CCP Trainer's Guide

Phasedown Training
Crisis Counseling Assistance and Training Program

Module 5

resilience
community
hope
recovery
partnership
outreach

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) Phasedown Training. This training design includes a number of structured group activities intended to help a CCP prepare for project 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 affect how the course is delivered.

This trainer's guide presents a detailed plan of instruction for a 1-day course. The agenda assumes an 8½-hour training day, including two 15-minute breaks (one in the morning and one in the 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 each small group to report out to the others.

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 directly from the PowerPoint file contained on the USB drive in the Trainer's Toolkit.

The *CCP Phasedown 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 training manual. The *CCP Phasedown 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 Workbooks* be reproduced on three-hole-punch paper and provided to participants in a three-ring binder.

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CCP Trainer's Guide

Phasedown Training

Table of Contents

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Pre-Training Checklist

Prior to the course, contact the CCP program manager to discuss:

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

- ☐ Regular Services Program (RSP) start and end dates, 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
- ☐ 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.
- ☐ Determine whether other community representatives would benefit from attending the training.
- ☐ Confirm length of course, and start and 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 Phasedown Training Participant Workbook* and other materials (handouts of program documents, *CCP Job Aid for Crisis Counselors*, etc.)—modify *CCP Phasedown Training 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 on 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 feedback forms are included in the *CCP Phasedown Training Participant Workbook*, and the trainer feedback form is included at the end of this trainer's guide.

Recommended Agenda

Phasedown Training

|	
8:30 a.m.	Welcome and Introductions
9 a.m.	Section 1: Phasedown Components
9:20 a.m.	Section 2: Assessing and Addressing Remaining Survivor Needs
10:30 a.m.	Break
10:45 a.m.	Section 3: Assessing and Addressing Staff Needs
11:45 a.m.	Lunch
12:45 p.m.	Section 4: Revising Public Education and Media Plans
2 p.m.	Section 5: Leaving a Legacy
3 p.m.	Break
3:15 p.m.	Section 6: Program Final Report
4 p.m.	Section 7: Phasedown Plan
4:45 p.m.	Applying Your Learning and Course Evaluation
5 p.m.	Adjourn

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Welcome and Introductions
(30 minutes)

15 minutes	Welcome and Introductions
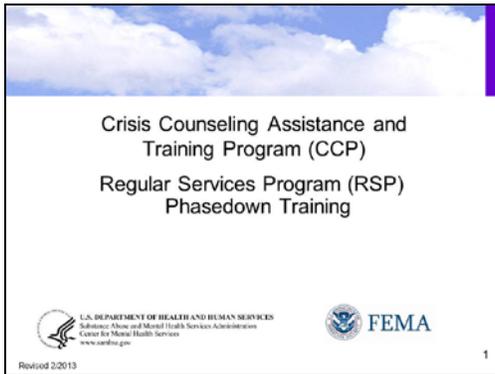
Begin the course by welcoming participants and introducing yourself.
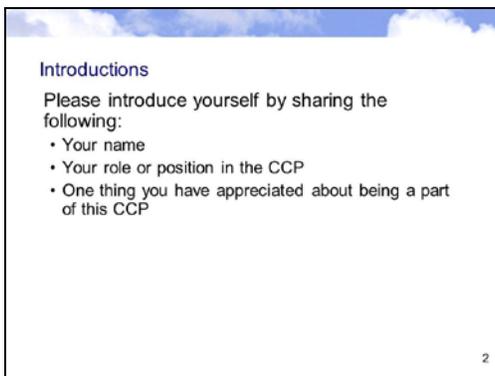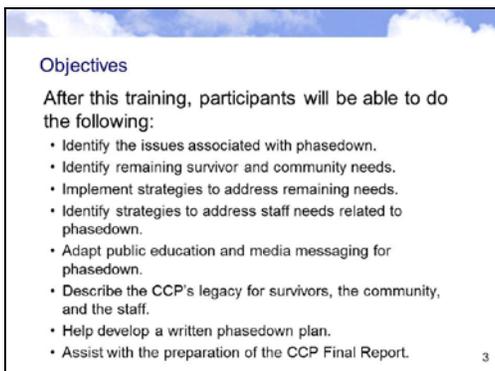

Ask participants to introduce themselves by sharing the following:

- Your name

- Your role or position in the CCP

- One thing you have appreciated about being a part of this CCP

15 minutes	COURSE OBJECTIVES, AGENDA, AND NORMS

Review objectives of the course. Note that the course agenda and objectives appear in the *CCP Phasedown Training Participant Workbook*.

Objectives:

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

- Identify the issues associated with phasedown.

- Identify remaining survivor and community needs.

- Implement strategies to address remaining needs.

- Identify strategies to address staff needs related to phasedown.

- Adapt public education and media messaging for phasedown.

- Describe the CCP's legacy for survivors, the community, and the staff.

- Help develop a written phasedown plan.
- Assist with the preparation of the CCP Final Report.

Emphasize that the organizing theme of this course is to take stock of remaining needs and prepare for project phasedown.

