

D1. MODULE OVERVIEW CARD

Module Title:

Psychological Resilience Training

Purpose:

This module is designed to equip disaster responders, team leaders, and support staff with core psychological resilience skills. The training aims to enhance personal and collective capacity to manage stress, adapt under pressure, and support effective crisis response. Learners will gain evidence-based strategies for maintaining well-being, performance, and teamwork in high-stress environments.

Target Audience:

- Disaster responders
- Team leaders
- Support staff in crisis and emergency settings

Duration:

50–60 minutes (self-paced, online)

Key Topics and Content Outline:

- Section 1: Welcome and Module Introduction
- Section 2: Understanding Resilience
- Section 3: Building Adaptive Thinking
- Section 4: Recognizing Personal Resilience Strengths
- Section 5: Team-Based Resilience
- Section 6: Practical Resilience Skills
- Section 7: Real-Life Scenario
- Section 8: Module Summary and Completion
- Section 9: Supplementary Resources and Feedback Mechanisms

Key Words:

Resilience, stress management, adaptive thinking, emotional regulation, cognitive reframing, teamwork, peer support, coping strategies, self-awareness, crisis response

Module Components:

- Pre-Training Preparation: Pre-assessment test
- Main Content: PowerPoint presentation, integrated videos, external resources
- Reinforcement Activities: Case studies, skill cards, final assessment test
- Completion & Certification: Feedback form, automated certificate of completion

Learning Outcomes:

- Define psychological resilience and explain its importance in crisis response
- Apply adaptive thinking strategies (STOP technique, cognitive reframing)
- Identify and leverage their own coping strengths
- Promote team-based resilience through peer support and collaborative problem-solving

Assessment & Evaluation:

- Pre-assessment: Self-evaluation, not graded
- Final assessment: Online quiz (multiple-choice, true/false, matching)

Additional Resources:

- Videos: “How Resilient Responders Overcome Challenges”
- PDF Guide: “Quick Tips for Building Resilience”
- Toolkit: Mental health and wellness resources (WHO, IFRC)
- Articles and case studies (linked in the module)

Prepared by:

TENGO Training Team | April 2025

D2. PRE-ASSESSMENT TEST

(Module 1: Psychological Resilience Training)

Instructions:

For each statement below, please indicate how much you agree or disagree using the following scale:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Pre-Assessment Statements:

1. I understand what psychological resilience means in the context of crisis response.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

2. I am confident in my ability to manage stress during high-pressure situations.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

3. I know at least one technique (such as the STOP method) to regulate my thoughts and emotions under stress.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

4. I am aware of my own personal strengths and coping strategies when faced with adversity.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

5. I feel prepared to support team members' resilience and well-being during a crisis.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Purpose:

This self-assessment is not graded. Your honest responses will help you reflect on your strengths and identify areas to focus on as you begin this module.

Prepared by:

TENGO Training Team | April 2025

PSYCHOLOGICAL RESILIENCE TRAINING MODULE

MODULE CONTENT

Section 1: Welcome and Module Introduction

Section 2: Understanding Resilience

Section 3: Building Adaptive Thinking

Section 4: Recognizing Personal Resilience Strengths

Section 5: Team-Based Resilience

Section 6: Practical Resilience Skills

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Section 9: Supplementary Resources and Feedback Mechanisms

Section 1:

Welcome and Module Introduction

Welcome to the Psychological Resilience Training Module

This module is designed to strengthen your capacity to function effectively in high-stress environments by introducing core resilience strategies.

Whether you are a frontline responder, team leader, or support staff, this training offers evidence-based tools to help you manage pressure, support others, and recover more quickly after critical events.

Purpose of the Module

The objective of this module is twofold:

- ✓ To enhance your **personal resilience** by providing actionable techniques for managing stress, maintaining focus, and regulating emotions.
- ✓ To promote **collective resilience** by equipping teams with practical approaches for supporting each other during and after crisis events.
- ✦ This training integrates psychological theory with operational realities — ensuring relevance to your daily responsibilities.

