

Centre for Psychosocial Support	
About Course	Psychological First Aid (PFA) is a beginner-level course that equips learners with essential skills to support individuals experiencing emotional distress. It provides a solid foundation in mental health awareness, stress management, and self-care, along with guided practice in applying the core Psychological First Aid framework. Through interactive sessions, learners will build confidence in offering immediate emotional support, strengthening interpersonal and crisis response skills in both personal and professional settings. This course is ideal for those looking to gain practical, entry-level knowledge in providing support during times of need. For those seeking a more in-depth experience with scenario-based assessments and extended content, learners may choose to take Psychological First Aid+ (PFA+) as an enhanced alternative. Both PFA and PFA+ serve as suitable entry points before progressing to Advanced Psychological First Aid (APFA).
Duration	6.5 hours
Learning Unit(s)	Learning Unit 1: Introduction to Mental Health Learning Unit 2: Understanding Crisis and Stress Learning Unit 3: Self-care and Social Support Learning Unit 4: Introduction to Psychological First Aid
Prerequisites	For persons aged 16 years old and above
Class Size	Min. 10 and Max 30
Learning Outcomes	At the end of this course, you will be able to: • Develop an understanding of mental health and assess it in professional practice • Recognize their own emotions and those of others, allowing them to better understand their reactions and those around them

- Evaluate and apply diverse self-care strategies and social support mechanisms for effective stress management
- Apply the Psychological First Aid Framework in supporting a distress person to manage their emotions better

Introduction

Time	Instructions to facilitators	Instructional method(s)	Resources
15 mins 9:30am – 9:45am	G1: Gain Attention Facilitators to: • Display the QR code for the pre-course survey and course reference materials. • Instruct all learners to complete and submit the evaluation • Share name, background, and relevance to the course • Invite each learner to briefly share: ○ Their name ○ Their favorite hobby	Digital engagement, icebreaker activity, peer interaction	
	G2: Inform Learners of Objectives Facilitators to: • Briefly introduce the group charter, programme overview and course objectives to set expectations	Presentation	
10 mins 9:45am – 9:55am	G3: Stimulate Recall of Prior Learning Facilitators to: • Engage learners with an opening question: ○ Ask, “What is the first word or phrase that comes to mind when you hear ‘Mental Health’?” ○ Encourage each learner to share their response ○ Record all responses on the whiteboard for discussion	Didactic question, brainstorm	

Module 1: Introduction to Mental Health LO1: Develop an understanding of mental health and assess it in professional practice			
10 mins 9:55am – 10:05am	G4: Present Content Facilitators to: - Define mental health and explain its significance in overall well-being - Present key data and statistics to highlight the prevalence and impact of mental health issues - Illustrate the mental health cycle, exploring influencing factors and how mental health can fluctuate over time	Presentation	https://www.who.int/health-topics/mental-health#tab=tab_1
Module 2: Understanding Crisis and Stress LO2: Recognize their own emotions and those of others, allowing them to better understand their reactions and those around them			
15 mins 10:05am – 10:20am	G4: Present Content Facilitators to: - Introduce Tom's Case Study, illustrating an individual experiencing a crisis - Define crisis - Explain the Crisis Checklist as a tool for assessing crisis severity	Interactive presentation	https://www.samhealth.org.sg/understanding-mental-health/what-is-mental-wellness/crisis-management-for-caregivers/
15 mins 10:20am – 10:35am	G5: Provide Learning Guidance Facilitators to: - Divide learners into three groups and assign discussion questions: - Who else is impacted by the crisis? - Encourage groups to share their insights with the class - Introduce the Circle of Vulnerability to illustrate the broader impact of a crisis on individuals and communities	Group discussion, interactive presentation	
10 mins 10:35am – 10:45am	G4: Present Content Facilitators to: - Define stress and discuss its impact on mental, emotional, and physical well-being - Explain the signs of stress, help learners recognize early indicators in themselves and others	Presentation	https://www.who.int/news-room/questions-and-answers/item/stress https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/stress/symptoms-causes/slc-20057221