Agenda

Morning

Welcome and Introductions

Objectives and Agenda

Section 1: Phasedown Components

Section 2: Assessing and Addressing Remaining Survivor Needs

Break

Section 3: Assessing and Addressing Staff Needs

Afternoon

Section 4: Revising Public Education and Media Plans

Section 5: Leaving a Legacy

Break

Section 6: Program Final Report

Section 7: Phasedown Plan

Applying Your Learning and Course Evaluation

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

Be sure to **cover** logistical details such as these:

- 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 Phasedown Training 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

- 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.

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 *Phasedown Training 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 on the following:

- If there are any guidelines they would like to modify
- If any guidelines 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."

SECTION 1: Phasedown Components (20 minutes)

5 minutes	SESSION INTRODUCTION

Section 1—Phasedown Components

- Phase of Disaster
- Key Concepts

(slide 6)

Introduce this session by telling participants that we'll begin our discussion about phasedown by considering the current phase of disaster and reviewing some of the key principles the CCP should consider as the program comes to a close.

Session Objective

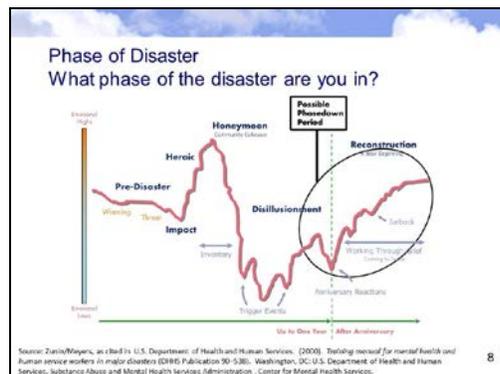- Identify the issues associated with phasedown.

(slide 7)

Review the session objective:

- Identify the issues associated with phasedown.

15 minutes	KEY CONCEPTS

Phase of Disaster
What phase of the disaster are you in?

(slide 8)

Review the phases of disaster graph
(Zunin/Meyers, as cited in U.S. Department of Health and Human Services. (2000). *Training manual for mental health and human service workers in major disasters* (DHHS Publication 90–538). Washington, DC: U.S. Department of Health and Human Services, SAMHSA, Center for Mental Health Services).

Ask participants to identify which phase of the disaster their community is currently in.

Suggested talking points:

- This graph is a simple model of typical community (rather than individual) reactions to disaster. It is used here to orient the group to where phasedown occurs in a typical disaster timeline.

- The circled area on the chart is the typical time during which phasedown occurs, but this timeframe is expected to vary by program and disaster.

- Ideally, the CCP, a time-limited disaster relief program, should have been addressing phasedown from its inception. Sometimes people say that a "CCP works itself out of business." In other words, the CCP supports and strengthens, but never replaces, natural individual and community supports.

- About the phases of disaster graph:

    o This diagram identifies processes and events, in addition to the main phases of disaster.

    o 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.

    o Anniversary reactions are often responses to trigger events that occur around the time of the anniversary of the disaster. While each disaster is different, experience with past disasters has shown that anniversaries often are accompanied by painful memories and potentially stressful media, political, and community attention. Some of these reactions are predictable and can be planned for.

    o 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 sometimes can take years.

    o In catastrophic (long-lasting) disasters, the phasedown period may not coincide with the reconstruction phase.
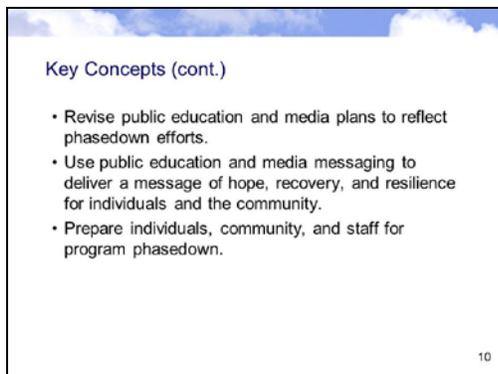
Key Concepts

The CCP should:
- Support, but not replace, community infrastructure.
- Transition services to local organizations.
- Facilitate community ownership of meeting the needs of survivors.

9

Reinforce the nature of the CCP model (a time-limited, supportive disaster relief program) and some of the positive, growth-oriented aspects of phasedown.

Key Concepts (cont.)

- Revise public education and media plans to reflect phasedown efforts.
- Use public education and media messaging to deliver a message of hope, recovery, and resilience for individuals and the community.
- Prepare individuals, community, and staff for program phasedown.

10

Emphasize the key actions that the program should be focusing on in preparation for phasedown.

Tell participants that in today's training, we'll begin to identify specific things they can do in these areas.

Use the last bullet on the slide to segue to the next section on assessing and addressing remaining survivor needs.

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SECTION 2: Assessing and Addressing Remaining Survivor Needs
(1 hour, 5 minutes)

5 minutes	SESSION INTRODUCTION

Introduce this session by saying that in preparation for phasedown, it's essential to assess and plan to address the remaining needs of individuals and communities. As part of the planning to transition services to community resources, it is necessary to assess the community service capacity.