Learning Objectives

Upon completing this module, you will be able to:

- ✓ Define psychological resilience and its role in crisis response.
- ✓ Apply adaptive thinking strategies such as the **STOP technique and cognitive reframing**.
- ✓ Identify and leverage your own coping strengths.
- ✓ Promote team-based resilience through peer support, effective communication, and collaborative problem-solving.

Navigating the Module

This is a **self-paced, web-based** module designed for flexible, independent learning.

You will progress through the following components:

- ✓ Theoretical foundations of resilience
 - ✓ Practical tools and techniques
 - ✓ A real-life scenario exercise
 - ✓ Summary, self-assessment, and certification
- ✦ No instructor is required — you may complete the module at your own pace, with opportunities to reflect on how the content applies to your context.

Section 2:

Understanding Resilience

Defining Psychological Resilience

Psychological resilience refers to an individual's capacity to adapt to adversity, manage stress, and recover from challenging experiences while maintaining emotional and cognitive functioning.

In high-stakes environments such as disaster response, resilience is not just an asset — it's a core competency.

✦ It allows responders to navigate uncertainty, make sound decisions, and remain effective under sustained pressure.

Why Resilience Is Critical in Crisis Response

Disaster situations are dynamic, complex, and emotionally intense.

Responders with strong resilience capacities are better equipped to:

- ✓ Sustain **situational awareness** during chaos
 - ✓ Avoid **burnout** despite prolonged exposure to trauma
 - ✓ **Recover** more quickly from setbacks or emotionally charged incidents
- ✦ Resilience protects both personal well-being and operational performance.

Core Traits of Resilient Responders

While resilience can be developed over time, certain behavioral traits are commonly observed in high-performing responders:

- ✓ **Adaptability:** Adjusting effectively to changing demands and constraints
- ✓ **Emotional Regulation:** Managing intense emotions without suppression or reactivity
- ✓ **Constructive Problem-Solving:** Applying logic and creativity under pressure
- ✓ **Optimism:** Maintaining a forward-focused, solution-oriented mindset

✦ These traits form the behavioral foundation of resilient performance in the field.

Reflective Exercise – Identifying Resilience in Yourself

Take a few moments to reflect on the following prompts:

- ✓ Recall a recent moment of high stress. What helped you cope effectively?
- ✓ Which of the core traits (adaptability, regulation, problem-solving, optimism) do you rely on most?
- ✓ Where would you like to build more strength?

- ✦ Self-reflection is the first step toward developing intentional, practiced resilience.

Section 3:

Building Adaptive Thinking

Adaptive Thinking – A Core Resilience Skill

Adaptive thinking is the capacity to shift cognitive strategies based on changing conditions. In crisis environments, rigid thinking can lead to poor decisions and increased emotional distress.

By contrast, adaptive thinkers:

- ✓ Remain mentally flexible under pressure
 - ✓ Evaluate evolving information objectively
 - ✓ Respond intentionally rather than reactively
- ✦ This skill enables effective action even in chaotic or ambiguous scenarios.

Why Adaptive Thinking Matters in Emergencies

Field realities are unpredictable. Plans often change, and responders must adjust in real-time.

Adaptive thinking allows you to:

- ✓ Override fight-flight impulses with clarity and control
 - ✓ Recognize new options when existing plans fail
 - ✓ Lead others calmly through uncertainty
- ✦ Without adaptive thinking, technical skills alone are not enough.

Technique 1 – The STOP Method

The **STOP technique** is a quick, evidence-based method for regaining composure and choosing a thoughtful response.

S – Stop: Interrupt automatic reactions

T – Take a Breath: Use slow breathing to reduce physiological stress

O – Observe: Scan your internal state (thoughts, emotions) and external environment

P – Proceed: Take deliberate, values-driven action

✦ This technique is especially useful during emotionally charged or fast-moving incidents.

Technique 2 – Cognitive Reframing

Cognitive reframing is the process of intentionally changing how you interpret a stressful situation.

Reframing does not deny the reality of difficulty — it repositions it to allow for possibility and control.

Example:

✗ “This is out of control — I can’t fix it.”

✓ “This is difficult, but I can prioritize and respond one step at a time.”

✦ Reframing strengthens self-efficacy and reduces emotional reactivity.

