Study Questions to Accompany the Course Manual – Psychological First Aid Field Operations Guide (2nd Edition)

The study questions capture the main points and key concepts of the content in the course manual. They are designed as a tool to help the participant prepare for taking the learner post-assessment. The participant may choose to answer these study questions upon reading the related content in each section of the course manual or the participant may choose to answer these questions upon reading the entire course manual and/or reviewing the Power Point presentation slides.

Section 1. Psychological First Aid: Introduction and Overview (pp. 5-10)
1. Define Psychological First Aid. (p. 5)
2. Describe Psychological First Aid (e.g., goal, purpose). (pp. 5 & 8)
3. For whom is Psychological First Aid intended? (p. 5)
4. Who may provide Psychological First Aid? (p. 5)
5. When should Psychological First Aid be delivered? (p. 6)
6. List Psychological First Aid delivery settings. (p. 6)
7. List the basic objectives of Psychological First Aid. (pp. 6-7)
8. Describe professional behaviors for delivering Psychological First Aid. (pp. 7-8)
9. List general guidelines for delivering Psychological First Aid. (pp. 7-8)
10. List specific guidelines for working with children and adolescents. (p. 9)
11. List specific guidelines for working with older adults. (p. 9)
12. List specific guidelines for working with survivors who have disabilities. (pp. 9-10)

Section 2. Preparing to Deliver Psychological First Aid (pp. 13-15)
1. Identify things that you, as the Psychological First Aid provider, should know when preparing for delivering Psychological First Aid. (pp. 13-15)
2. Identify things that you, as the Psychological First Aid provider, should do and/or be able to do when preparing for delivering Psychological First Aid. (pp. 13-15)
3. Identify individuals and populations who are at increased risk for adverse outcomes in disaster. (p. 15)

Section 3. Psychological First Aid Core Actions and Related Goals (p. 19)
1. List the 8 Core Actions of Psychological First Aid. (p. 19)
2. Identify the related goal(s) of each of the Psychological First Aid Core Actions. (p. 19)

Section 3.1. Contact and Engagement (pp. 23-24)
1. List and describe the key tasks of Core Action 1: Contact and Engagement. (pp. 23-24)
Section 3.2. Safety and Comfort (pp. 25-45)
1. List and describe the key tasks of Core Action 2: Safety and Comfort. (pp. 27-45)
2. List actions that you can take in ensuring immediate physical safety. (pp. 27-28)
3. List information that you would want to provide about disaster response activities and services in order to help reorient and comfort the survivor. (pp. 28-29)
4. List considerations you would want to be mindful of when attending to the physical comfort and needs of older survivors and survivors who have disabilities. (p. 30)
5. Identify things that you can do to promote social engagement. (pp. 30-31)
6. List things you can do to set-up a child-friendly space in the shelter. (pp. 31-32)
7. List things you can do and say to protect survivors from additional traumatic experiences and trauma reminders. (pp. 32-33)
8. Describe things that you can do and say to help survivors cope with the grief of a missing family or the death of a family member or close friend. (pp. 33-45)

Section 3.3. Stabilization (pp. 47-53)
1. List and describe the key tasks of Core Action 3: Stabilization. (p. 47)
2. List signs of survivors who are emotionally overwhelmed or needing stabilization. (p. 49)
3. List steps for stabilizing distressed survivors. (p. 50)
4. Describe talking points to orient emotionally overwhelmed adult and child survivors. (pp. 50-51)

Section 3.4. Information Gathering: Needs and Current Concerns (pp. 55-62)
1. List and describe the key tasks of Core Action 4: Information Gathering: Needs and Current Concerns. (p. 55)
2. List information you would want to gather from the survivor and related questions you would want to ask the survivor to help identify and address the survivor’s needs and current concerns. (pp. 57-62)

Section 3.5. Practical Assistance (pp. 63-66)
1. List and describe the key tasks of Core Action 5: Practical Assistance. (p. 63)
2. List the characteristics of survivors who are likely to have more favorable outcomes in disaster. (p. 65)
3. List and describe the 4 steps of offering practical assistance (or action planning). (p. 66)
Section 3.6. Connection with Social Supports (pp. 67-74)
1. List and describe the key tasks of Core Action 6: Connection with Social Supports. (p. 67)
2. Describe the forms of social support. (p. 69)
3. List the benefits of fostering social connectedness in disaster survivors. (p. 69)
4. Identify reasons why survivors may be reluctant to seek social support. (p. 71)
5. Describe ways to encourage support seeking and giving in disaster survivors. (pp. 71-73)
6. List three examples of positive supportive responses. (pp. 73-74)

Section 3.7. Information on Coping (pp. 75-89)
1. List and describe the key tasks of Core Action 7: Information on Coping. (p. 75)
2. Describe information that you would want to provide to survivors to help them manage their stress reactions and cope with disaster. (pp. 77-84)
3. List common reactions to traumatic experiences and disasters. (pp. 77-80)
4. Describe ways you can talk to children about body and emotional reactions. (p. 80)
5. List adaptive coping actions. (p. 81)
6. Identify maladaptive coping actions. (pp. 81-82)
7. Practice teaching a simple relaxation technique, such as a deep breathing exercise. (pp. 82-83)
8. Describe ways to help families cope with disaster. (pp. 83-84)
9. Describe techniques to help survivors manage their anger. (pp. 86-87)
10. Describe ways to help survivors address highly negative emotions. (pp. 87-88)
11. Describe techniques to help survivors with sleep problems. (p. 88)
12. Describe techniques to help survivors who are alcohol and/or substance users or abusers. (p. 89)

Section 3.8. Linkage with Collaborative Services (pp. 91-95)
1. List and describe the key tasks of Core Action 8: Collaborative Services. (p. 91)
2. List situations that require a referral. (p. 93)
3. Describe things you would do when making referrals for adults, children, and survivors with special needs. (pp. 94-95)
4. Describe what you can do to promote continuity in the helping relationship. (p. 95)