In this session, we'll talk about the key things to consider in these three areas (individuals, communities, and community service capacity), and then we'll form working groups so that you can identify some next steps in carrying out these assessments and developing the phasedown plan.

Review the session objectives:

• Identify remaining survivor and community needs.

• Implement strategies to address remaining needs.

30 minutes	KEY CONSIDERATIONS IN ASSESSING AND ADDRESSING NEEDS

Discuss the key questions that the CCP must ask and answer about individual needs in preparation for phasedown.

Don't spend too much time trying to answer these questions in the large group. **Mention** that during the working group session, one group will begin to answer some of these questions.

Before showing the next slide, ask participants what it is important for them to focus on with survivors at this point in the program and in the current phase of disaster.

Take a few answers from the group; then, **show** the slide to **reinforce** what the participants said and to cover any points they didn't raise.

NOTE: The page with this content in their workbooks is in a fill-in-the-blank format. **Encourage** participants to complete the bullets with the content from the slides.

Ask for examples of how you would do these things with survivors. What would you say, ask, or do?

Ask if they are currently doing these things. If so, are they encountering any challenges?

Discuss additional actions crisis counselors should be taking with survivors.

Ask if they are doing these things and how they are doing them.

Review what the program should do to assess community needs.

Suggested talking points:

- Formal and informal needs assessments should occur throughout the life of a CCP.

- The phasedown period is a time when a formal needs assessment must occur again to identify those who are still in need and to retarget services or messaging accordingly.

Assessing and Addressing Community Needs (cont.)

- Inform the community about the project phasedown.
- Inform community service providers of the transitioning of services.
- Enhance community-resilience activities and distribution of educational materials.

17

Discuss what the program should do to address community needs.

As you review these three slides on strategies to address community needs, **ask** for some ideas about how the program should do these things. Don't spend too much time on this discussion in the large group, as the working group will be addressing this question.

Assessing and Addressing Community Needs (cont.)

- Meet with community organizations to provide opportunities for partnerships and lasting relationships.
- Participate in community events that support recovery and resilience.
- Plan a public messaging campaign that:
  - Announces the project phasedown, while emphasizing the completion of the goals by the time-limited CCP
  - Acknowledges progress toward recovery
  - Provides information about available community resources

18

Identifying Community Service Capacity

- Reengage behavioral health providers to identify available services and educate them about survivor behavioral health needs.
- Reengage local disaster-related organizations, including faith-based groups, to identify available services and inform them of remaining survivor needs.
- Ensure there is a mechanism available to the public to access needed services, such as a local hotline.
- Inform individuals and community groups about available resources once the CCP has ended through public education and media messaging.

19

30 minutes	WORKING GROUP SESSIONS

Working Group Task Slide

- Choose the topic you are most interested in: individual needs, community needs, community service capacity.
- Each working group will have three or four questions to discuss—see the questions listed in your workbook.
- You'll have 30 minutes for your discussion.
- Choose a facilitator to guide the discussion, a recorder to capture key points, and a reporter to present highlights and actions items.

20

Explain how the working group sessions will operate:

- Participants will choose one of three working groups to participate in—Individual Needs, Community Needs, or Community Service Capacity.

- Each working group will have three or four questions to discuss (the questions are listed in participants' workbooks and are listed here below).

- Working groups will have 30 minutes for discussion.

- Choose a facilitator to guide the discussion, a recorder to take notes on the tear sheet, and a reporter to present highlights and any action items your group identifies.

Ask participants to choose which group they would like to participate in. **Designate** different parts of the training room for each working group. Have participants go stand in the area designated for the working group in which they would like to participate. Check the number of participants in each working group, and **adjust,** as necessary.

Depending on the number of participants overall, you might need to divide the working groups up into subgroups. The optimal group size is between four and eight participants.

Working Group Questions

Assessing and Addressing Individual Needs:

• What are the remaining needs of individuals?

• How will we identify individuals who need referrals—for mental health services or practical assistance?

• How will we handle newly identified survivors who may request services?

Assessing and Addressing Community Needs:

• What populations and areas have remaining needs?

• What are the needs of those areas and groups?

• What are the challenges and opportunities for accessing these areas and groups?

Identifying Community Service Capacity:

• What are the remaining gaps in existing services and resources?

• Whom can you meet with to discuss those gaps and potential ability to address them?

• How will you engage with potential behavioral health providers and disaster-related organizations to establish partnerships?

After 30 minutes have passed, **ask** the working groups to bring their conversations to a close and prepare to report out to the rest of the group.

Remind the groups that their reports should be brief and should focus on highlights from their discussions and any action items they identified.

Have each group report out. (25 minutes total) If there are multiple groups discussing the same topic, have all of them report out, and then facilitate a discussion of similarities and differences across the group reports. If there is just one working group, have them report out, and then ask the other working groups if they have any clarifying questions to ask.

After all the reports, **ask** participants where they see complementary or overlapping areas among groups' action items.

Summarize the key points from the reports.

Encourage program management to collect the tear sheets from the working groups during the break and use them in the development of the phasedown plan.

> **Give** participants a 15-minute break before proceeding to the next section. **Tell** participants that in the next section, we'll be identifying staff needs during the phasedown of the project.