Stress as a Signal – Not an Enemy

Stress is not inherently negative — it's information.

Instead of avoiding or ignoring it, use stress as a **signal** to check in with yourself:

- ✓ What is this stress telling me?
- ✓ Am I in danger — or simply under pressure?
- ✓ What action can I take that aligns with my role and values?

✦ This mindset shift transforms stress into a resource, not just a threat.

Reflective Practice – Building Adaptive Habits

Consider this guided mental rehearsal:

- ✓ Think of a recent situation that felt overwhelming.
 - ✓ How could the **STOP technique** have helped you pause and regain control?
 - ✓ How might **cognitive reframing** have shifted your thinking and outcome?
- ✦ Regularly practicing these techniques strengthens your adaptive capacity for real-life deployment.

Section 4:

Recognizing Personal Resilience Strengths

Self-Awareness as a Cornerstone of Resilience

Resilience begins with knowing yourself.

Understanding how you typically respond to stress allows you to anticipate challenges and apply the right tools in the moment.

✦ Self-awareness is not just introspective — it's **operationally strategic** in crisis environments.

The Role of Strengths in Adaptive Performance

Each responder brings unique strengths that support individual and team resilience.

Examples include:

- ✓ Clear communication under pressure
 - ✓ Calm decision-making in chaotic settings
 - ✓ Emotional attunement to others' needs
- ✦ Recognizing your strengths helps you know **when to lead, when to support, and how to self-regulate.**

Positive vs. Maladaptive Coping Strategies

Positive Coping Behaviors:

- ✓ Problem-solving
- ✓ Seeking peer support
- ✓ Practicing mindfulness or pausing before responding

Maladaptive Coping Behaviors:

- ✗ Withdrawing from others
- ✗ Suppressing or ignoring emotions
- ✗ Resorting to unhealthy distractions

✦ Becoming aware of both helps you reinforce the effective and address the risky.

Reflection – Your Personal Coping Profile

Consider the following prompts:

- ✓ When facing high stress, do you tend to act, withdraw, or overthink?
 - ✓ What helps you re-center: movement, breathing, conversation, solitude?
 - ✓ Which past strengths have helped you endure or adapt?
- ✦ The goal is not perfection — it's **precision** in knowing what works for you.

Strengths in Action – Practical Application

Once you identify your strengths, consider:

- ✓ How can I apply this strength in daily routines — not just in crises?
 - ✓ How can I communicate my needs or limits to my team effectively?
 - ✓ How might I support others in recognizing their own strengths?
- ✦ Strengths are not static — they grow through reflection, use, and feedback.

Section 5:

Team-Based Resilience

The Collective Nature of Resilience

Resilience is not just an individual skill — it is a **team function**.

In high-pressure environments, individual performance depends on **collaboration, psychological safety, and shared regulation**.

✦ A resilient team can withstand stressors that might overwhelm individuals acting in isolation.

Why Team Resilience Matters in the Field

In emergency contexts, team resilience enables:

- ✓ Faster decision-making through shared responsibility
 - ✓ Better emotional containment and peer validation
 - ✓ Reduced risk of burnout via workload distribution
 - ✓ Stronger coordination across shifting roles and tasks
- ✦ A resilient team is not just well-trained — it's **well-connected**

Key Drivers of Team-Based Resilience

- ✓ **Effective Communication** – Open, clear, and consistent exchange of information
 - ✓ **Psychological Safety** – Confidence to speak up, ask for help, or admit fatigue
 - ✓ **Shared Problem-Solving** – Inclusive discussions that leverage diverse strengths
 - ✓ **Trust and Accountability** – Knowing teammates will deliver and support under pressure
- ✦ These elements form the behavioral infrastructure of strong teams.

Responding as a Unit – Scenario Reflection

Context: A storm has cut off road access, and your team must distribute limited medical supplies under time pressure.

Reflect:

- ✓ How do you approach decision-making when resources are scarce?
 - ✓ What communication strategies help ensure clarity and cohesion?
 - ✓ How do you manage disagreements or emotional tension under pressure?
- ✦ This reflection reinforces the **functional value of resilience in group dynamics**.