15 mins 10:45am – 11:00am	G5: Provide Learning Guidance Facilitators to: - Introduce the Gingerbread Man Exercise: - Ask learners to draw a gingerbread figure and mark areas where they physically feel stress - Facilitate a discussion on common patterns observed in stress responses - Explain the complex reactions to stress	Individual activity, interactive presentation	ic.org/healthy-lifestyle/stress-management/in-depth/stress-symptoms/art-20050987
15 mins 11:00am – 11:15am	BREAK		
Module 3: Self-care and Social Support LO3: Evaluate and apply diverse self-care strategies and social support mechanisms for effective stress management			
15 mins 11:15am-11:30am	G4: Present Content Facilitators to: - Define self-care and explain its importance in maintaining overall well-being - Introduce the categories of self-care (e.g., physical, emotional, social, mental, and spiritual) - Provide examples for each category to help learners identify practical self-care strategies - Define social support and explain its role in maintaining well-being - Introduce the characteristics of effective social support, highlighting key qualities that make it meaningful and impactful	Presentation	https://www.ncbi.nlm.nih.gov/books/NBK585650/ https://www.healthhub.sg/programmes/mindsg/about-mental-well-being?utm_source=google&utm_medium=paid-search&utm_campaign=fy24mhao&utm_content=about_mental_wellbeing&gad_source=1#home
10 mins 11:30am – 11:40am	G5: Provide Learning Guidance Facilitators to: - Engage learners with discussion questions: - Do you think self-care and social support are connected? Why or why not? - Summarize key takeaways, reinforcing the importance of strong social support in well-being and resilience	Interactive presentation, brainstorm	

Module 4: Introduction to Psychological First Aid LO4: Apply the Psychological First Aid Framework in supporting a distress person to manage their emotions better			
5 mins 11:40am – 11:45am	G3: Stimulate Recall of Prior Learning Facilitators to: - Engage learners with a reflective activity: - Ask them to write down a time when they helped someone in distress. - Encourage self-reflection on their actions, emotions, and the impact of their support	Individual activity	
30 min 11:45am – 12:15pm	G4: Present Content Facilitators to: - Explain the importance of Psychological First Aid (PFA) in providing immediate emotional support - Define PFA and its role in crisis situations - Discuss the core concepts of PFA, including: - Dos and Don'ts when offering support - The PFA Pyramid, outlining key steps in providing effective assistance - Introduce the core PFA approach: Prepare, Look, Listen, Link - Explain each step with examples of how to apply it in a crisis	Presentation	https://mhpsshub.org/resource/a-guide-to-psychological-first-aid-for-red-cross-red-crescent-societies/
15 mins 12:15pm – 12:30pm	G5: Provide Learning Guidance Facilitators to: - Engage learners with reflection questions: - Did you apply PFA in the scenario you wrote at the start of this module? - What are the key actions under Look, Listen, and Link? - Encourage discussion to reinforce learning and practical application	Interactive presentation, brainstorm	
60 mins 12:30pm – 1:30pm	LUNCH		

30 mins 1:30pm – 2:00pm	G4: Present Content Facilitators to: • Discuss common mistakes and barriers that can hinder effective PFA • Encourage learners to reflect on strategies to overcome these challenges for more effective crisis support	Presentation	
	G5: Provide Learning Guidance Facilitators to: • Engage learners in a practical exercise: ◦ Ask them to practice supportive statements they would use in a PFA situation • Guide learners by providing feedback on their statements, ensuring they align with PFA principles • Explain the relevance of each statement and how it can provide meaningful support to an affected person • Encourage reflection on tone, wording, and non-verbal cues to enhance effectiveness	Interactive presentation, brainstorm	
100 mins 2:00pm – 3:40pm	G6: Elicit Performance Facilitators to: • Divide learners into small groups of 3-4 participants. • Assign roles for the roleplay: PFA Provider, Affected Person, Observer • Provide instructions for the activity: • Each scenario lasts 15 minutes, including: ◦ Reading the scenario and assigning roles ◦ Conducting the roleplay ◦ Observers providing feedback within their group • Groups will rotate roles across three rounds with different scenarios • Encourage reflection on key learning points after each round	Roleplay	
	G7: Provide Feedback Facilitators to: • Have groups share their key learnings from the role-play with the class • Provide feedback on common strengths and areas for improvement	Facilitator-led debrief	

	observed during the activity • Distribute guides or brief learners on the assessment requirements, ensuring they understand the expectations and evaluation criteria for certification		
10 mins 3:40pm – 3:50pm	G8: Assess Performance Facilitators to: • Open a Q&A session for any clarifications or final questions. • Engage learners in a reflection activity: ○ Derole – Ask participants to step out of their role-play characters and return to their personal perspectives ○ Share one key takeaway from the session, highlighting what resonated with them the most	Interactive presentation	
10 mins 3:50pm – 4:00pm	G9: Enhance Retention and Transfer Facilitators to: • Summarize key takeaways from the session, reinforcing the importance of Psychological First Aid and its practical application • Have learners complete the post-course survey to gather feedback on their learning experience • Thank participants for their engagement and contributions • Close the session on a positive note, encouraging learners to apply their PFA skills in real-life situations	Digital survey	