15 minutes	BREAK

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SECTION 3: Assessing and Addressing Staff Needs (1 hour)

5 minutes	SESSION INTRODUCTION

Introduce this session by saying that it is just as important to consider and address the needs of the CCP staff during phasedown as it is the needs of survivors and communities.

Tell participants that in this session, we'll take some time to identify needs and concerns they have and to generate some recommendations for management to consider for the phasedown plan.

Review the session objective:

- Identify strategies to address staff needs related to phasedown.

55 minutes	ASSESSING AND ADDRESSING STAFF NEEDS

Discuss some of the common concerns CCP staff members have during phasedown.

Assessing Staff Needs (cont.)

- What personal concerns do you have about the ending of the project?
- What are your needs as the project comes to a close?
- Make notes on the worksheet in your workbook.

24

Have participants take a moment to think about these questions:

- What personal concerns do you have about the ending of the project?
- What are your needs as the project comes to a close?

Tell them to make notes on the worksheet in their workbooks.

Have participants share their concerns and needs with a partner. Give the pairs about 10 minutes for their discussion.

Ask the pairs to share some of the needs and concerns they identified. Record these concerns on a tear sheet. The goal is not to record all the concerns/needs they identified, but rather to get a representative list.

Table Task

- Consider the list of concerns and needs generated.
- What recommendations do you have for program management?
  - Brainstorm a list of recommendations.
  - Choose two or three to report back.

25

Give the following table task:

- Consider the list of concerns and needs generated.
- What recommendations do you have for program management?
  - o Brainstorm a list of recommendations.
  - o Choose two or three to report back.
- You have 10 minutes for your discussion.

Have each table report their recommendations. **Facilitate** the reports as a round-robin: Ask each table to give just one recommendation. Each table should make sure not to repeat any recommendations already presented by another group. Keep cycling through the tables until all recommendations are presented.

Record the recommendations on a tear sheet.

Make sure the program manager gets the tear sheet of staff concerns/needs and recommendations at the end of the training.

Addressing Staff Needs

- Ensure that staff are aware of the project end date.
- Provide organized opportunities for staff to share experiences and accomplishments.
- Connect staff with employment resources (e.g., résumé writing or job search workshops).
- Provide references for new jobs.
- Arrange for events or ceremonies to recognize program and staff achievements.
- Encourage staff to continue stress management and self-care.

26

Following the reports, **summarize and emphasize** the methods of addressing staff needs.

Suggested talking points:

- Communicating a firm end date helps staff realize that the program is indeed going to end and is not going to be extended indefinitely.

- Stress management opportunities are important throughout the CCP to address the stress risks to staff. CCPs often increase stress management opportunities toward the end of the program (as cumulative stress risks are higher).

- In addition to more formal stress management, simply providing staff with time and opportunities to share experiences and accomplishments can be an effective stress-reduction and mutual-support technique.

- Connect staff with employment resources (such as the One-Stop Career Centers website at http://www.dol.gov/dol/topic/training/onestop.htm), and allow time, as appropriate, for job search activities. Incorporate future planning into individual supervision sessions.

- As a good deal of training is often provided to staff in a CCP, preparing written acknowledgement of completed training can be useful for staff in their job searches.

- Recognition opportunities or ceremonies both honor achievement and promote appropriate closure. Some programs arrange for certificates or letters of appreciation signed by an official (a commissioner of mental health, governor, etc.).

- Some programs have found it helpful to combine more formal recognition for the CCP as a whole, with informal gatherings (such as potluck dinners) for individual providers or teams.

- Just as the CCP respects the wishes of the groups it serves, it should respect the wishes of the CCP staff and encourage them to decide what types of recognition or closure activities are right for them.

- The main goal of these strategies is to help staff address stress and concerns so that they can effectively carry out continued services as the CCP phases down.

Bring this session to a close, and give participants a lunch break. **Tell** them that when we reconvene, we'll be spending time looking at how to adapt public education and media messaging to support phasedown.
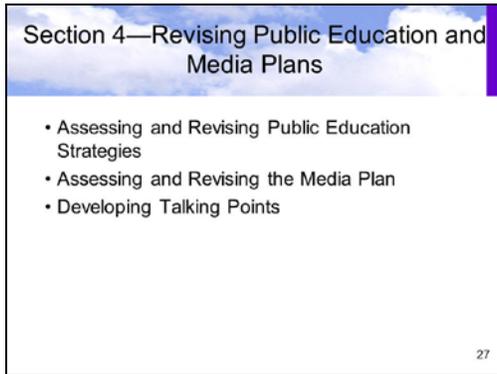
1 hour	LUNCH

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SECTION 4: Revising Public Education and Media Plans (1 hour, 15 minutes)

| 5 minutes	SESSION INTRODUCTION

Section 4—Revising Public Education and Media Plans

- Assessing and Revising Public Education Strategies
- Assessing and Revising the Media Plan
- Developing Talking Points

27

Introduce this session by telling participants that we'll be doing some concentrated work in groups again to identify modifications to the CCP public education and media plans, and develop talking points.