Strengthening Team Resilience Proactively

Practical ways to build resilience before a crisis:

- ✓ Begin shifts with a quick check-in (mood, energy, concerns)
 - ✓ Normalize brief recovery breaks to manage cumulative stress
 - ✓ Debrief after critical incidents — not just for lessons, but for connection
 - ✓ Recognize and validate individual contributions
- ✦ Like individuals, resilient teams are developed through **intentional habits**.

Section 6:

Practical Resilience Skills

The Role of Practical Skills in Resilience

Psychological resilience is not just a mindset — it's a set of practiced, observable behaviors.

In high-pressure environments, the ability to apply simple, evidence-based techniques can significantly reduce cognitive overload, improve decision-making, and foster emotional stability.

This section highlights core practical tools that enhance real-time functioning during crises.

STOP Technique – Regaining Control in the Moment

The **STOP technique** is a foundational tool for interrupting automatic stress reactions and restoring clarity:

Stop: Acknowledge the stress trigger and consciously pause.

Take a Breath: Regulate the nervous system through slow, controlled breathing.

Observe: Assess internal states (thoughts, emotions, physical sensations) and external conditions.

Proceed: Act based on reflection, not impulse.

✦ This method supports executive functioning and reduces the risk of reactive errors.

Cognitive Reframing – Shaping Constructive Thought Patterns

Cognitive reframing is a cognitive-behavioral skill that allows responders to reinterpret stressors in a way that reduces emotional impact and increases control.

Example:

Automatic Thought: “This situation is hopeless.”

Reframed Thought: “This is difficult, but I’ve managed similar challenges before.”

By challenging and reshaping unhelpful thoughts, individuals can maintain composure and foster solution-focused thinking.

Self-Awareness – Monitoring Internal Resilience Indicators

Effective resilience begins with **self-monitoring**.

Being attuned to your own physiological, emotional, and behavioral responses allows for timely intervention.

Consider:

- ✓ What signals indicate you're reaching a threshold (e.g., shallow breathing, irritability)?
- ✓ What helps you restore focus?
- ✓ How does your current state affect your communication and leadership?

- ✦ Increased self-awareness enhances personal regulation and team safety.

Peer Support – Operationalizing Collective Resilience

Resilience is both individual and social. In emergency contexts, team-based support is a protective factor.

✓ **Practical actions:** Share workload, debrief after intense moments, recognize signs of distress in colleagues.

✓ **Psychosocial behaviors:** Express empathy, validate experiences, and create a space for mutual reinforcement.

✦ Peer support reduces isolation, improves morale, and sustains performance in prolonged operations.

Integration – Embedding Resilience into Daily Practice

To be effective, resilience tools must become second nature.

Integrate them into daily routines, not just during crises:

- ✓ Use STOP during minor conflicts.
 - ✓ Reframe thoughts when plans shift unexpectedly.
 - ✓ Check in with teammates even on routine days.
- ✦ Regular application promotes **neuroplastic adaptation** — making resilience a habit, not just a strategy.

Section 7:

Real-Life Scenario

Applying Skills in Real-World Conditions

Resilience training must extend beyond theory into practical application.

In this section, we present **a realistic emergency scenario** that allows participants to mentally rehearse key skills under simulated pressure.

Scenario-based reflection strengthens **decision-making, adaptability, and emotional regulation** in operational environments.

Scenario Overview – Flood Emergency Response

Context:

A severe flood has struck a densely populated area after days of continuous rainfall.

- ✓ Thousands are displaced
- ✓ Transportation networks are blocked
- ✓ Communication systems are partially down

You are part of a crisis response team managing aid distribution, safety, and communication coordination.

✦ This scenario mirrors **real-world conditions** where **rapid action**, **ethical judgment**, and **team cohesion** are vital.

Operational Challenges to Navigate

As a responder, you face the following:

- ✓ **Disrupted communication:** Limited access to reliable updates from team members and command centers
 - ✓ **Resource constraints:** Inadequate food, water, and medical supplies
 - ✓ **Public distress:** High emotional tension among displaced individuals
 - ✓ **Access issues:** Flooded or damaged roads delaying response times
- ✦ These challenges demand not just tactical skill — but emotional and cognitive resilience.

