

CCP Trainer's Guide

Midprogram Training

Crisis Counseling Assistance and Training Program

Module 3

resilience
community
hope
recovery
partnership
outreach



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
www.samhsa.gov



FEMA

How To Use This Trainer's Guide

This trainer's guide contains a suggested schedule and learning activities for delivering the required Crisis Counseling Assistance and Training Program (CCP) Regular Services Program (RSP) Midprogram Training. This training is focused on helping CCP leadership and staff to reflect on what has been accomplished during the RSP to date, identify next steps, and begin to prepare for phasedown.

Trainers are encouraged to adapt and modify how they deliver the course to meet the needs of the specific program, audience, and circumstances, while keeping to the established course purpose and learning objectives. For example, the time available and the number of participants are two factors that would impact how the course is delivered.

This trainer's guide presents a detailed plan of instruction for a 1-day course. The agendas assume an 8½-hour training day, including 15-minute breaks in the morning and afternoon, and 1 hour for lunch.

The activities and timing of this design are intended for a group of about 25 participants. If the group is smaller, the activities and group discussions may take less time than indicated in this plan of instruction. If the group is larger than 25, you will need to modify the activities in order to fit the time available. For example, when a table exercise is indicated in the design, with reports from each table, you may want to have the participants work in trios and take a few examples to process in the large group, rather than asking all of the small groups to give reports.

The trainer's guide provides detailed instructions for suggested talking points and group exercises. It contains images of all slides. If you wish to print the slides out separately, you can do so from the PowerPoint file contained on the USB drive in the Trainer's Toolkit.

The *CCP RSP Midprogram Training Participant Workbook* contains all the essential content from the slides that participants should have as reference material, along with worksheets tailored to the learning activities described in this trainer's guide. The *CCP RSP Midprogram Training Participant Workbook* is saved in Word format on the USB drive in the Trainer's Toolkit; please modify the file, as necessary, before having it reproduced for participants. It is suggested that the *CCP Participant Workbook* be reproduced on three-hole-punch paper and provided to participants in a three-ring binder.

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CCP Trainer's Guide
RSP Midprogram Training

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Pre-Training Checklist

Prior to the course, contact the CCP program manager to discuss the items below.

Disaster Specifics

- Type of disaster
- Size and scope of disaster
- Unique dynamics of the disaster
- Population affected, including special populations and cultural factors

Program Data

- RSP start and end dates and disaster anniversary date
- Size of program—number of providers and counselors, status of recruitment
- Background and experience of counselors:
 - Ask the program manager about the strengths and needs of the staff in order to tailor the training appropriately.
- Current status of service provision:
 - Ask about the status of group counseling to determine which of the two recommended group counseling-related activities to do during the training.
 - Ask whether to focus the community networking activity on anniversary or phasedown preparation.
- Request a copy of key program documents:
 - Summary of data on service provision to date
 - Current Needs Assessment
 - Current Outreach Strategy/Plan of Services
 - Current Staffing Plan/Organizational Chart
 - Maps of the disaster impact

Course Logistics

- Number of participants:
 - Encourage the program manager to attend the entire training.
 - Make sure any new program staff who didn't attend the Core Content and Transition to RSP Trainings attend this training and get a copy of the participant workbooks for the Core Content and Transition to RSP Trainings.
- Determine whether other community representatives would benefit from attending the training.
- Confirm length of course and start/end times.
- Location and training facility—training room size and setup
- Audiovisual support—LCD, computer, easel stands, and tear sheets
- Name tags, markers, etc.
- Reproduce the *CCP RSP Midprogram Training Participant Workbook* and other materials (handouts of program documents, *CCP Job Aid for Crisis Counselors*, etc.)
 - Modify *Midprogram Participant Workbook*, if desired/necessary.

Travel Logistics

- Flight recommendations
- Lodging recommendations
- Reimbursement procedure

Other Items

- Review the training agenda and activities with the program manager.
- Agree how the staff input generated through the training activities will be captured and transferred to the program manager.

Post-Training

- Make recommendations to the program manager about post-training followup—e.g., subsequent meetings, training, other actions.
- Submit completed participant evaluations and trainer feedback form to the Substance Abuse and Mental Health Services Administration (SAMHSA) Disaster Technical Assistance Center (DTAC). Participant evaluation forms are included in the *CCP Midprogram Participant Workbook*, and the trainer feedback form appears at the end of this trainer's guide.

**Recommended Agenda
RSP Midprogram Training**

8:30 a.m.	Welcome and Introductions
9 a.m.	Section 1: Program Assessment
9:45 a.m.	Section 2: Individual, Community, and Staff Needs
10 a.m.	Break
10:15 a.m.	Section 2 (cont.)
11:15 a.m.	Section 3: Crisis Counseling Services and Skills
12:30 p.m.	Lunch
1:30 p.m.	Section 3 (cont.)
2:45 p.m.	Break
3 p.m.	Section 3 (cont.)
3:30 p.m.	Section 4: Program Management
4 p.m.	Section 5: Stress Management
4:45 p.m.	Applying Your Learning and Course Evaluation
5 p.m.	Adjourn

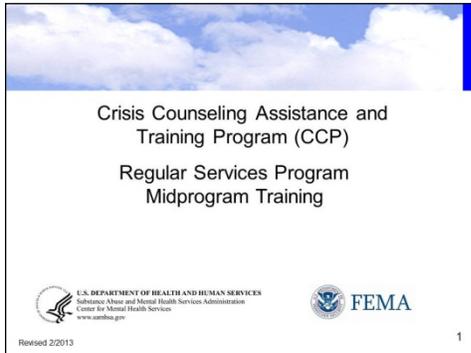
This agenda matches the agenda that appears in the Participant Workbook. If you decide to depart from this suggested agenda, you may need to explain the adjustments to participants, so they don't have trouble following along.

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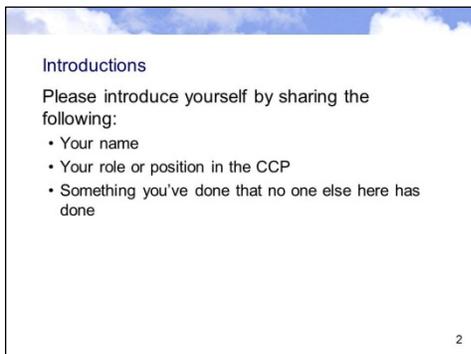
Welcome and Introductions (30 minutes)

15 minutes

WELCOME AND INTRODUCTIONS



Begin the course by welcoming participants and introducing yourself.