NOTE: If you are conducting this training immediately following the Anniversary Training, then ask participants to be sure to join a different group than the one they participated in during the Anniversary Training, as this activity is very similar to the one in the Anniversary Training.
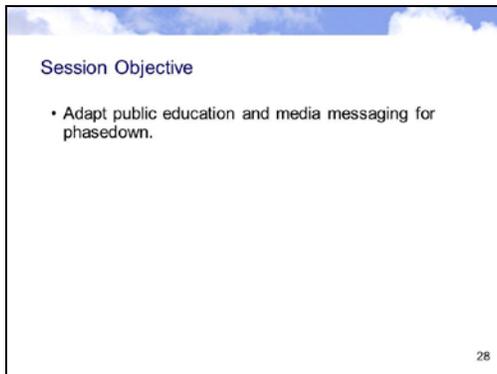
Session Objective

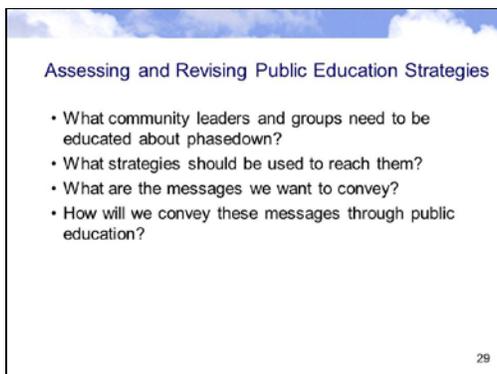- Adapt public education and media messaging for phasedown.

28

Review the session objective:

- Adapt public education and media messaging for phasedown.

15 minutes	KEY CONCEPTS

Assessing and Revising Public Education Strategies

- What community leaders and groups need to be educated about phasedown?
- What strategies should be used to reach them?
- What are the messages we want to convey?
- How will we convey these messages through public education?

29

Review the key questions one should answer when adapting the public education strategy for phasedown.

Give some illustrative examples for each question listed on the slide.

Assessing and Revising the Media Plan

- What is the current media plan?
- What messages have been conveyed?
- What messages need to be conveyed during phasedown?
- Who should be involved in developing and implementing the revised plan?

30

Discuss the questions to be answered when revising the media plan for phasedown.

Give some illustrative examples—or ask participants for examples—of the messages that need to be conveyed during phasedown.

Developing Talking Points

Talking points should convey:
- Information about availability of CCP services
- Information about phasedown and transitioning of services with announcement of end date
- Education about the status of community recovery with an emphasis on resilience and hope
- Highlights of program successes through survivor stories
- Cultural sensitivity

31

Review what phasedown talking points should convey.

NOTE: The page with this content in the workbooks is in a fill-in-the-blank format. **Encourage** participants to complete the bullets with content from the slides.

Ask participants who would convey these talking points and where.

55 minutes	WORKING GROUP SESSIONS

Working Group Sessions

- Choose which topic you want to discuss: Public Education, Media Plan, or Talking Points.
- The questions to be addressed by each working group are listed in your workbook.
- You have 30 minutes for your discussion.
- Identify a facilitator to guide the discussion, a recorder to capture the key points on a tear sheet, and a reporter to present the highlights.

32

Explain that we will be dividing into working groups as we did for this morning's activity on individual and community needs.

Describe how the working groups will operate:

- You'll choose which topic you want to discuss: public education, media plan, or developing talking points.
- The questions to be addressed are listed in your workbook (and below for the trainer's reference).
- You have 20 minutes for your discussion.
- Choose a facilitator to guide the discussion, a recorder to take notes on the tear sheet, and a reporter to present the highlights of your discussion.

Working Group Questions

Assessing and Revising Public Education Strategies:

- Who needs to be educated about the CCP phasedown?
- How will you reach them?
- What are the messages we want to convey to them?
- What methods will we use to convey these messages?

Assessing and Revising the Media Plan:

- What is the current media plan?
- What messages have been conveyed?
- What messages need to be conveyed about phasedown?
- Who should be involved in developing and implementing the revised plan?

Developing Talking Points:

NOTE: These talking points can be used for public education or the media plan.

- What are the talking points for the CCP phasedown?
- How should these phasedown talking points be used?
    - Who should deliver them?
    - Who are the target audiences?
    - Where should they be presented—in what venues or media?

Ask participants to join the group on the topic in which they are most interested. **Adjust** the size of the groups 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.

After 20 minutes have passed, **ask** the working groups to bring their conversation to a close and prepare to report out to the rest of the group.

Remind the groups that their reports should be brief and should focus on highlights from their discussion and any action items they identified.

Have each group report out. (20 minutes total) If there are multiple groups discussing the same topic, have all of them report out, and then facilitate a discussion of similarities and differences across the group reports. If there is just one working group, have them report out, and then ask the other working groups if they have any clarifying questions to ask.

Ask participants these questions—

- What similarities and differences do you see across the messages developed by each working group?

- Are there any other complementary or overlapping areas among groups' reports?