Guided Reflection – Responding Under Pressure

Consider the following reflective prompts:

- ✓ How would you use the **STOP technique** in this scenario to avoid reactive decisions?
 - ✓ Where could you apply **cognitive reframing** to maintain clarity and focus?
 - ✓ What strengths could you contribute to team problem-solving?
 - ✓ How would you support teammates showing signs of distress or fatigue?
- ✦ These questions encourage mental simulation — a proven technique for improving field readiness.

Lessons Learned – Building Operational Readiness

Key takeaways from this scenario exercise:

- ✓ Real-world crises require both **emotional control** and **strategic flexibility**
 - ✓ Resilience tools are **most effective** when embedded in team dynamics
 - ✓ Reflection on **difficult decisions** before they happen strengthens preparedness
 - ✓ Practicing **calm**, **communication**, and **collective decision-making** builds both personal and team capacity
- ✦ The more realistic the practice, the more transferable the skills.

Section 8:

Module Summary and Completion

Consolidating Your Resilience Toolkit

As you conclude this module, take a moment to review the foundational principles of psychological resilience:

- ✓ Resilience is a **practical skillset**, not just a personal trait.
- ✓ Core techniques like **STOP**, **cognitive reframing**, and **team communication** are deployable in real-time.
- ✓ Strengthening both **self-awareness** and **peer support capacity** enhances crisis effectiveness.
- ✦ Your learning is most valuable when it is integrated into daily practice — before, during, and after high-stress events.

Summary of Key Concepts

Here's a brief recap of the core areas explored in this module:

- ✓ **Understanding Resilience:** Its definition, purpose, and behavioral traits
 - ✓ **Adaptive Thinking:** STOP method, reframing, and interpreting stress as information
 - ✓ **Personal Strengths:** Self-assessment of coping styles and resilience-building habits
 - ✓ **Team Resilience:** Trust, communication, shared problem-solving
 - ✓ **Scenario Application:** Operational thinking in high-stress field conditions
- ✦ Repetition and reflection are key to mastery — revisit these concepts regularly.

Final Reflection – Translating Learning Into Action

Ask yourself:

- ✓ Which **skill** or **insight** from this module do I want to apply immediately?
 - ✓ What **barriers** might I face in applying it, and how will I manage them?
 - ✓ How can I support **resilience** within my team or organization?
- ✦ Small, **intentional behavior** changes are the most sustainable path to growth.

Completing the Module – What Comes Next

To complete the module:

- ✓ Review the **key takeaways** provided.
- ✓ Take the **knowledge check quiz** at the end of the module to assess your understanding.
- ✓ Upon successful completion, you will automatically receive a **Certificate of Completion**.
- ✦ Your certificate serves as validation of your learning and can support your professional development record.

Section 9:

**Supplementary Resources and Feedback
Mechanisms**

Extending Learning Beyond the Module

Completion of this module marks a beginning — not an end.

To maintain and deepen your resilience practice, we encourage you to explore supplementary resources that offer:

- ✓ Practical guides and tip sheets
 - ✓ Short instructional videos
 - ✓ Tools for individual and team reflection
- ✦ Lifelong learning is key to adaptive capacity in crisis response settings.

Recommended Resources for Continued Development

Videos:

-  A Resiliency Program Built for First Responders, By First Responders
-  First Responder Mental Health Resilience Conference: Chief Jennifer Gundersen & session

Documents:

-  Quick Tips for Building Resilience
-  STOP Technique Pocket Guide

External Tools:

-  Mental health and wellness toolkits from WHO, IFRC, and national disaster organizations
-  Guided mindfulness audio files

Feedback – A Tool for Mutual Growth

Your experience matters. Feedback not only improves the learning experience — it enhances the quality of future modules for others.

We welcome your input on:

- ✓ Clarity and structure of the content
- ✓ Relevance to your professional context
- ✓ Usefulness of examples and techniques
- ✓ Suggestions for improvement or additions

✦ A brief feedback form is available [here](#). It's anonymous and takes less than 5 minutes.