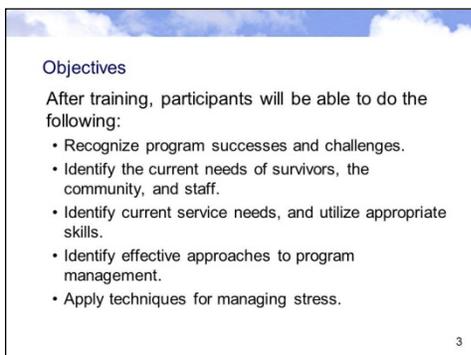
Ask participants to introduce themselves by sharing the following:

- Their names
- Their role or position in the CCP
- Something they've done that they think no one else here has done

During the introductions, if someone else in the room has done what the person introducing him- or herself has done, then the participant must state something else until he or she finds something no one else has done.

15 minutes

COURSE OBJECTIVES, AGENDA, AND NORMS



Review objectives of the course. Note that the course agenda and objectives appear in the workbook.

Objectives—By the end of the course, participants will be able to do the following:

- Recognize program successes and challenges.
- Identify the current needs of survivors, the community, and staff.
- Identify current service needs, and utilize appropriate skills.
- Identify effective approaches to program management.
- Apply techniques for managing stress.

Emphasize the organizing theme of this course is to reflect on what has been accomplished during the RSP to date, identify next steps, and begin to think about phasedown.

Agenda	
Morning	Afternoon
Welcome and Introductions	Section 3: Crisis Counseling Services and Skills (cont.)
Objectives and Agenda	Section 4: Program Management
Section 1: Program Assessment	Section 5: Stress Management
Section 2: Individual, Community, and Staff Needs	Applying Your Learning and Course Evaluation
Section 3: Crisis Counseling Services and Skills	

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Review the course schedule, and discuss how the objectives will be addressed during the training.

Be sure to **cover** logistical details, such as the following:

- Lunch and break times and locations
- Restroom locations
- Time (follow clock in the room)

Pause and ask for participants' reactions or questions, and ask whether they feel there is anything missing from this program.

Introduce the *CCP Midprogram Participant Workbook*, and describe how it will be used during the course. Highlight the following:

- The workbook will be used to convey key concepts covered in the course.
- There is space to make notes and capture reflections.

Guidelines for Working Together
<ul style="list-style-type: none"> • Keep time (start on time, return from breaks on time, end on time). • Switch mobile phones off or to "vibrate." • Participate fully. • Ask questions freely. • Balance talking and listening. • Respect each other's points of view.

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As in any course, having agreed-upon norms is helpful.

Write the following guidelines on an easel stand, and review them with participants. These guidelines also appear in the *CCP Midprogram Participant Workbook*.

- Keep time (start on time, return from breaks on time, end on time).
- Switch mobile phones off or to "vibrate."
- Participate fully.
- Ask questions freely.
- Balance talking and listening.
- Respect each other's points of view.

Ask the participants to decide together on the following:

- If there are any guidelines they would like to modify
- If any are missing

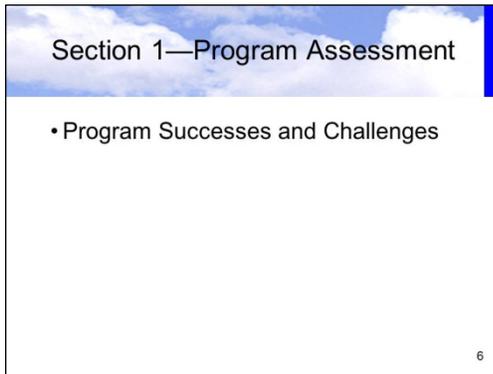
Write any additional guidelines on the easel stand, and **check** to see if everyone in the room can agree to the list. You can keep it light by asking them to shake hands with someone at their table to signify agreement with this "social contract."

Warmly **welcome** the participants again, and jump into the content of the course!

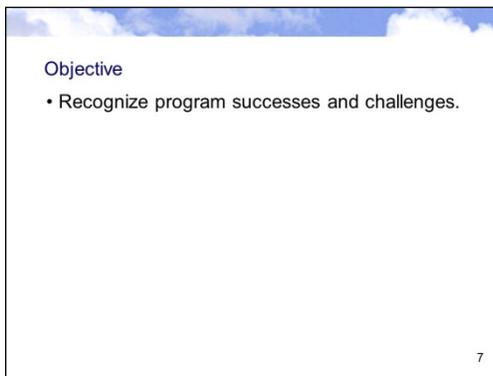
SECTION 1: Program Assessment (45 minutes)

5 minutes

SESSION INTRODUCTION



Introduce this session by telling participants that we're going to start our work together today by taking stock of the program's successes and challenges to date in a way that's fun and creative.



Review the session objective:

- Recognize program successes and challenges.

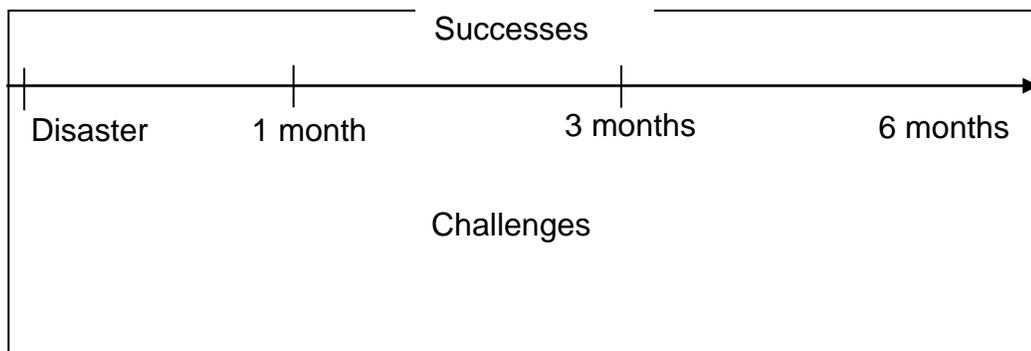
40 minutes

PROGRAM SUCCESSSES AND CHALLENGES MURAL

Explain that we're going to create a mural that shows the program's successes and challenges over time.

Preparation

Create a timeline along the wall using tear sheets. Tape tear sheets on the wall, end to end, and draw a timeline across the center of each page, from left to right. Start the timeline with the disaster, and mark the months up to the present time. Write "Successes" on the top center of the page. Write "Challenges" on the bottom center. When the participants draw on the mural, they will draw successes above the timeline and challenges below the timeline.