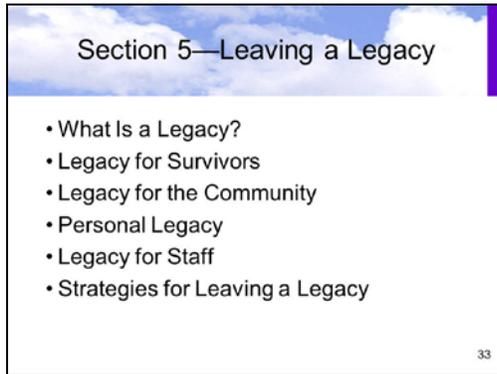**Summarize** the key points from the discussion.

Encourage program management to collect the tear sheets from the working groups and use them in the development of the phasedown plan.

Segue to the next section on leaving a legacy.

SECTION 5: Leaving a Legacy (1 hour)
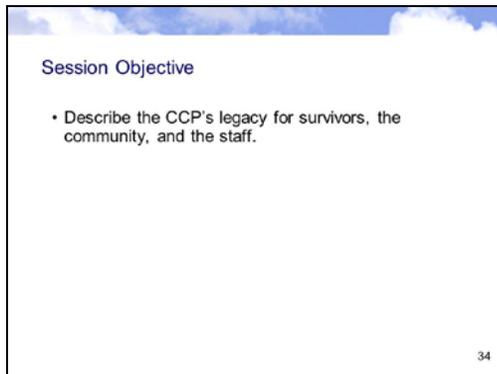
5 minutes	SESSION INTRODUCTION

Introduce this session by noting that every CCP leaves an important legacy. As the program approaches its end, it's important to be aware of and intentional about the legacy the program is leaving behind—for survivors, for the community, and for the staff.
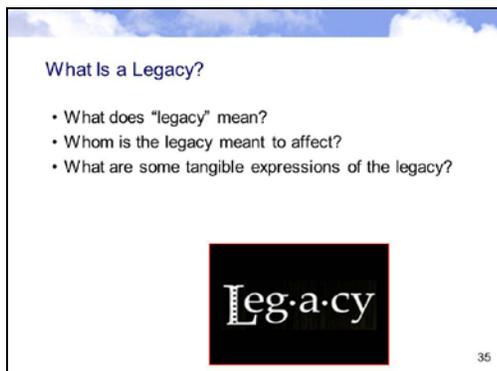

Review the session objective:

- Describe the CCP's legacy for survivors, the community, and the staff.

55 minutes	LEAVING A LEGACY

Facilitate a large-group discussion around the questions on the slide. (5 minutes)

Legacy for Survivors and the Community

For the group assigned to your table—either survivors or the community—discuss:
• What is the legacy of this program for them?

36

Building upon this initial discussion of what a legacy is and whom it is for, **tell** participants that we're going to spend some time identifying what this program's legacy is for survivors and the community.

Divide the room in half, and ask all the tables on one side to discuss survivors, and all the tables on the other side of the room to discuss the community.

Tell participants to take 10 minutes at their tables to discuss what legacy the program is leaving for their assigned group.

Legacy for Survivors

• Understanding of the behavioral health effects of disaster
• Improved coping skills
• Knowledge of community resources
• Skills to access existing supports
• The establishment of personal rituals

37

Facilitate the reports from the tables, discussing survivors first.

Emphasize the key points about legacy for survivors using the points on the slide.

Legacy for the Community

• A cadre of staff trained in disaster behavioral health response
• A more collaborative provider network
• A community that is better educated about disasters and their behavioral health effects
• Enhanced resilience
• Established rituals and commemorations
• Community organizations better informed about survivors' practical needs

38

Facilitate the reports from the tables discussing the community next.

Emphasize the key points about legacy for the community using the points on the slide.

Personal Legacy

Individually, reflect on:
• What have I done to leave a legacy?
• What would I like to do before the CCP is done?

Find a partner and share your responses with him or her.

39

Say that the personal legacy for each staff member is also important.

Ask participants to spend a few moments reflecting on what the legacy of the program is for them personally:

• What have you done to leave a legacy?

• What would you like to do before the CCP is done?

You can have them either make notes in their workbooks or draw a picture.

Have them find a partner and share their reflection. (5 minutes)

Legacy for Staff

- Improved skills
- Sense of satisfaction and self-worth
- Improved coping and stress management skills
- Community connections
- Job opportunities

40

Facilitate a large-group discussion of their personal legacies.

Summarize the discussion, and emphasize the points on the slide about individual staff legacies.

Strategies for Leaving a Legacy

- Create public health messages about recovery, social support, and hope.
- Leave educational materials and self-help resources with community partners.
- Include analysis of data and program best practices in the CCP Final Report.
- Provide training and consultation to health providers, educators, and community leaders.

41

Discuss the strategies for leaving a legacy as a program.

Strategies for Leaving a Legacy (cont.)

- Maintain a database of trained crisis counselors and partner agencies for use in future disasters.
- Encourage low-cost or no-cost community projects and collaborations that can continue in an in-kind capacity.
- Determine if the hotline or helpline can continue to handle information and referrals.

42

Bring this session to a close, and give participants a 15-minute break.