Building a Culture of Ongoing Resilience

Consider implementing post-training strategies within your organization:

- ✓ **Peer Resilience Check-Ins:** Short, regular team conversations focused on wellbeing and adaptation
 - ✓ **Weekly Resilience Prompts:** One question a week for self-reflection or group dialogue
 - ✓ **Continued Practice:** Integrate STOP, reframing, and emotional regulation strategies into team debriefs or simulations
- ✦ Resilience is strengthened not in isolation, but in connection and consistency.

D4. Training Videos and Additional Resources

(Module 1: Psychological Resilience Training)

Section 1: Training Videos

- Resilient Wisconsin First Responder Training
Link: https://www.youtube.com/watch?v=sqP_hRrzbKq
Description: An award-winning training for EMS, firefighters, and law enforcement professionals.
- A Resiliency Program Built for First Responders, By First Responders
Link: <https://www.youtube.com/watch?v=F4VvnNL2Oi0>
Description: A program developed in response to suicides in the BC firefighter community.
- Understanding and Cultivating Resilience for First Responders
Link: <https://www.youtube.com/watch?v=zdOoEo-Jd4w>
Description: Dr. Rachelle Zemlok explains resilience strategies for first responders.
- First Responder - Stress Management
Link: <https://www.youtube.com/watch?v=5OBAgE1hXXc>
Description: Techniques tailored for first responders.
- Responding With Resilience: Mental Wellness in EMS
Link: <https://www.youtube.com/watch?v=lilVQzkfqr4>
- First Responder Mental Health Resilience Conference Resources
Link: <https://www.youtube.com/playlist?list=PLr4bcojybsvJmPvKN2ZByE30umnCsotg7>
Description: Video recordings from the 2022 mental health resilience conference.
- First Responder Mental Health Resilience Conference: Chief Jennifer Gundersen & session
Link: <https://www.youtube.com/watch?v=v5qhA5e6WUY&list=PLr4bcojybsvJmPvKN2ZByE30umnCsotg7&index=2&t=324s>
- Responder Resilience Podcast – YouTube Channel
Link: <https://www.youtube.com/@ResponderResilience>
Description: Podcast interviews and practical strategies for frontline responders.

- First Responder Resilience Training Playlist – CareerCert

Link:

<https://www.youtube.com/playlist?list=PLMOiG1d472IS6OG1XJNbC0whGuPX7FEI>

Description: Curated playlist of resilience and mental health videos for responders.

Section 2: General Resilience Tools & Guides & Reports

- Building Your Resilience – APA

Link: <https://www.apa.org/topics/resilience/building-your-resilience>

Description: Practical strategies and reflection questions for personal resilience.

- Mental Health in Emergencies – WHO

Link: <https://www.who.int/news-room/fact-sheets/detail/mental-health-in-emergencies>

Description: WHO's recommendations for psychological support in emergencies.

- IFRC Psychosocial Centre Resources

Link: <https://www.ifrc.org/our-work/health-and-care/community-health/mental-health-and-psychosocial-support>

Description: Toolkits and manuals for field-based psychosocial response.

- IFRC Psychosocial Centre

<https://pscentre.org/resources/>

- New York State First Responder Mental Health Needs Assessment

Link: <https://www.governor.ny.gov/sites/default/files/2025-02/First-Responder-MHNA-Final-Report.pdf>

Description: Assessment of stressors, challenges, and care barriers.

- Preparing Medical First Responders for Crises: A Systematic Literature Review

Link:

https://www.researchgate.net/publication/366563139_Preparing_medical_first_responders_for_crises_a_systematic_literature_review_of_disaster_training_programs_and_their_effectiveness

Description: Systematic review of disaster training program effectiveness.

- Good Practice Framework for Mental Health – beyondblue

Link: https://novascotia.cmha.ca/wp-content/uploads/2019/11/1_Good-Practice-Guide-First-Responders.pdf

Description: Framework for mental health and wellbeing in responder organizations.

- Exploring Medical First Responders' Perceptions of Mass Casualty Incidents

Link: <https://bmjopen.bmj.com/content/bmjopen/14/7/e084925.full.pdf>

Description: Qualitative study on responder experiences during mass casualty events.