Program Successes and Challenges

Mural Activity

- Individually, think about the successes and challenges of this CCP over time.
- With your group, share your lists of successes and challenges.
- Come to agreement on two or three successes and two or three challenges you'd like to put on the mural.
- Draw them on the timeline—use a combination of images and words.

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Task

Have participants reflect individually on the successes and challenges the program has faced to date. (5 minutes)

Divide the participants into groups along functional and geographic roles and responsibilities. For example—have the program management team members form one group, the administrative team members form another group, and crisis counselors form geographic groups based on their area of responsibility.

If the program has a small staff, you may want to have mixed groups with program staff (administration, finance, etc.) integrated with crisis counseling staff.

Have participants share their reflections on successes and challenges in their group. They should come to agreement on two or three successes and two or three challenges and draw them on the timeline on the wall. They can use a combination of drawings and words, if they'd like. (15 minutes)

Once all the groups have finished, **have the participants stand** in front of the mural they have created. **Ask** each group to tell the story behind the drawings they have made. (15 minutes)

Summarize the discussion, and explain that this mural they've created is a common starting point for us to continue our work today as a group. We will use this foundation of what they've accomplished and struggled with as we collectively strategize about where the program needs to go from here and how to get there. (5 minutes)

Transition to the next session on identifying individual, community, and staff needs.

SECTION 2: Individual, Community, and Staff Needs (1 hour, 30 minutes)

5 minutes

SESSION INTRODUCTION

Section 2—Individual, Community, and Staff Needs

- Current and Upcoming Phases of Disaster
- Working Group Discussions
- Working Group Presentations

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Introduce this session by explaining that we're going to build upon our shared understanding of the program's history now by looking at the current state of needs for individuals, communities, and the CCP staff.

Objective

- Identify the current needs of survivors, the community, and staff.

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Review the session objective—

- Identify the current needs of survivors, the community, and staff.

10 minutes

PHASES OF DISASTER

Current and Upcoming Phases of the Disaster What phase are you in?



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Explain that in order to understand current needs, it's important to know what phase of the disaster and recovery the community is in.

Review the phases of disaster graph (see suggested talking points below).

Ask participants what phase the community is in right now. What effect does the current phase of disaster have on individuals, the community, and staff?

Suggested talking points:

- This graph is a simple model of the community (rather than individual) reactions to disaster.
- A CCP is a year or longer in duration. It is “more of a marathon than a sprint.”

- Communities progress through these phases at different rates, depending on the type of disaster and the degree of exposure. They may also move back and forth between phases.
- Crisis counseling interventions need to be adapted to the phase of the disaster response.
- This diagram identifies processes and events in addition to the main phases of disaster.
- Inventory is the process by which communities and individuals come to realize the limits of disaster assistance. This usually begins later in the honeymoon phase and causes the decline into the disillusionment phase.
- Trigger events can happen in any phase following the onset of a disaster but are more typical in the later phases—after the reality of the initial traumatic event has set in. Trigger events vary by disaster, community, and individual, but some trigger events can be predicted. For example, upsetting reports in the media about survivors' suffering or shortcomings in the disaster response can increase stress in individuals and communities.
- Anniversary reactions are often responses to trigger events that occur around the anniversary of the disaster event. While each disaster is different, experience with past disasters has shown that disaster event anniversaries are often accompanied by painful memories and potentially stressful media, political, and community attention. Some of these reactions are predictable and can be planned for.
- Working through grief is the process of coming to terms with disaster losses, developing constructive coping strategies, and building a new post-disaster life. This process can sometimes take years. Setbacks are trigger events in the reconstruction phase—e.g., recurrence of disaster or media coverage of new and painful discoveries related to the disaster. A community's sense of recovery—of having come to terms with the disaster—can be damaged by these unexpected setbacks.

Current and Upcoming Phases of the Disaster (cont.)

- Disillusionment phase:
 - Stress and fatigue take a toll.
 - Optimism turns into discouragement.
 - There may be an increased need for substance abuse services.
 - The larger community returns to business as usual.
 - The CCP may have an increased demand for services as individuals and communities become ready to accept support.
 - Reality of losses sets in.
 - Diminishing assistance leads to feelings of abandonment.

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Discuss the characteristics of the disillusionment and reconstruction phases.

Ask—Does this match with what you're seeing? With what you expect to see in the next phase?

Suggested talking points:

- The RSP Midprogram Training usually falls near the disillusionment phase of the disaster. The issues related to disillusionment affect the CCP staff, the community, and the survivors. Therefore, these issues must be addressed at all three of these levels in order to effectively move to the next stage of the CCP.
- Disillusionment phase:
 - Stress and fatigue take a toll.
 - Optimism turns into discouragement.
 - There may be an increased need for substance abuse services.
 - The larger community returns to business as usual.
 - The CCP may have an increased demand for services as individuals and communities become ready to accept support.
 - Reality of losses sets in.
 - Diminishing assistance leads to feelings of abandonment.
- Reconstruction phase:
 - Individuals and communities begin to assume responsibility for rebuilding their lives.
 - People begin to adjust to new circumstances.
 - There is recognition of growth and opportunity.
 - The reconstruction process may continue for years.
 - People adjust to a new "normal" while continuing to grieve losses.

Current and Upcoming Phases of the Disaster (cont.)

- Reconstruction phase:
 - Individuals and communities begin to assume responsibility for rebuilding their lives.
 - People begin to adjust to new circumstances.
 - There is recognition of growth and opportunity.
 - The reconstruction process may continue for years.
 - People adjust to a new "normal," while continuing to grieve losses.

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Give the participants a 15-minute break before proceeding to the next segment on identifying current needs.

15 minutes

BREAK

Working Group Discussions

- Decide which topic you want to discuss:
 - Individual needs
 - Community needs
 - Staff needs
- In your working group:
 - Choose a facilitator, reporter, and presenter.
 - Discuss the questions listed in your workbook for your topic.
 - You have 20 minutes for your discussion.
 - Be prepared to present your recommendations for future directions to the rest of the group.

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Say that with a better understanding of the current and anticipated phases the community will be experiencing, we'll now explore the implications for individuals, communities, and staff.

Explain that in order to cover the most ground in the shortest amount of time, we'll be dividing into three working groups to look at the specific needs of each of those groups.

Divide participants into three working groups, corresponding to the following focus areas: individual needs, community needs, and staff needs. **Ask** them to choose the group that matches the topic in which they are most interested. **Adjust** the group sizes as needed so that you have a relatively similar number of participants in each of the three groups.