Tell participants that when we return we'll be talking about how to take all the good work they've done here today and integrate it into two key documents: the CCP Final Report and the phasedown plan.

15 minutes	BREAK

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SECTION 6: Program Final Report
(45 minutes)

5 minutes	SESSION INTRODUCTION

Introduce this session by telling participants that we're going to discuss the importance of the CCP Final Report, what the report contains, and how staff can contribute to the development of the report.

Review the session objective:

- Assist with the preparation of the CCP Final Report.

15 minutes	KEY CONCEPTS

Make the link to the previous session on legacy by asking how the CCP Final Report is part of the legacy.

Before showing the next slide, **ask**—why is a Final CCP Report important? Take a few responses from the group; then discuss the bullets on the slide.

Suggested talking points:

- Focus on the positive aspects of the Final Report. Emphasize that it should not be an afterthought, but rather the public document that tells the story of the CCP.

- Reassure the group that the Federal Emergency Management Agency, SAMHSA, and SAMHSA DTAC will read the report thoroughly and retain best practices, materials, and promising approaches to inform future CCPs.

Strategies for Contributing to the Report

- The Final Report should "tell the story of the CCP."
- Include information about the state and all service providers.
- Involve local provider staff in compiling the data and creating the "story."
- The Final Report should reflect the activities and accomplishments of the entire program.
- Include information on program phasedown and legacy.

46

Before showing the next slide, **ask** what should go into the CCP Final Report.

Take a few responses from the group; then discuss the bullets on the slide.

Suggested talking points:

- When presenting data and activities, reflect back to the program's goals and targets originally written in the RSP application:
    - o Were the initial goals met?
    - o If not, what changed and why?
    - o If changes were made, what factors influenced those decisions?

Strategies for Contributing to the Report (cont.)

- Be familiar with the Final Report format.
- Incorporate the vision of the program by:
    - Identifying its greatest accomplishments
    - Describing challenges and how they were overcome
    - Reflecting on how the community has benefited from the program

47

Continue to discuss the components of the Final Report.

Refer participants to the copy of the Final Report format in the *Participant Workbook*. **Give** them a moment to review the format. **Ask** if they have any questions about the format.

Strategies for Contributing to the Report (cont.)

- Discuss and document:
    - Program vision and accomplishments
    - Survivor success stories
    - Community success stories
    - Challenges and how they were addressed
    - Program best practices
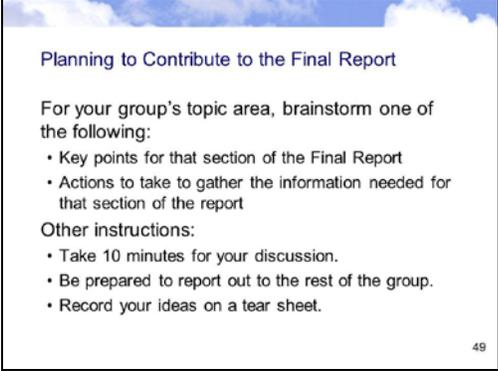   - Personal achievements of staff

48

Continue to discuss the components of the Final Report.

Tell participants that we're going to take some time to identify key points for each of these sections or strategies for gathering the necessary information.

25 minutes	FINAL REPORT BRAINSTORM

Planning to Contribute to the Final Report

For your group's topic area, brainstorm one of the following:
- Key points for that section of the Final Report
- Actions to take to gather the information needed for that section of the report

Other instructions:
- Take 10 minutes for your discussion.
- Be prepared to report out to the rest of the group.
- Record your ideas on a tear sheet.

49

Divide the participants into six groups. You can have them count off from one to six. Alternatively, you can list each of the six areas on a tear sheet and post the six tear sheets around the room. Then, have participants go stand by the tear sheet they are most interested in discussing.

The six areas are as follows:

- Program vision and accomplishments

- Survivor success stories

- Community success stories

- Challenges and how they were addressed

- Program "best practices"

- Personal achievements of staff

Have each group take 10 minutes to brainstorm either key points for that section of the Final Report **or** key actions to take to gather the information for that section.

Remind participants of the ground rules for brainstorming—listed in the *Participant Workbook*:

1. **Focus on quantity**—The greater the number of ideas generated, the greater the chance of producing an outstanding idea.

2. **Withhold criticism**—By suspending judgment until later, individuals feel free to generate unusual ideas.

3. **Welcome unusual ideas**—New ways of thinking may provide better solutions.

4. **Combine and improve ideas**—Good ideas may be combined to form a single better idea.

Facilitate quick reports for each group. (15 minutes)

Make sure the program manager gets the tear sheets to use after the course.
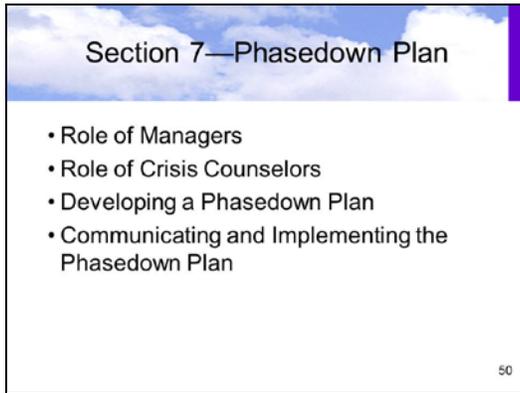
Summarize the discussion, including any key followup actions to be taken, and segue to the next section on developing the phasedown plan.

