

Disaster Behavioral Health:
Providing a Psychologically Supportive Response in a Disaster
Train-the-Trainer Facilitator Outline

The purpose of this session is to train people to facilitate the one-day program, *Disaster Behavioral Health: Providing a Psychologically Supportive Response in a Disaster*. The intended audience for this training includes behavioral health professionals with both training and experience in disaster behavioral health response. Public health professionals without behavioral health credentials (e.g. public health nurses, training specialists, etc.) may also qualify to receive the training if they have the appropriate disaster response training and experience.

This training outline explains how to conduct the train-the-trainer session. The facilitator will make copies of the agenda (on page 2) for distribution to participants either before the session or at the start of the session.

Program materials for participants include:

- DBH Facilitator Guide – for the instructor
- DBH Participant Guide – for the student
- DBH PowerPoint slides

Before attending the program, participants will be expected to:

- Read the Facilitator Guide and the Participant Guide.
- Review the slides.
- Prepare to teach a Module (assigned by the trainer) to other participants, either individually or with another facilitator.

The train-the-trainer program will follow the same structure/flow as the DBH program. Before the practice Modules begin, the facilitator will lead a brief activity to highlight several factors that are critical to successful facilitation of this program, based on adult learning principles.

Most of the time during the train-the-trainer program will be used for participants to practice delivering the program based on detailed instructions from the Facilitator Guide.

During the training, it's important that the train-the-trainer facilitator Module the skills needed to create an engaging and interactive program. After each Module is delivered, the facilitator will lead a 15-minute debrief discussion and provide feedback and coaching to the practice facilitators.

Disaster Behavioral Health:
Providing a Psychologically Supportive Response in a Disaster

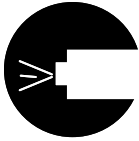
Train-the Trainer

AGENDA

8:30 – 8:45 a.m.	Registration & Refreshments
8:45 – 9:00 a.m.	Welcome & Introductions
9:00 – 9:30 a.m.	Success Factors for Teaching this Course
9:30 – 10:30 a.m.	Module 2 Practice: Resilience & Disaster Recovery
10:30 – 10:45 a.m.	<i>Break</i>
10:45 – 11:00 a.m.	Module 2 debrief
11:00 a.m. - 12:10 p.m.	Module 3: DBH Tools of Response
12:10 p.m. – 1:00 p.m.	<i>Lunch</i>
1:00 – 1:10 p.m.	Module 3 Practice (continued)
1:10 – 1:30 p.m.	Module 3 debrief
1:30 – 2:00 p.m.	Module 4 Practice: DBH Response Teams
2:00 – 2:15 p.m.	<i>Break</i>
2:15 – 2:30 p.m.	Module 4 debrief
2:30 – 3:15 p.m.	Module 5 Practice: Self-Care for Yourself & Your Team
3:15 – 3:30 p.m.	Module 5 debrief
3:30 – 3:40 p.m.	<i>Break</i>
3:40 – 4:10 p.m.	Module 6 Practice: Integrating DBH into Local Systems
4:10 – 4:20 p.m.	Module 6 debrief
4:20 – 4:30 p.m.	Closing

Welcome & Introductions (15 minutes)

Module the desired facilitation behaviors as you open the train-the-trainer session.



Slide 1
Welcome

Welcome the participants and thank them for attending.

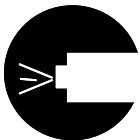
Introduce yourself (or yourselves if you are co-teaching) and briefly provide some background on your training and facilitation experience as well as your disaster response experience.

Remind participants to silence their cell phones and pagers.



Ask participants to briefly introduce themselves and tell what their disaster response role is and where they work.

Thank participants.



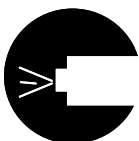
Slide 2
Training Goal

State the training goal for this train-the-trainer session:

To prepare participants to facilitate the program, Disaster Behavioral Health (DBH): Providing a Psychologically Supportive Response in a Disaster.

Refer to the goal of the DBH program:

To increase community resilience following an emergency or disaster by preparing public health responders at all levels and across all disciplines to recognize and to manage the mental and behavioral health impacts of a disaster on the affected population, including the public health teams responding to the event.



Slide 3
Training Topics

Introduce the training topics:

The program covers the following topics:

- Mental/behavioral health impacts of a disaster
- DBH response tools
- DBH response teams
- Self-care for responders and their teams



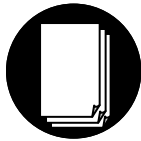
Participant Guide

- Integrating behavioral health into local systems of response and recovery

Refer participants to the Participant Guide (PG) and explain that the Guide lists specific learning outcomes for each Module of the training.