If you have a very large group, you may want to have more than three groups, e.g., two groups for each topic area.

Explain that in this session, they'll be working in their groups to assess the current status of that group and identify unmet needs.

Tell the groups that they'll have 20 minutes for their discussion and that they should prepare to present their recommendations for future directions to the large group.

Individual Needs Questions

- What is the status of:
 - Populations targeted and reached?
 - Survivor needs and challenges?
 - Available resources and challenges?
 - Long-term recovery committees?
- Where do we go from here?
 - Identify populations needing to be reached.
 - Plan to address survivor needs and challenges.
 - Identify needed resources.

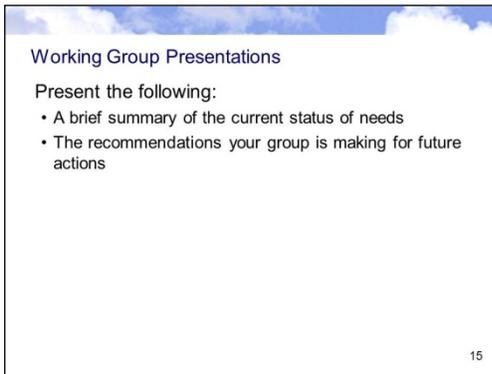
Community Needs Questions

- What is the status of:
 - Community recovery?
 - Communities targeted and reached?
 - Community activities and events?
 - Inclusion of community leaders and cultural brokers?

- Involvement of community organizations?
- Where do we go from here?
 - Identify and address remaining community needs and challenges.
 - Identify new ways to promote community recovery.

Staff Needs Questions

- How can staff members effectively address individual and community needs and challenges?
 - What staff skills are needed?
 - What resources are needed?
 - What program management supports are needed?
 - What other supports are needed?



Working Group Presentations

Present the following:

- A brief summary of the current status of needs
- The recommendations your group is making for future actions

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Facilitate the group presentations and discussion. (30 minutes)

Summarize key points and action items after each presentation.

Wrap up the session, and transition to the next section on crisis counseling skills.

You may want to give them a quick stretch break (5 minutes) before proceeding to the next session.

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SECTION 3: Crisis Counseling Services and Skills (4 hours, 15 minutes)

5 minutes

SESSION INTRODUCTION

Section 3—Crisis Counseling Services and Skills

- Crisis Counseling Services at Midprogram
- Group Crisis Counseling
- Community Networking
- Assessment and Referral
- Public Education

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Introduce this session by previewing what we'll cover in this section.

Tell participants that we'll do the following:

- Conduct a self-assessment of their crisis counseling skills.
- Identify strategies for strengthening group counseling services.
- Strategize around community networking.
- Check in on any challenges they're facing in assessment and referral.
- Practice effective message delivery for public education.

Explain that we'll cover individual/family and group counseling before lunch, and then the rest after lunch.

Review the session objective—

- Identify current service needs, and utilize appropriate skills.

Objective

- Identify current service needs, and utilize appropriate skills.

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Start the session by discussing the reach of services diagram and the implications for services at midprogram.

Suggested talking points:

- This graphic illustrates the reach and intensity of crisis counseling services.
- Primary services involve interaction of crisis counselors and survivors.
- Secondary services involve dissemination of information.
- Face-to-face primary services should be the focus of the CCP.
- Lower-intensity services reach a larger number of people.
- It is important to emphasize that as the program moves into the RSP midprogram phase, individual/family crisis counseling sessions continue.
- It is important to canvass hard-hit areas for returnees or those now ready to accept services.
- Continue individual/family crisis counseling with those who have more intensive needs, and continue referrals.
- Group counseling increases during the RSP, as individuals become ready for this approach and counselors identify groups of survivors with common needs, issues, and concerns.
- Community efforts are increased through outreach to schools, businesses, and community and faith-based organizations.
- Public education increases.



Discuss how the focus of crisis counseling services changes at midprogram, as well as the areas to which the program should be paying particular attention.

- Increase focus on group crisis counseling services, community support, networking, and public education.
- Continue individual/family crisis counseling and targeted outreach.
- Strengthen crisis counseling skills.
- Facilitate referral of individuals and families to existing long-term community resources.

Segue to focus on individual/family crisis counseling.

30 minutes

INDIVIDUAL/FAMILY CRISIS COUNSELING

Crisis Counseling Services at Midprogram (cont.)

Crisis counseling skills self-assessment:

- Complete the self-assessment in your workbook to identify your strengths and challenges in providing crisis counseling.
- Discuss your results with a partner.

20

Tell participants we want to check in with them about what's working well for them personally in their provision of crisis counseling and what challenges they're facing.

Ask them to complete the self-assessment of their strengths, skills, and challenges in their workbook. (5 minutes)

Have them discuss their self-assessment with a partner. (10 minutes)

Facilitate a large-group discussion about their self-assessment results. (15 minutes)

- Take a few examples of strengths from participants, and ask them to share any specific examples or tips for the strengths they identified.
- Ask them for examples of the skills they use to facilitate role modeling, empowerment, etc.
- Spend the majority of the discussion time asking them about the challenges they are facing.
- Ask for examples of the challenges they identified. Check to see if the examples they give are common to other staff members. Ask what advice they have for addressing each challenge. Provide your own advice as well.

Transition to focus on group crisis counseling.

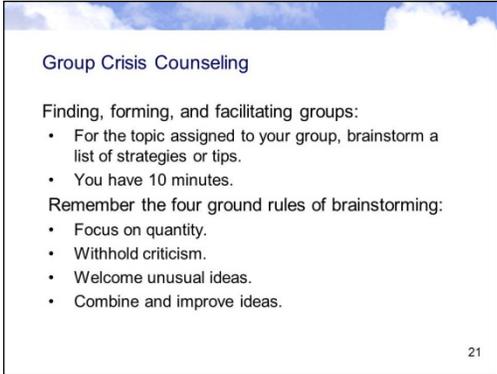
30–40 minutes

GROUP CRISIS COUNSELING

NOTE: For this segment of the course, you have two options for aspects of group crisis counseling to focus on:

- Option A: Strategies for finding, forming and facilitating groups
- Option B: Managing challenges in group counseling

Choose which option to use based on what you learned about the current status of group counseling when talking with the program manager prior to the course. For example, if the program doesn't have many groups and is having difficulty getting groups started, choose option A. If the program has a number of groups established, then choose option B. You might also want to poll the staff to find out which topic would be most helpful to them.