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SECTION 7: Phasedown Plan (45 minutes)
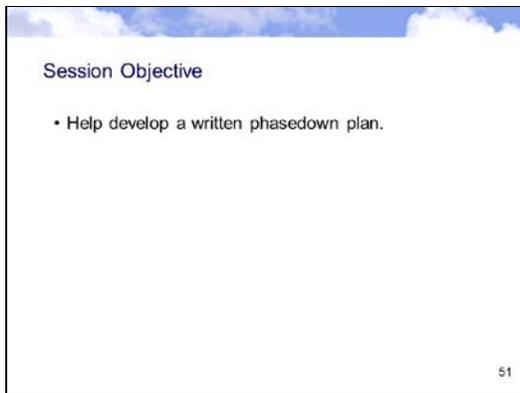
5 minutes	SESSION INTRODUCTION

Introduce this session by telling participants that developing a written phasedown plan is absolutely critical for the successful phasedown of the project. We've spent virtually all of today discussing the things that need to be considered, planned for, and implemented as part of phasedown.

Review the session objective:

• Help develop a written phasedown plan.

Role of Managers

Managers should:

- Analyze program data and assess provider activity to determine when to begin the formal phasedown process.
- Elicit crisis counselor feedback on the status of survivor and community recovery.
- Consider an early phasedown if there is a greatly reduced need.
- Revise outreach and service-delivery approaches to accomplish phasedown.
- Adjust staffing levels according to remaining need.

52

Role of Managers (cont.)

- Prepare the hotline/helpline for phasedown, and determine availability after phasedown.
- Ensure that media messaging is appropriate to phasedown.
- Clearly communicate the end date of the program.
- Prepare final provider reports.

53

Role of Crisis Counselors

Crisis counselors should:

- Further identify survivor needs and available local resources.
- Participate in unmet-needs or long-term care committee meetings.
- Develop strategies for addressing continued service needs of survivors and special populations.
- Prepare community organizations for transition of services from the CCP.
- Continue distribution of educational and informational materials.
- Adjust media messaging to reflect phasedown.
- Prepare hotline staff for phasedown.

54

Begin by discussing the actions program managers and crisis counselors take in preparing for phasedown—independent of developing the written plan.

Review the role of program managers in preparing for phasedown.

Suggested talking points:

- If an extensive continued need can be clearly justified, a CCP may request a formal extension of the program. This is not typical, and the program should confer with the assigned Center for Mental Health Services (CMHS) project officer prior to preparing any formal extension request.

- The end date may be prior to the 9-month program period.

- CCP leadership should confer with the assigned CMHS project officer to identify the dates to begin formal phasedown, as well as the actual end date of program services.

Discuss the role of crisis counselors in preparing for phasedown.

Before showing the next slide, **ask** participants what they think should be included in the phasedown plan.

Review the components of the phasedown plan. Point out that they have already made great progress today in identifying the key points for each of these sections through our activities.

Emphasize that any written plan is virtually worthless if it is not appropriately disseminated and then implemented.

Facilitate a large-group discussion: (15 minutes)

• How should the phasedown plan be communicated to staff and other community stakeholders?

• How can the CCP ensure effective implementation of the plan?

Record on tear sheets the key actions and ideas generated by the group.

Make sure the program manager gets the tear sheets at the end of the session.

Summarize the key points from the discussion, and bring this session to a close. **Transition** to the final session—Applying Your Learning and Course Evaluation.

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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. It is therefore essential to take a few moments to review your learning and set your intention to apply what you have learned in the real world.

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 specific comments on the form, as the feedback is collected and use to improve future deliveries of this course.

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

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Crisis Counseling Assistance and Training Program (CCP)

Training Feedback Form for Trainers and Leadership

CCP Name/Disaster Number: _____

1. The content of this training module included all of the elements necessary for participants to adequately understand and deliver CCP services.

    Strongly Disagree   Strongly Agree

         1   2   3   4   5

2. The supporting materials, including slides, handouts, and instructor's notes, facilitated effective delivery of module content.

    Strongly Disagree   Strongly Agree

         1   2   3   4   5

3. The content of the training module was thorough and well organized.

    Strongly Disagree   Strongly Agree

         1   2   3   4   5

4. The material was adequately covered in the time allowed.

    Strongly Disagree   Strongly Agree

         1   2   3   4   5

5. The *Exercises and Trainer's Tips* booklet contained activities that effectively facilitated learning.

    Strongly Disagree   Strongly Agree

         1   2   3   4   5

6. The overall training session was well received by the participants.

Strongly Disagree   Strongly Agree

          1   2   3   4   5

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 inform 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
        c/o IQ Solutions
        11300 Rockville Pike
        Suite 901
        Rockville, MD 20852