



MOOC 2 – UNIT 1

Profile of Emergency Psychologist

Chapter 2

Individual PFA & Psychosocial Interventions

Developed by Association of Clinical Psychologists (CZ)



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Unit 1: Profile of Emergency Psychologist Individual PFA & Psychosocial Interventions

TOPIC DESCRIPTION

This topic aims to provide you with a brief introduction to the techniques used in psychological early interventions. Specifically through this topic your learners will study more about:

- Processes of intervention
- Models of intervention
- Psycho-social intervention

And how to teach these chapters.

The outcomes of this unit are:

- Knowledge of processes, models and intervention techniques
- Recommendation on how to build or increase hard and soft skills of the trainees
- List of desired competencies of an emergency psychologist



1, 2,3 – Topics for discussion, Videos & Exercises

Introduction to Individual PFA & Psychosocial Intervention

This chapter covers the basic knowledge of intervention techniques, the main goal is to increase your learners' understanding of the process of early intervention and to widen the array of methods they use.

*PFA = Psychological First Aid

Here we provide you with a basic introduction to early intervention, „HOW“ will be covered in this chapter;

- **WHAT?** -> immediate and efficient responses to stress reactions activated by stressful events
- **WHEN?** -> Right after the event, during acute stress response
- **WHERE?** -> Right in the location of the critical incident
- **WHO?** -> First responders trained in early intervention
- **To WHOM?** -> Victims (primary, secondary)
- **HOW?**
 - Rapport/Reflective listening – Assessment – Prioritization – Intervention - Disposition
 - Look-Listen-Link



2.1. – Process of Individual Intervention

It is necessary for your learners to understand the flow (the process) of an early intervention, and to understand why each step is where and why.

The process of intervention is divided into **three steps**:

- Establishment of a good rapport
- Assessment of needs
- Intervention

During an intervention your learners need to target these **three mental categories**:

- Physiological
- Emotional
- Cognitive





2.2. – Models of Individual Intervention

People who provide early intervention almost never work alone, it is crucial to have the same or at least a similar framework. Therefore, all first responders provide very similar work and can easily understand each other. You can use a model of an intervention to maintain good collaboration and a standardized approach. Two worldwide known and used models will be introduced.

RAPID model, 5-step

- Johns Hopkins University
- R for Reflective listening
- A for Assessment
- P for Prioritization
- I for Intervention
- D for Disposition

WHO model

- Simplified, 3-step
- Look
- Listen
- Links





2.3. – Psychosocial Intervention

Psychosocial interventions are generally defined as non-pharmacological interventions that include a variety of psychological and educational components.

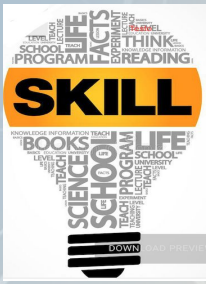
You should focus on psychological and social factors with the aim to improve symptoms, functioning and quality of life.

You will make changes on a biological, behavioural, cognitive, emotional, and interpersonal level.

You can provide it **individually** or in a **group**.

Approaches in psychosocial intervention:

- **Environmental modification** – to change the disruptive factors
- **Clarification** – to help client to perceive the outer world better
- **Insight – giving** – to help client to better understand the intrapersonal reality
- **Psychological support**



2.2. – Models of Individual Intervention

The model and its structure can help you to organize the knowledge and the sequence of steps, and to fulfill each step in the model with the desired skills.

Recommendation: Ask students to come up with their own skills in each step/category. Then drill each skill.

PSYCHOLOGICAL FIRST AID

Rapport, Reflective listening

- Active listening
- Rephrasing

Assessment

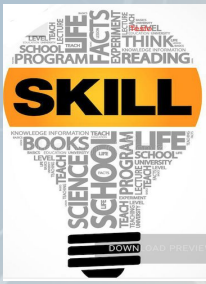
- Explore current needs
- Basic psychodiagnostics between benign and severe reactions

Prioritization

Intervention

- Emotion abreaction
- Ventilation
- Support social connections

Disposition



2.2. – Models of Individual Intervention

LOOK – LISTEN - LINK

Look

- Understand the situation
- Assessment of emotion, behavioral, physiological reaction

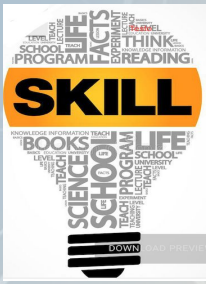
Listen

- Accept the feelings
- Calm distress
- Explore concerns and needs

Link

- Try to find solution (be creative!)
- Provide basic support
- Connect person with the social support

Psychological
Early
Intervention



2.3. – Psychosocial Intervention

The skills for psychosocial intervention are grounded in your own psychological background and psychotherapeutic training. We can offer several different groups of skills, but the usage in a real situation must reflect the client and your own personality.

