



Care Provider Resilience Training Instructor Guide

Instructor Guidance

This factsheet contains guidance for Instructors of the NIEHS/ SAMHSA Care Provider Resilience Training. Trainers are encouraged to adapt and modify how they deliver the course to meet the needs of the specific program, audience, and circumstances; however the core content of the course should not be significantly altered. This course includes a PPT presentation, instructor guide and associated handout materials for participants. These materials may be downloaded from the NIEHS WTP website: <http://tools.niehs.nih.gov/wetp/index.cfm?id=2528>

Course Goals

This is a two hour course entitled “Care Provider Resiliency Training”. The goal of this training program is to prepare participants to better understand and address the connection between medical and behavioral health impacts affecting disaster workers and volunteers. The term “Care Provider” includes many types of licensed health personnel who provide direct patient care, including physicians, nurses, EMS workers, psychologists, and social workers.

Target Audience

While not all elements of this course will directly pertain to each profession, it is valuable for all care providers to understand the connections between disasters, occupational safety, and physical and mental health. Understanding the ‘bigger picture’ of disaster effects should prepare care providers to better support patients and understand when a referral may be advisable.

Delivery of the course will vary depending on whether the participants are primarily from a medical, behavioral health, or a mixed background. Instructors should prepare accordingly by adjusting the amount of time and focus spent on medical or behavioral health materials and in the case studies.

NOTE: Instructors should state clearly that the course will cover both medical and behavioral health issues and depending on the participants professional training and experience may address matters that they are unfamiliar with. This may cause some discomfort for participants, but is a major part of the course design.

Allocated time

The minimum recommended time needed to effectively facilitate this course, including discussion is two (2) hours. If the class has a particular interest that warrants adjusting the time, prepare in advance so that the students are aware of the sections of the course that will be covered and omitted.

Case Studies

The course case studies are presented to generate discussion about issues that are typical of disaster worker/ patients a provider may encounter. The purpose of these scenarios is for participants to consider the intersection of physical and mental health complaints that are typical in disaster work. The case studies are organized so that participants’ will look at the combination of occupational, social, mental, and physical factors and use their knowledge and experience to discuss potential causation, symptoms, care, and referrals. Instructors should follow the guidance on the slides and in the instructor notes below the slides to facilitate group discussion. Participants may focus more attention on medical or behavioral health issues depending on their background. Reminding participants to consider the whole situation, even those they do not have expertise in, is important. Helping participants understand health effects that might be outside of their control/expertise but that may require additional care and referral is a primary goal of this course.



Group Discussions

Keep in mind that some of the questions provided are open-ended and may generate more than one correct response. It is important to allow students to present their ideas and solutions. The case studies also reveal gaps in the healthcare system and so some problems may not have an easy or clear solution. As the instructor, you want to draw out the knowledge and expertise of the participants and help them to clarify potential problems and solutions.

Instructor Notes

Below each PowerPoint™ slide is a set of instructor notes. The instructor notes include material in quotation marks that is intended to be directly communicated to participants. The instructor manual also uses:

- **Ask** indicates that the instructor should ask the participants that question in quotations marks.
- **Note** is information to assist the instructor.
- **Explain** is information that should be communicated to the participants.
- **Transition** is information to alert the instructor to what is coming next.

Adult Education Techniques

This course is based on proven adult education techniques including group discussions and case studies. This participative approach encourages students to play an active role in learning. Participative training techniques are much more effective than lecturing. By drawing on participant's work experience you will engage them in learning and solving problems presented in the material. Small groups may address case studies if an instructor deems them an appropriate method for generating interaction.

Be a Facilitator

We encourage you to be an instructor who facilitates the course. Use the case studies and questions included in the presentation to draw out students' experiences related to stress and trauma in disaster work and help them fill in the missing pieces. Your role is to serve as a discussion leader, not just as an "expert". This approach is more rewarding for participants and less of a burden on trainers.

Other Course Materials from WTP

This course was developed by the National Institute of Environmental Health Sciences (NIEHS) in conjunction with the Substance Abuse and Mental Health Services Administration (SAMHSA) as part of a series of trainings for disaster impacted communities. Additional courses for workers and supervisors involved in disaster response are available on the WTP Resilience Webpage. Materials and handouts are free for participants to take home and available in both English and Spanish. A sample evaluation form for this course is available for your use.