Option A: Strategies for Finding, Forming, and Facilitating Groups

- Divide participants into three or six groups (use three groups if the class size is about 15 participants; use six groups if the class includes 25 or more participants).
- **Have the groups** spread out in the room and gather around an easel stand or some blank tear sheets taped to the wall.
- **Tell** participants we're going to do a quick brainstorming session on finding, forming, and facilitating groups.
- **Remind** participants of the four ground rules of brainstorming:
 - **Focus on quantity**—the greater the number of ideas generated, the greater the chance of producing an outstanding idea.
 - **Withhold criticism**—by suspending judgment until later, individuals feel free to generate unusual ideas.
 - **Welcome unusual ideas**—new ways of thinking may provide better solutions.
 - **Combine and improve ideas**—good ideas may be combined to form a single better idea.
- Brainstorm (10 minutes)
 - Have one or two of the groups brainstorm a list of strategies for finding groups.
 - Have one or two groups brainstorm a list of strategies for forming groups.
 - Have one to two groups brainstorm tips for facilitating groups.
 - Hear quick reports from the groups—emphasize and reinforce the best strategies each group identified. (20 minutes)

Group Crisis Counseling (cont.)

Managing challenges in group crisis counseling:

- For the challenge assigned to your table, discuss what you might do to manage or overcome that challenge.
- Be prepared to share your strategy or tips.

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Option B: Managing Challenges in Group Counseling

- **Materials needed:** One index card per person
- **Begin a discussion** about the kinds of challenges CCP staff are facing in group counseling—e.g., difficult group members, getting a session started, transitioning responsibility to the group members, etc.
- **Ask** participants to write on an index card a description of a challenge they are struggling with in facilitating group counseling. (5 minutes)
- **Collect** the cards from participants. Have them discuss the challenges they identified at their tables, while you quickly **review** the cards and **choose** two to work with. You might want to choose challenges that appear most frequently, or ones that provide the most substance for discussion. (5 minutes)
- **Assign** half of the tables in the room one of the challenges, and have them do some group problem solving around what they would do to manage that challenge. **Assign** the other half of the room the other challenge you have chosen.
- **Give** the groups 10 minutes to identify a strategy or tips for managing this challenge.
- **Discuss** each of the two challenges one at a time. **Ask** the groups what they would do for their challenge. **Facilitate** a discussion of the similarities and differences of the different groups' responses. **Give** your own perspective.
- **Repeat** the process for the other case. (10 minutes per case)

1 hour

LUNCH BREAK

20 minutes

COMMUNITY NETWORKING

Community Networking

- Identify which community groups and leaders you want to engage in anniversary or phasedown planning.
- Identify how you want to engage them—what are some key actions you'll take?

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NOTE: In this section, choose to focus the discussion on either anniversary planning or phasedown preparation, based on the timing of the training relative to either anniversary or phasedown. Discuss with the program manager before the training the event on which he or she would like to focus.

Discuss the role of the CCP and the community in preparing for and commemorating either the disaster anniversary or the phasedown of the CCP.

- Emphasize that the CCP plays a supportive role in the disaster anniversary planning and commemoration of

the community.

- Emphasize that the community must be integrally involved in the preparation and conduct of the CCP phasedown. After the CCP ceases operations, it is the community that must continue to provide services to its members.

Tell participants that we're going to take some time to begin discussing how to engage the community in anniversary or phasedown planning.

Ask participants to work with others at their table to do the following: (10 minutes)

- Identify which community groups and leaders you want to engage in anniversary/phasedown planning.
- Identify how you want to engage them—what are some key actions you'll take?

Ask groups which groups/leaders they identified. **Record** them on a tear sheet.

Ask them what actions they'll take to engage these groups. **Summarize** the discussion, and transition to a discussion of assessment and referral.

30 minutes

ASSESSMENT AND REFERRAL

Assessment and Referral

- What are some specific situations that are appropriate to administer the Assessment and Referral Tools?
- What are some examples of assessment and referral from the past month or so?
- Are there circumstances in which you are reluctant to make a referral, even when it could be indicated? What are these circumstances?
- What are some ways to overcome these obstacles?
- What are some of the grounds for emergency referral?

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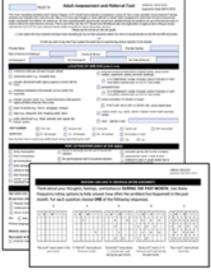
Facilitate a large-group discussion about assessment and referral:

- What are some specific situations that are appropriate to administer the Assessment and Referral Tools?
- How have you seen the needs for assessment and referral change over time?
- What are some current examples of assessment and referral from the past month or so?
- Are there circumstances in which you are reluctant to make a referral, even when it could be indicated? What are these circumstances? (Record these on a tear sheet.)
- What are some ways to overcome these obstacles?
- What are some of the grounds for emergency referral?

Assessment and Referral (cont.)

Adult Assessment and Referral Tool:

- It is used to facilitate referrals to more intensive behavioral health services.
- It is typically used during a third encounter but can be used at any time to assess those who may be experiencing severe reactions.
- It measures risk categories and event reactions using a structured interview approach.
- If a person scores three or more "intense" reactions (ones scored 4 or 5), then referral for more intensive services should be discussed.



25

Review the Adult Assessment and Referral Tool.

Assessment and Referral (cont.)

Child/Youth Assessment and Referral Tool and Response Card:

- Used to facilitate referrals to more intensive behavioral health services.
- Typically used with children on the third visit, but can be used at any time the crisis counselor suspects the child may be experiencing serious reactions to the disaster.
- Includes questions for the parent about the child (required for children ages 0-7)
- Measures reactions using a structured interview approach



26

Review the Child/Youth Assessment and Referral Tool.

Assessment and Referral (cont.)

Emergency treatment referral:

- Alert the team leader immediately if:
 - There is intent or means to harm self or others.
 - A person experiences severe paranoia, delusions, or hallucinations.
 - Functioning is so poor that the person's (or his or her dependent's) safety is in danger.
 - Excessive substance use is placing the person or others at risk.
- When in doubt, call 911, or refer for immediate psychiatric or medical intervention.

27

Review the guidelines for emergency treatment referral.

Emphasize that crisis counselors should know local emergency resources before going out into the community.

Assessment and Referral (cont.)

Nonemergency treatment referral:

- Reduce perceived stigma:
 - Demystify mental health or substance abuse treatment by explaining it.
 - Explore referral options, and give choices.
- Increase compliance:
 - Explore obstacles to accepting services.
 - Encourage person to call for the appointment while the counselor is there.
 - Accompany person to first appointment, if necessary and appropriate.