How to Use These Materials

- Explore articles for in-depth knowledge or new perspectives.
- Watch videos for practical advice and to hear real stories from responders.
- Use toolkits and audio guides as daily resources for yourself and your team.
- Watch videos during or after relevant module sections.
- Use PDF guide and toolkits for reference, discussion, or ongoing support.
- Explore the article and audio as practical tools for stress reduction and reframing.

Prepared by:

TENGO Training Team | April 2025

Case Study 1: Laura - The Responder Who Never Stops

Scenario:

Laura is a nurse and emergency responder who has been deployed for six months in a conflict-affected area. She is highly committed, efficient, and constantly volunteering for extra shifts, even when not required. Despite her skills and experience, her colleagues are starting to notice that she avoids breaks, works late, and isolates herself from the group. She often says things like:

- “I’m fine, others need help more than I do.”
- “There’s no time to rest when lives are at stake.”
- “If I don’t do it, who will?”

Although Laura appears calm on the surface, some recent behaviours are concerning: difficulty sleeping, frequent headaches, reduced empathy toward patients, and irritability when interacting with peers.

Challenge or Problem to Solve

Laura is at high risk of **emotional burnout**, and she is not acknowledging her own stress or vulnerability. Her avoidance of rest and emotional expression is unsustainable and may compromise both her well-being and team dynamics.

Guiding Questions & Sample Answers:

- What behaviours suggest that Laura is under emotional strain?
- How could over-identification with responsibility become a risk factor for burnout?
- What techniques from this module could help Laura become more aware of her stress?
- How could peer support or leadership intervene without making Laura feel judged or criticised?
- What tools could be used to help Laura reconnect with self-care and healthy emotional expression?

According to what was discussed in this module, some of the recommendations for Laura:

- **Introduce psychoeducation** on burnout and stress symptoms to normalise these experiences among staff.
- Encourage Laura to create a **personal recovery plan** and identify her limits without guilt.
- Promote team discussions about the importance of boundaries, **self-care as responsibility**, and role modelling.
- Apply **breathing techniques** and short, practical **mindfulness strategies** she can use during or between shifts.

Prepared by:

AHORA ONG Training Team | April 2025

D2. PRE-ASSESSMENT TEST

(Module 1: Psychological Resilience Training)

Instructions:

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Pre-Assessment Statements:

1. I understand what psychological resilience means in the context of crisis response.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

2. I am confident in my ability to manage stress during high-pressure situations.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

3. I know at least one technique (such as the STOP method) to regulate my thoughts and emotions under stress.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

4. I am aware of my own personal strengths and coping strategies when faced with adversity.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

5. I feel prepared to support team members' resilience and well-being during a crisis.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Purpose:

This self-assessment is not graded. Your honest responses will help you reflect on your strengths and identify areas to focus on as you begin this module.

Prepared by:

TENGO Training Team | April 2025

Case Study 2: Laura - The Responder Who Never Stops

Scenario:

Laura is a nurse and emergency responder who has been deployed for six months in a conflict-affected area. She is highly committed, efficient, and constantly volunteering for extra shifts, even when not required. Despite her skills and experience, her colleagues are starting to notice that she avoids breaks, works late, and isolates herself from the group. She often says things like:

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Prepared by:

AHORA ONG Training Team | April 2025

Case Study 1: Laura - The Responder Who Never Stops

Scenario:

Laura is a nurse and emergency responder who has been deployed for six months in a conflict-affected area. She is highly committed, efficient, and constantly volunteering for extra shifts, even when not required. Despite her skills and experience, her colleagues are starting to notice that she avoids breaks, works late, and isolates herself from the group. She often says things like:

- “I’m fine, others need help more than I do.”
- “There’s no time to rest when lives are at stake.”
- “If I don’t do it, who will?”

Although Laura appears calm on the surface, some recent behaviours are concerning: difficulty sleeping, frequent headaches, reduced empathy toward patients, and irritability when interacting with peers.

Challenge or Problem to Solve

Laura is at high risk of **emotional burnout**, and she is not acknowledging her own stress or vulnerability. Her avoidance of rest and emotional expression is unsustainable and may compromise both her well-being and team dynamics.

