general public and emergency responders (onset >5 wks later)

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- · Give yourself time to recover
- Seek support when needed

### Self Care After Support Work

- Expect a reintegration period upon returning to your usual routine
- Pay attention to cues from your family that you are becoming too involved

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# Activity: Self-Assessment Questionnaire of Readiness

Evaluate your capabilities, limitations, and needs to be able to respond to an emergency while at work. Abilities/ Preparedness

Yes	No	Do you know the location of all fire alarms and extinguishers?
Yes	No	- Are you able to activate the fire alarms?
Yes	No	Can you operate a fire extinguisher?
Yes	No	- Have you practiced?
Yes	No	Do you know the location of ALL exits?
Yes	No	- Have you evaluated your ability to use them?
Yes	No	Have you determined how you may be of assistance to others in an emergency? (i.e. guiding people through darkened spaces and exits if you have no or low vision, offering emotional or calming support)
Yes	No	Do you keep critical carry-with-you supplies? (Medication, small flashlight, fully charged portable devices, paper/pen/pencil, emergency health information)

### Evacuation

Yes	No	Would you be able to evacuate after normal business hours?
Yes	No	- Do you know how to reach emergency personnel and facility response staff in case of an
		emergency after normal business hours?
Yes	No	Do you know where the facility's designated meeting place is located?
Yes	No	- Have you practiced?
Yes	No	Do you know how you would be signaled/told to evacuate the building?
Yes	No	- Have you practiced?
Yes	No	Have you determined how you may be of assistance to others during an evacuation? (i.e.
		guiding people through darkened spaces and exits if you have no or low vision, offering
		emotional or calming support)

Pers	onal	Preparedness
		If you wear contact lenses, what will you do if and when smoke, dust, or fumes become painful or dangerous. Do you keep glasses with you?
Yes	No	Do you know the location of telephones throughout the facility?
Yes	No	Do emergency alarm systems have audible and visible features?
Yes	No	If you are hard of hearing, will you be able to hear over the sound of very loud emergency alarms? How will you understand emergency information and directions that are usually given verbally? Tell your support network how to help you.
Yes	No	Do you have a personal support network? (Those that will help you if you are sick or unable to respond in an emergency.)
Yes	No	Have you anticipated the types of reactions you may have in an emergency situation and planned for coping with them? (Ex. stress, confusion, fear)
Yes	No	Do you know how to assist with a wheelchair? What will it take to evacuate a person in a wheelchair from the building?
Yes	No	Have you labeled essential equipment or documents that you may need and kept them in a place where they can be removed from the facility during an evacuation? Are these documents backed-up at any other location?
Yes	No	Do you carry supplies with you based on your worst days? (asthma inhalers, gloves, nicotine gum, etc)
Yes	No	Does your emergency health information card clearly explain your sensitivities and reactions, helpful treatments, doctors' information, insurance information, etc?
Yes	No	Do you have emergency basic supplies with you at work in case you have to 'shelter in place'? (food, water, clothes, etc)
Yes	No	Do you have a family emergency communication plan so that you can be assured of your family's safety during an emergency?



## Activity: Individual Continuity Planning

Planning to continue operations during an emergency helps to identify your critical job functions and how you plan on carrying them out under unusual circumstances. You should think about what your specific job functions are, how they are done normally, how they could be performed outside of the norm, and how you would communicate with your organization.

Your personal planning (done on this worksheet) will be a complement to your faith organization's continuity of operations plan. Making a plan for yourself will help you and your organization react to an emergency in a timely manner. Remember, this document may cover more than you need to plan for, or it may not have all that you need to plan. This is just a 'jumping off point' for planning. You can make your plans anything you want as long as they work for you and your organization.

Job Function	Comments
What are your overall job	
functions?	
What are your most critical	
job functions? (What do you	
have to do to keep the	
organization running?)	
Prioritize these critical job	
functions:	
Modify your list if necessary to take seasonal	
circumstances into account.	
What do you absolutely	
need/require to do your job?	
Dependencies	
What other jobs or job	
functions do you absolutely	
need to do your job?	
Are there alternatives to	
these needs/functions?	
Do you rely on another	
person (either internally or	
externally) to do your job?	
Do they have a plan?	

Do others rely on you to do their jobs? Are you making these functions a priority for you? (Work with these other people to help create a larger plan.) Alternatives Can you do your job from a	
different location? (Ex. home, a different office, a different faith organization)	
How would you do your job from a different location? Do you have the equipment at home that is necessary?	
Can you do your job without electricity? How?	
Are your alternatives realistic? If not, can you make them more feasible?	
Is there a time limit for being able to perform your job under different conditions?	
Communication	
What communication methods do you use externally and internally now?	
Will you be able to maintain these lines of communication in an emergency?	
Prioritize your communication methods:	
Will you be able to maintain communication if lines are limited (no phone, no electricity)? How?	

Organization Level
Do your answers (your plan)
align with your
organization's priorities,
mission, people, property?
Do your answers (your plan)
align with your
organization's Continuity of Operations Plan?
Who will be receiving this
plan? (Everyone should
know what the plans are.)
In the event of an
emergency, could you take
on another role with your
organization?
What other role?
what other role?
Can someone take on your
job functions (if you are
unable to perform it)? Who
could? (Talk with them and
work together on this plan.)
You should review and
update your plan annually – make a date now.