28

Review the guidelines for nonemergency treatment referral.

Refer to the table in their workbooks describing the difference between traditional case management and CCP resource linkage.

Transition to discussing public education.

Public Education

- Where do you currently provide public education?
- What are some additional venues or audiences where/for whom you could provide public education and information?
- What makes for an effective public education presentation?

29

Discuss how the need for public education increases at midprogram.

Ask participants where they currently provide public education and information—what venues, what audience?

Ask them to identify places they are not providing public education but could—what are some untapped opportunities?

Record these on a tear sheet. Get the group to identify at least three opportunities.

Ask them to imagine they're preparing a presentation at one of the venues identified above—what would you do to prepare in order to be successful?

The group will hopefully identify some of the following:

- Be clear about the purpose of your presentation.
- Know who the audience is.
- Gather appropriate supporting materials—visual aids, handouts.
- Know what you're going to say—prepare your remarks.
- Use effective presentation skills.

Emphasize that there are three key aspects to making an effective public education presentation:

- Know your audience.
- Plan your presentation.
- Deliver an effective message.

Public Education (cont.)

Effective presentations require that you:

- Know your audience.
- Plan your presentation.
- Deliver an effective message.

30

Public Education (cont.)

Know your audience:

- General information:
 - Age, gender, education level, economic status, ethnic makeup
- Their interests and needs:
 - Knowledge of subject
 - Attitude toward subject
 - What they want to know
 - What they care about

31

Discuss what you want to find out about your audience before making a presentation:

Know Your Audience

- General information about your audience—e.g., age, gender, education level, economic status, ethnicity
- Their interests and needs
 - Knowledge level of your subject
 - Attitude toward the subject
 - What they want to know
 - What they care about

The most important thing to think about and determine is, what's in it for the audience? Why should they care about what you're saying? Orient your presentation around that. Explain that you won't always know for sure what their interests and needs are, but you can make an educated guess.

Public Education (cont.)

Plan your presentation:

- Determine your key message.
- Decide on the top three points of your message.
- Identify supporting facts, examples, and stories.
- Craft a strong opening and closing statement.
- Develop supporting materials—visual aids, handouts, etc.

32

Explain the key steps in planning and preparing a presentation:

Plan Your Presentation

- Determine your key message—what do you want them to think, do, or know?
- Decide on the top three points of your message—these points should be concise.
- Identify supporting facts, examples, or stories—people remember examples and stories best.
- Craft a strong opening and closing statement—tell people what you're going to tell them; tell them; and then, tell them what you told them. Repetition of your key message will enhance audience retention.
- Develop supporting materials (visual aids, handouts, etc.)—when possible, use visuals and handouts to supplement your presentation.

Public Education (cont.)

Deliver an effective message:

- Voice tone and speaking style:
 - Speak loudly and clearly.
 - Use your voice for emphasis.
- Body language:
 - Gestures—maintain an open body posture.
 - Facial expressions—these should be appropriate to content.
 - Eye contact—look for an “ally” in the group.

33

Discuss the aspects of delivering an effective message.

Deliver an Effective Message

- Voice tone and speaking style:
 - Speak loudly and clearly—use your voice for emphasis.
 - Avoid talking in a monotone and trailing off at the end of sentences.
- Body language:
 - Gestures
 - Maintain an “open” body posture—don’t cross or clasp your hands; face the audience.
 - Don’t fidget with anything; put down pens, markers, and papers.
 - Move around somewhat while presenting.
 - Facial expressions
 - Make sure your facial expression matches what you’re saying—excited, serious, etc.
 - Smile when appropriate.
 - Eye contact
 - Look for an “ally” in the group—but don’t fixate on that one person!
 - Move your gaze about the room.
 - Don’t look over people’s heads.

Public Education (cont.)

Task instructions:

- For the audience or venue assigned to your group, prepare a 3- to 5-minute public education presentation.
- Discuss what you know about your audience.
- Plan the presentation.
- Identify someone in your group to deliver the message.
- Take 15 minutes to prepare.

34

Note that many of these tips are common sense and probably aren’t anything new to them. The hard part is doing it, and the secret to that is practice!

Tell them they are going to have a chance to practice crafting a public education message for a specific group and delivering that message.

Break the participants into three groups (or some multiple of three, depending on the size of the group). **Choose** three venues/audiences from the list of potential public education opportunities the group brainstormed. **Assign** one venue/audience to each group.

Their task is to prepare a public education message for that group (3–5 minutes) and identify supporting materials they would want to provide.

Tell them they have a total of 30 minutes to prepare and take a break before we start the presentations; it's up to them how they want to manage their time (i.e., take a break first, then work, or vice versa).

15 minutes

BREAK

Public Education (cont.)

Presentations:

- As you observe the other two groups' presentations, take notes on the observer worksheets in your workbook.
- Be prepared to give positive and constructive feedback to the presenter and his or her group.

35

Have each group present its public education message and describe what supporting materials it would provide at the meeting.

Facilitate a brief feedback session after each presentation—on both the presenter's delivery (body languages, voice) and the message itself (clarity, persuasiveness). **Ask** the other participants to give feedback first, and then add in your perspective. Start by asking these questions:

- What worked well in this presentation?
- What could be improved?

Spend about 10 minutes per group for the presentation and then feedback (30 minutes total).

Summarize—or ask the participants to summarize—the key messages about planning and delivering effective public education.

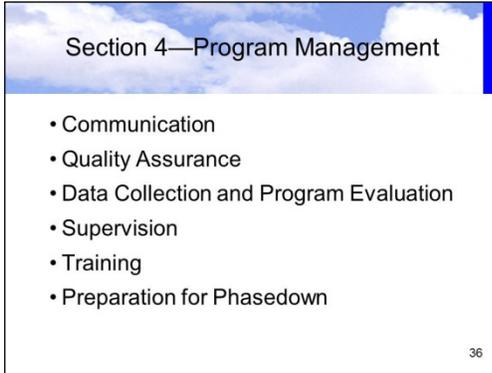
Wrap up this session, and transition to the next section on program management.