Guiding Questions & Sample Answers:

- What behaviours suggest that Laura is under emotional strain?
- How could over-identification with responsibility become a risk factor for burnout?
- What techniques from this module could help Laura become more aware of her stress?
- How could peer support or leadership intervene without making Laura feel judged or criticised?
- What tools could be used to help Laura reconnect with self-care and healthy emotional expression?

According to what was discussed in this module, some of the recommendations for Laura:

- **Introduce psychoeducation** on burnout and stress symptoms to normalise these experiences among staff.
- Encourage Laura to create a **personal recovery plan** and identify her limits without guilt.
- Promote team discussions about the importance of boundaries, **self-care as responsibility**, and role modelling.
- Apply **breathing techniques** and short, practical **mindfulness strategies** she can use during or between shifts.

Prepared by:

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Skill Card 2 – Cognitive Reframing

What It Is:

A technique for changing the way you think about a situation to reduce its negative impact and find constructive solutions.

How to Use:

- Notice a negative or stressful thought (e.g., “This is impossible!”)
- Ask: Is there another way to look at this?
- Replace with a more helpful thought (e.g., “This is tough, but I can handle it step by step.”)

Best Used When:

- You catch yourself thinking negatively
- Challenges feel insurmountable
- You want to break the cycle of rumination or panic

Tip:

Write down two ways to reframe a situation: what your first thought is, and what a more balanced thought could be.

Skill Card 3 – Peer Support in Crisis

What It Is:

Using your team as a resource for emotional strength, problem-solving, and practical help.

How to Use:

- Check in with colleagues regularly: “How are you holding up?”
- Offer help before it’s requested: “Let me handle this task for you.”
- Share your own feelings to normalize seeking support
- Celebrate small wins together, even in hard moments

Best Used When:

- You notice someone struggling
- The team is under ongoing pressure
- Communication is breaking down

Tip:

Peer support is a two-way street—be open to both giving and receiving help.

D8. Final Assessment Test

(Module 1: Psychological Resilience Training)

Instructions:

Read each question carefully and select the best answer.

1. Which of the following is the first step of the STOP technique?

- A) Take a breath
- B) Observe your thoughts
- C) Stop and recognize the situation
- D) Proceed with action

2. True or False:

Cognitive reframing involves ignoring stressful thoughts or pretending problems don't exist.

3. Which statement best describes team-based resilience?

- A) Each person works alone to manage their stress
- B) Teams communicate openly, support each other, and solve problems together
- C) Only the leader is responsible for team wellbeing
- D) Resilience is not important in teams

4. Match each concept to its correct definition:

- 1. Adaptability
- 2. Emotional Regulation
- 3. Peer Support
- a) Managing strong feelings in difficult situations

- b) Flexibly responding to changing challenges
- c) Checking in on colleagues and offering help

5. Which is an example of a positive coping strategy?

- A) Withdrawing from your team
- B) Practicing mindfulness or breathing
- C) Ignoring your stress
- D) Working without rest

Answer Key (for trainers):

- 1. C
- 2. False
- 3. B
- 4. 1-b, 2-a, 3-c
- 5. B

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D9. Module Feedback Form

Instructions:

Please provide your feedback to help us improve future training modules. Your responses are confidential and will only be used for quality improvement.

1. Overall, how satisfied are you with this training module?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very dissatisfied

2. The module content was clear and easy to understand.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

3. The activities and examples were relevant to my work or experience.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

4. The length of the module was:

- ☐ Too short
- ☐ About right
- ☐ Too long

5. Which topics or sections were most helpful?

6. Which topics or sections were least helpful?

7. What improvements would you suggest for this module?

8. Do you feel more confident in applying resilience strategies after this training?

- ☐ Yes
- ☐ No
- ☐ Not sure

9. Would you recommend this module to others?

- ☐ Yes
- ☐ No
- ☐ Not sure

10. Any additional comments or feedback?

CERTIFICATE OF COMPLETION

This is to certify that

_____ (Participant Name) _____

has successfully completed

Module 1: Psychological Resilience Training

with distinction in understanding and applying resilience skills for disaster response.

Date of Completion: _____

Authorized by:
Resilient Responders Project Training Team