Additional Notes:



## Activity: Get a Kit Together

The following list will help you determine what to include in your disaster supplies kit that will meet your family's needs. This list may have a LOT more than you need or it may not have enough. Every individual and family is different and will have different needs during an emergency. Create your kits to fit your own needs.

There are two ways you can go about creating a kit: (1) purchase "one extra" and (2) stockpiling. Purchasing "one extra" means that a person has not created a separate stockpile of emergency supplies, but rather, essential items are purchased and rotated in a quantity that allows a family to survive for five days at home. These supplies are usually kept as part of the food and daily use items in the home. The stockpile philosophy means that a person buys supplies which are usually kept in the basement or other storage area and are not used until there is an emergency.

Do not forget family members with special needs who may require extra items to survive (i.e. hearing aid batteries, prescription medications, diapers, baby formula, etc) and your pets.

Remember to rotate your supplies occasionally so they do not expire. There are some large barriers to people and families making these kits. If you can, donate your time and resources to assist others once you have begun.

One great way to motivate your entire congregation to stock up is to put one item on display every week for everyone to purchase. For example, the first week you could display a manual can opener and encourage everyone to make that purchase over the week. During the next week, display a gallon of water and so on. You may want to see if a store close by will partner with you to offer your display items on sale the week everyone should buy it.

Supplies	Home	Vehicle	Work
Adhesive bandages, various sizes			
5" x 9" sterile dressing			
Conforming roller gauze bandage			
Triangular bandages			
3" x 3" & 4" x 4" sterile gauze pads			
Germicidal hand wipes or waterless, alcohol-based hand sanitizer			
Antiseptic wipes			
Large, medical grade, non-latex gloves			
Tongue depressor blades			
Adhesive tape, 2" width			
Antibacterial ointment			
Cold pack			
Scissors (small, personal)			

# **First Aid Supplies**

Tweezers		
Assorted sizes of safety pins		
Cotton balls		
Thermometer		
Tube of petroleum jelly or other lubricant		
Sunscreen		
CPR breathing barrier, such as a face shield		
First-aid manual		

# Non-Prescription and Prescription Medicine Kit Supplies

Supplies	Home	Vehicle	Work
Aspirin and non-aspirin pain reliever			
Anti-diarrhea medication			
Antacid (for stomach upset)			
Laxative			
Vitamins			
Prescriptions			
Extra eyeglasses/contact lenses			

# Sanitation and Hygiene Supplies

Item	ltem		
Washcloth and towel	Heavy-duty plastic garbage bags and ties for personal sanitation uses and toilet paper		
Towelettes, soap, hand sanitizer	Medium-sized plastic bucket with tight lid		
Toothpaste, toothbrushes	Disinfectant and household chlorine bleach		
Shampoo, comb, and brush	Small shovel for digging a latrine		
Deodorants, sunscreen	Toilet paper		
Razor, shaving cream	Contact lens solutions		
Lip balm, insect repellent	Mirror		
Feminine supplies			

# Equipment and Tools

Tools	Kitchen items		
Portable, battery-powered radio or TV		Manual can opener	
NOAA Weather Radio, if appropriate for your area		Mess kits or paper cups, plates and plastic utensils	
Flashlight and extra batteries		All-purpose knife	
Signal flare		Household liquid bleach to treat drinking water	
Matches in a waterproof container (or waterproof matches)		Sugar, salt, pepper	
Shut-off wrench, pliers, shovel, and other tools		Aluminum foil and plastic wrap	
Duct tape and scissors		Resealable plastic bags	
Plastic sheeting		Small cooking stove and a can of cooking fuel (if food must be cooked)	
Whistle		Batteries	
Small canister, ABC-type fire extinguisher		Comfort Items	
Tube tent		Games	
Compass		Cards	
Work gloves		Books	
Paper, pens and pencils		Toys for kids	
Needles and thread		Foods	
Battery-operated travel alarm clock			

# Food and Water

Supplies	Home	Vehicle	Work
Water			
Ready-to-eat meats, fruits and vegetables			
Canned or boxed juices, milk and soup			
High-energy foods such as peanut butter, jelly, low- sodium crackers, granola bars and trail mix			
Special foods for infants or persons on special diets			
Cookies, hard candy			
Instant coffee			
Cereals			
Powdered milk			

# **Clothes and Bedding Supplies**

Item	
Complete change of clothes	
Sturdy shoes or boots	
Rain gear	
Hat and gloves	
Extra socks	
Extra underwear	
Thermal underwear	
Sunglasses	
Blankets/sleeping bags and pillows	

# **Documents and Keys**

Item	Stored
Personal identification	
Cash and coins	
Credit cards	
Extra set of house keys and car keys	
Prayer book and/or other important faith-related items	
Copies of the following:	
Birth certificate	
Marriage certificate	
Driver's license	
Social Security cards	
Passports	
Wills	
Deeds	
Inventory of household goods	
Insurance papers	
Immunization records	
Bank and credit card account numbers	
Stocks and bonds	
Emergency contact list and phone numbers	
Map of the area and phone numbers of places you could go	

Source: U.S. Department of Homeland Security | Federal Emergency Management Agency (modified).

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