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SECTION 4: Program Management (30 minutes)

5 minutes

SESSION INTRODUCTION

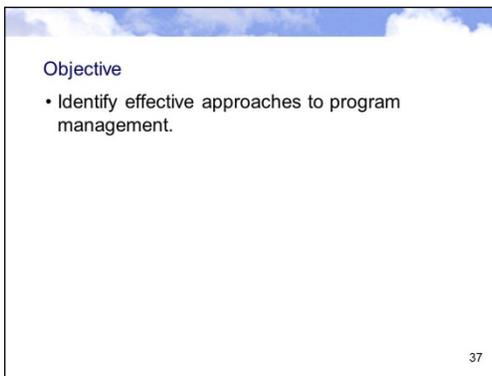


Section 4—Program Management

- Communication
- Quality Assurance
- Data Collection and Program Evaluation
- Supervision
- Training
- Preparation for Phasedown

36

Introduce this session by saying that we're going to review and discuss a few key areas of program management to identify what's working well and where there's room for improvement.



Objective

- Identify effective approaches to program management.

37

Review the session objective—

- Identify effective approaches to program management.

25 minutes

PROGRAM MANAGEMENT DISCUSSION

NOTE: In this section, slides with suggested questions are provided for a variety of program management issues. Based on your understanding of the group, the program, and the program management, you can choose a few topics to focus discussion on in this session, or try to cover all topics quickly.

Communication

- Who is responsible for ensuring an effective overall system of communication?
- What is the communication structure?
- How does it operate on a state, provider, and team level?
- Have there been breakdowns in communication?
 - Where?
 - When?
 - How can they be resolved?
- Are crisis counselors getting the information and support they need?

38

Facilitate discussion about the current status of communication within the project:

- Who is responsible for ensuring an effective overall system of communication?
- What is the communication structure?
- How does it operate on a state, provider, and team level?
- Have there been breakdowns in communication?
 - Where?
 - When?
 - How can they be resolved?
- Are crisis counselors getting the information and support they need?

Quality Assurance

How does your program demonstrate:

- Adherence to the CCP model?
- An effective communication system?
- Regularly scheduled team meetings?
- Effective management and supervision?
- Collection, analysis, and utilization of data?
- Identification of problems and gaps in service?
- Redirection of resources and modification of the service plan to close gaps?
- Ongoing needs assessment?

39

Ask about their current mechanisms for quality assurance.

How does your program demonstrate:

- Adherence to the CCP model?
- An effective communication system?
- Regularly scheduled team meetings?
- Effective management and supervision?
- Collection, analysis, and utilization of data?
- Identification of problems and gaps in service?
- Redirection of resources and modification of the service plan to close gaps?
- Ongoing needs assessment?

The CCP may have a formal quality assurance process in place. If so, have the program leadership and participants describe it and how it is working.

Data Collection and Program Evaluation

Program evaluation is a systematic effort to collect, analyze, and use data to inform and improve service delivery.

- Data collection—A process of gathering information about survivors and services
- Data analysis—A process of reviewing and interpreting the information that has been collected
- Feedback loop—A process of sharing findings from the analysis and developing a strategy to address them
- Program evaluation plan—An ongoing process to inform and improve service delivery

40

Review the definition of program evaluation, and discuss the various aspects of the data collection and program evaluation process.

Program evaluation is a systematic effort to collect, analyze, and use data to inform and improve service delivery.

- Data collection: A process of gathering information about survivors and services
- Data analysis: A process of reviewing and interpreting the information that has been collected
- Feedback loop: A process of sharing findings from the analysis and developing a strategy to address them
- Program evaluation plan: An ongoing process to inform and improve service delivery

Suggested talking points:

- Whether the questions concern how to improve the reach of the service delivery system or how to improve the efficacy of the services themselves, program evaluation provides an data-driven basis for the answers.
- Data collection is performed by the crisis counselors.
- Data analysis is performed by program managers.
- The feedback loop is performed by program managers with input from the crisis counselors.
- The program evaluation plan is implemented by the crisis counselors and team leaders and monitored by the program managers.

Data Collection and Program Evaluation (cont.)

How have data collection and analysis:

- Assisted program managers?
- Assisted crisis counselors?
- Assisted in identifying program trends and survivor needs?
- Documented the program's accomplishments?
- Provided accountability to stakeholders (e.g., Congress, Government Accountability Office, federal agencies)?

41

Facilitate discussion on how data collection has been useful in the program.

How have data collection and analysis:

- Assisted program managers?
- Assisted crisis counselors?
- Assisted in identifying program trends and survivor needs?
- Documented the program's accomplishments?
- Provided accountability to stakeholders (e.g., Congress, Government Accountability Office, federal agencies)?

Supervision

How is your program:

- Conducting group meetings to discuss staff needs?
- Conducting regularly scheduled individual supervision sessions?
- Ensuring availability of needed supplies and equipment?
- Providing ongoing training opportunities on CCP-specific topics?

42

Facilitate a discussion of supervision in the program.

How is your program:

- Conducting group meetings to discuss staff needs?
- Conducting regularly scheduled individual supervision sessions?
- Ensuring availability of needed supplies and equipment?
- Providing ongoing training opportunities on CCP-specific topics?

Suggested talking points:

- If the participants are unfamiliar with supervision, as it is carried out in the mental health field, discuss what types of issues might be addressed in supervision (e.g., what happens in individual supervision).
- Supervisors need to ensure that new and existing staff understand the CCP model and the parameters of the program.

- At the start of the CCP, there should be regular morning and afternoon all-staff meetings. Typical topics include necessary trainings, supervision techniques, and stress management.
- There should be regular meetings, in-service trainings, and open communication to ensure staff stay within the boundaries of the CCP and do not engage in non-allowable activities such as case management and advocacy.
- Identify staff needs:
 - By observing through face-to-face outreach with the team
 - Through group and individual support
 - Through training
- Address staff needs through the following:
 - Face-to-face outreach modeling and education
 - Supervision and education
 - Training focused on specific needs

Training

How is your program:

- Using team meetings/supervision to identify gaps in training?
- Assisting with the development of crisis counseling skills?
- Identifying and educating crisis counselors in other program areas (culture, geography, physical safety)?
- Improving techniques to teach survivor tools?

43

Ask about the training provided by the program to staff.

How is your program:

- Using team meeting/supervision to identify gaps in training?
- Assisting with the development of crisis counseling skills?
- Identifying and educating crisis counselors in other program areas (culture, geography, physical safety)?
- Improving techniques to teach survivor tools?

Preparation for Phasedown

- The CCP is a time-limited program.
- The CCP supports, but does not replace, community infrastructure.
- Transitioning needs and services back to communities is a key part of the CCP.
- Crisis counselors should facilitate community response to individual and community needs.
- Active community involvement is an important sign of recovery and critical to successful phasedown efforts.

