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**Basic training in Psychological First Aid for COVID19 outbreak response**

**for Red Cross and Red Crescent Societies**

**Adaptation and facilitation guide**

May 2020

**Introduction**

The Basic training in PFA for COVID19 outbreak response was developed in response to urgent needs for training on how to support people in distress because of the COVID-19 outbreak.

Most countries around the world are in some form of lockdown or have restrictions on physical interaction, increasing the use of electronic and online training methods. This training is technically simple and uses a PowerPoint presentation with speaker notes, supplemented with either an audio or video recording of an interaction that demonstrates PFA skills.

This enables quick adaptation and easy use. This guide explains how to adapt and use the training in different settings, either live online or as a recorded video.

**Training content**

The training includes an introduction to what psychological first aid is; an exploration of the impact of the COVID-19 outbreak in the local context; expected reactions to the impact; how to help people in distress (PFA); and self-care. The training is based on reference and training material developed by the IFRC Reference Centre for Psychosocial Support, which uses the approach recommended by WHO of following the LOOK, LISTEN and LINK action principles.

*Adapting the training content*

The training content can easily be adapted by changing the written content and speaker notes on the PowerPoint slides. In addition to speaker notes that are guidance on what the speaker can say when showing each slide, there are also instructions and comments for the facilitator in the speaker notes.

**[Notes for the facilitator are presented in brackets and bold like this in the PowerPoint speaker notes.]**

*Illustrations*

The set of illustrations in the MASTER COPY were made for use in Eswatini in Southern Africa. If possible, replace the illustrations so they show people from your community.

**Training methods**

The training can be facilitated live on-line, or as a recording for participants to view on their own. The speaker points in the MASTER COPY are for a live online training, but these can easily be adapted to a recording.

1. *Live online training*

The training can be facilitated in an online meeting with ability to share screen and show the PowerPoint presentation and play video or audio clips. If possible, use a forum that allows participants to break away into smaller groups, such as Zoom that has breakout rooms. Familiarize yourself with the platform you will be using before the training e.g. Zoom, Microsoft Teams, Google Meets, etc, so you know how to use the different helpful functions that will help you manage the training.

Examples in Zoom are:

* How to mute and unmute yourself, and others if needed
* How to raise and lower your hand
* The use of breakout rooms
* When to write in the chat column
* The option of not allowing participants to record the training, as this poses confidentiality issues.

Set rules for communicating during the training and explain these carefully to participants, so everyone knows how to use the different functions.

Ask participants to view a tutorial on the platform used in advance as preparation for the training. This will make the interaction smoother.

Here is an example of a site with tutorials on how to use Zoom:

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

*Timing:* The current Basic training in PFA For COVID19 outbreak response will take approximately three (3) hours to complete in a live online training. If the training needs to be shorter, the facilitator can reduce time given in breakout sessions, or reduce the number of breakout and discussion sessions.

**Tips for good live online trainings**

*Introductions:* Start the training by inviting everyone to briefly introduce themselves, if possible with live video, even if just for the introductions.

*Video view:*Pay attention to the video you are sharing, and that participants can see you at a good angle. Try to have a calm and simple background, as it can be distracting for participants if there is a lot of clutter or things in your background.

*Use a co-facilitator:* When using a live online platform for training, appoint a person to be the co-facilitator to assist and ‘let people in’ to the meeting, and to keep an eye on the chat and raise any important issues with you, as it is difficult to both facilitate the training and keep an eye on the chat at the same time. In most platforms the appointed co-facilitator can be enabled to manage these forums. Set this up before the training starts.

*Breakout rooms:* If using breakout rooms, tell participants one minute before they have to return to the main session so they can prepare. Also, if possible, rotate the groups so participants get a chance to talk with different people during the training.

*Using the worksheet:* Send participants the worksheet before the training so they can refer to it during the activities in the breakout rooms, as they may not be able to see your PowerPoint presentation when not in the main session. Make sure any relevant information needed for activities is on the worksheet. Alternatively, invite participants to take a picture on their mobile if instructions for group work are on a PowerPoint.

1. *Pre-recorded training*

Watch the following YouTube videos for an example of a recorded PFA for COVID19 outbreak response training. This training was adapted for health care workers in Eswatini.

Introduction to PFA <https://youtu.be/QYbp_MwM5hA>

LOOK <https://youtu.be/vPlqHcilgwk>

LISTEN <https://youtu.be/okKEtc43JeY>

LINK <https://youtu.be/LyFBkTdFiVo>

This recording was made using CAMTASIA (a simple video editing programme) and involved making an audio file while showing PowerPoint slides, and adding clips of a recorded Zoom call to demonstrate PFA skills.

The main difference between a live online training and a recorded training is in the live training participants are asked to make immediate contributions and input whilst in the recorded version they are asked to pause and complete the activities on their own.

**Worksheets**

Both the live online training and the recorded training have an accompanying worksheet. If changes are made to the trainings, make sure these are reflected in the worksheets.

**Feedback, monitoring, and evaluation**

Please send the IFRC Reference Centre for Psychosocial Support any feedback and suggestions you may have for the training to [psychosocial.centre@ifrc.org](mailto:psychosocial.centre@ifrc.org).

The IFRC Reference Centre for Psychosocial Support has released a simple guidance for monitoring and evaluation during COVID-19. Please check the COVID-19 resources at pscentre.org

**References**

The training is based on reference and training materials developed by the IFRC Reference Centre for Psychosocial Support, which are based on the Look, Listen and Link approach to PFA as recommended by the WHO:

<https://pscentre.org/?resource=a-guide-to-psychological-first-aid-for-red-cross-red-crescent-societies>

<https://www.who.int/mental_health/publications/guide_field_workers/en/>

Find more resources in the IFRC Reference Centre for Psychosocial Support online library at pscentre.org.