Explain that the Participant Guide also includes content, activity instructions, resources, and space for notes.

Distribute the agenda.



Agenda

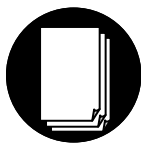
Explain the structure of the day:

As the agenda indicates, we will spend most of the day practicing the delivery of the program Modules. Each of you was assigned a Module to prepare to deliver, either individually or with a co-facilitator.

Verify that participants are prepared to deliver their assigned Modules.

Explain the training logistics:

- Course beginning and end times
- Breaks
- Location of restrooms



Roster

Circulate the class roster to verify that all participants have signed in.

Make sure the date, number of hours, location, and facilitator's name are all indicated on the roster sheet.

While the roster circulates, verify that participants have what they need:

- Make sure everyone has a copy of the Participant Guide and a writing implement for note taking.
- Confirm that all people can adequately see and hear the presentation.
- Check with the group to see if the room temperature feels comfortable and if the lighting is adequate, but only if there is a way to control or change those things.





Ask participants if they have any questions or comments before the group discusses some factors that will affect the success of the DBH training program.

Listen and discuss responses.

Success Factors for Teaching this Course (30 minutes)

Continue to Module the desired facilitation behaviors as you lead this topic.



Facilitator Guide
pp. 24-27

Refer participants to the section in the Facilitator Guide, Knowing Your Audience.

Verify that participants are familiar with the adult learning principles listed in this section.



Emphasize three essential factors for training effectiveness for the DBH program:

- Knowing the content
- Knowing your audience
- Applying facilitation skills based on adult learning principles



Introduce the activity:

This exercise provides an opportunity for you to review adult learning principles in preparation for practicing your assigned Module.

Explain how participants will form pairs:

- If they are assigned to facilitate a Module with another participant, they should form a pair with that person.
- If they are assigned to facilitate a Module on their own, they can form a pair with anyone else (or join another pair if needed).

Explain the activity:

Working in small groups, participants will review the section Knowing your Audience and discuss how they

will integrate the six adult learning principles when they teach the program:

- Need to know
- Self-concept
- Experience
- Readiness
- Help
- Motivators

In addition, partners should use this time to prepare for their practice Module. For example, participants will be co-facilitating a Module can decide their respective roles and how they will co-teach the material.

Allow 10 minutes for participants to work in their pairs.

Call time after 10 minutes.



Ask participants:

Based on your own experience and your review of the adult learning principles, what facilitation methods/tips do you think will make the DBH training program more effective?

Listen and discuss responses, such as:

- Share your own direct experiences in the field that illustrate the importance of knowing about disaster behavioral health. *(need to know)*
- Provide opportunities for personal sharing among participants. *(self-concept)*
- Ask participants to draw on their own experiences and examples. *(experience)*
- Cite examples of how the DBH concepts are used in real-life situations. *(readiness)*
- Frequently check for understanding and ask participants if they need help applying the DBH principles to a specific scenario or situation *(help)*

- Emphasize the value of DBH knowledge and tools to their own value as a responder, both individually and as a team member. (*motivators*)



Emphasize the importance of keeping participants actively engaged through listening and interaction (vs. lecturing).



Transition to the practice Modules.

Please keep these principles in mind throughout the day as you practice facilitating the Modules.

Practice Module Debriefs (15 minutes)

Explain that participants should lead the group through the Module as if they were actually teaching it.

At the beginning of each practice Module, verify that the individual or pair is ready to start.

Then follow this process to lead a debrief discussion after each practice Module.



Thank the participant(s) who led the Module.



Ask the participants who facilitated the Module how they think it went.

Listen and discuss responses to each question, inviting feedback, input and questions from the other participants:



- *What went well during the practice Module?*
- *What was difficult or challenging?*
- *What would you do differently next time—when you teach the course?*

Thank participants for their input, and move on to the next Module.



Parking Lot

Note: Stay on schedule!

If more time is needed to discuss Module-specific issues or questions, write the item on a “parking lot” flipchart to resolve later (or to make plans on how to resolve the issue after the session).

Program Closing (10 minutes)



Parking Lot

Refer to the “parking lot” flipchart and address any remaining items.



Ask participants if they have any final questions or comments about leading the program.

Listen and discuss responses.

Thank participants for attending and wish them well in teaching this program.