44

Introduce the concept of phasedown, and explain why it's important to pay attention to at midprogram.

- The CCP is a time-limited program.
- The CCP supports, but does not replace, community infrastructure.
- Transitioning needs and services back to communities is a key part of the CCP model.
- Crisis counselors should facilitate community response to individual and community needs.
- Active community involvement is an important sign of recovery and critical to successful phasedown efforts.

CCP Trainer's Guide: RSP Midprogram Training

Suggested talking points:

- At this point in the program, the participants should be taking stock and doing a general assessment of these areas:
 - Individual and community need
 - Where they are as a program
 - Where they have been
 - Where they want to go (e.g., additional outreach and intervention strategies)

Ask what plans they have to begin preparing for phasedown.

Bring this session to a close, and transition to the last session on stress management.

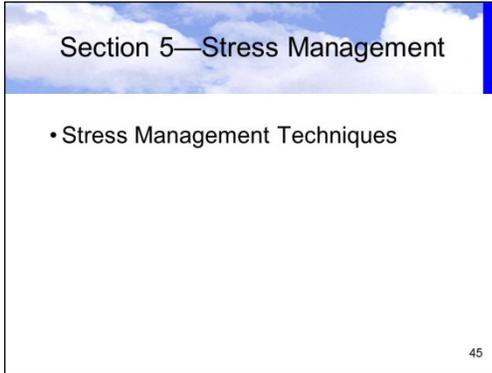
Give the participants a quick stretch break if they need it before moving on to the next session.

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SECTION 5: Stress Management (45 minutes)

5 minutes

SESSION INTRODUCTION



Section 5—Stress Management

- Stress Management Techniques

45

Introduce this session by saying that we want to promote a “marketplace of ideas” on stress management, as this is such a critical area for maintaining the health of the staff and for promoting survivor recovery.



Objective

- Apply techniques for managing stress.

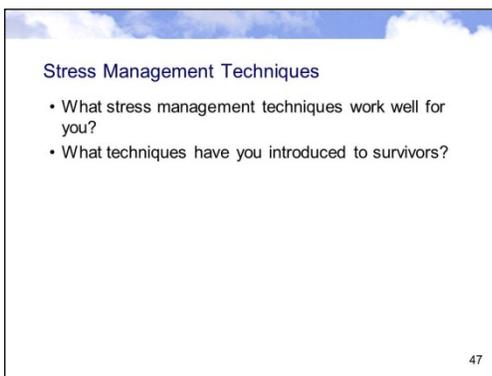
46

Review the session objective—

- Apply techniques for managing stress.

40 minutes

STRESS MANAGEMENT TECHNIQUES



Stress Management Techniques

- What stress management techniques work well for you?
- What techniques have you introduced to survivors?

47

Emphasize how important stress management is, for staff themselves and for role modeling for survivors.

Ask participants to think about answers to these questions:

- What stress management techniques work well for you?
- What techniques have you introduced to survivors?

Give them a few minutes to reflect individually and make some notes in their workbooks.

Stress Management Techniques (cont.)

Stress Management Marketplace Activity

- With your group, share your stress management techniques.
- Choose one you'd like to market to the rest of the group.
- Create a poster advertising this technique.
- Identify two spokespersons.
- Share your findings with the larger group.

48

Explain that we're going to create a marketplace for stress management techniques.

Tell participants to share their techniques at their tables and choose one that they will "market" to the rest of the group. Have them create a poster advertising the stress management technique they want to share with the rest of the group. (20 minutes)

Have each group identify two people who will stay with the poster to explain the technique to interested "shoppers" in the "marketplace." The first person—ideally the person who contributed the idea—will stay and explain the poster for the first 10 minutes of the marketplace; the second person will stay during the next 10 minutes of the marketplace.

Give the participants 20 minutes to mill around the "marketplace," learning about each group's stress management techniques. **Encourage** them to take notes on the new techniques they're learning.

After 10 minutes, **announce** that it's time to switch the poster presenters. Give the presenters time to switch; then, start up the marketplace again for another 10 minutes.

At the end of 20 minutes, have all the participants take their seats again. **Ask** these questions:

- What have you learned that you're excited about?
- What can you use yourself?
- What can you use with survivors?

If time permits, check with participants about how well the program management and program systems/procedures are supporting them in managing their stress.

You could either facilitate a brief discussion, or do a suggestion box, where participants write down a suggestion for improving organizational stress management and hand it in. You then give the suggestions to the program manager for consideration and followup.

Substance Abuse and Mental Health Services Administration (SAMHSA) Disaster Technical Assistance Center (DTAC)

SAMHSA DTAC supports SAMHSA's efforts to prepare states, territories, and local entities to deliver an effective behavioral health response during disasters.

Toll-free: 1-800-308-3515 E-mail: DTAC@samhsa.hhs.gov
Web: <http://www.samhsa.gov/dtac>



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Bring this session to a close, and transition to the final segment of the training—applying your learning and course evaluation.

Remind participants that SAMHSA DTAC is available as a resource for information, assistance, and questions regarding the CCP.

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Applying Your Learning and Course Evaluation (15 minutes)

10 minutes

APPLYING YOUR LEARNING

Tell participants that what we're about to do is the most important part of any course. Studies have shown that if you don't use new skills you have acquired during training within 2 weeks of the course, those new skills are lost to you. So, taking a few moments to review your learning and set your goals to apply what you have learned is essential.

Have participants turn to the reflection worksheet in their workbooks and complete the worksheet there. **Give** them about 5 minutes to complete it.

Tell the participants to find a partner and share their plans with each other.

Encourage them to make a commitment to check back in with each other in 2 weeks to see if they're following through on the actions they've identified.

Give them about 5 minutes for their discussion.

Ask for a few examples of the following:

- Key learning
- Specific actions they intend to take to apply that learning

5 minutes

COURSE EVALUATION

Hand out the course evaluation form, and ask participants to complete it.

Encourage them to write in specific comments on the form, as the feedback is collected and used to improve future course deliveries.

Thank them for their time, hard work, and attention.

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7. What elements of this training session were most effective in facilitating learning?

8. What, if anything, would you change to improve the content or organization of the training materials?

Thank you for your valued feedback. Please return this form and all the participant evaluations to the state CCP director. Remember to ask the state CCP director to send copies of all forms to the Substance Abuse and Mental Health Services Administration (SAMHSA) Disaster Technical Assistance Center (DTAC) at the following address:

SAMHSA DTAC
9300 Lee Highway
Fairfax, VA 22301
1-800-308-3515