These skills must be trained separately to so that they become perfect.

Active listening

- Increase effective information exchange
- Focus on verbal and non-verbal interaction

Training – deliver psycho-education

Relaxation techniques

- Sleep hygiene
- Active imaginary
- Jacobson progressive relaxation
- Breathing techniques
- Expressive writing

Cognitive-behavioral techniques

- Recognize and change maladaptive thinking
- Reduce negative affect
- Assist behavioural adjustment

Group sessions

And many more, based on your baseline of knowledge.



2.1.– Process of Individual Intervention

The competences regarding processes of individual early intervention must cover all three steps (rapport, assessment of needs and intervention), while in summary the main outcome must be the stabilization of acute stress reaction.

Stabilization of acute stress reaction

Rapport

- Building a trustful relationship with a client
- Exploration and understanding of a current situation and personal story

Assessment of Needs

- Reinforcement of ventilation & emotion abreaction
- Assessment and prioritization of current needs

Intervention

- Preparation of personalized action plan
- Education, Psycho-education (education of psychological phenomena)
- Promotion of social support



2.2. – Psychosocial Intervention

The competence to provide psychosocial intervention includes thousands of single and personalized competences.

The basic competences your learners need to accomplish:

- Assessment of client's current needs
- Emotion recognition and management
- Techniques oriented on stress reduction
- Self-care techniques
- Understanding of stress- and trauma- related psychopathology





2.3. – Models of Individual Intervention

Knowledge and usage of a certain model can provide you and your learners a basic framework for the early intervention work and enhance the collaboration among first responders.

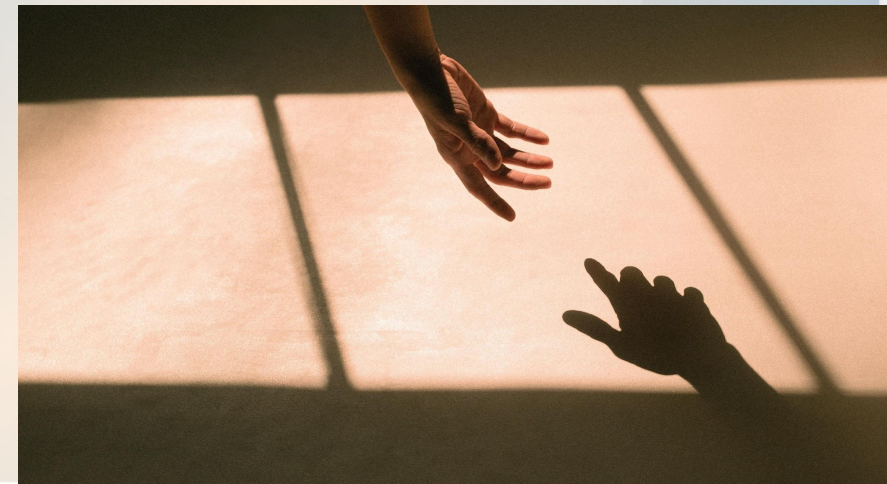
The application of a chosen model restores the certainty and eases the understanding and orientation in the situation.

The competences regarding the models of individual intervention are:

- Awareness of **particular steps** in the model
- Knowing and recognizing the **boundaries and limits of intervention**
- Ability to **assess the situation** of the client and to react appropriately



7 – Crisis Intervention Guide



Conclusion

SUMMARY

Stress reaction is displayed in four domains:

- Cognitive, emotional, physiological and interpersonal/social
- -> therefore intervention should provide stability in those domains

Early intervention targets **prevention of developing stress-related psychopathology** (e.g. PTSD symptoms, anxiety, depression, etc.)

Process:

- Rapport – Needs – Intervention

Models:

- RAPID
- 3xL



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