

**805D-211-3302
Traumatic Event Management
Status: Approved**

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD1 - This training product has been reviewed by the training developers in coordination with the U.S. Army Chaplain Center and School foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

Conditions: Given a situation in the unit that requires you to conduct a critical event debriefing. Some iterations of this task should be performed in MOPP 4.

Standards: Conduct a critical event debriefing in accordance with guidance from your chaplain and the performance measures of this task.

Special Conditions: None

Safety Risk: Low

MOPP 4: Sometimes

Task Statements

Cue: None

DANGER
None

WARNING
None

CAUTION
None

Remarks: None

Notes: None

Performance Steps

1. As Chaplain Assistants, our primary mission is to provide assistance to our chaplains as they provide religious support to those who have recently experienced traumatic events. However, we also can provide basic intervention techniques to begin the healing process for those who have experienced loss. One special tool that we can use is the Critical Event Debriefing process.

2. What is stress?

a. A response characterized by physical, psychological, and spiritual arousal arising as a direct result of an exposure to any demand or pressure on a living organism.

b. It is a physical, chemical, or emotional factor (trauma, crisis event, etc.) to which an individual fails to make a satisfactory adaptation, and which causes bodily tensions within the body that may be a contributory cause of disease.

c. Stress is a necessary ingredient of life. A better definition would read: It is a physical, chemical, or emotional factor (trauma, crisis event, etc.) to which an individual fails to make or successfully adapts to, and which causes bodily tensions that may be a contributory cause of disease.

3. What is a Critical Event? Any event/incident (disaster) which is powerful enough to overwhelm the individual's normal coping mechanisms.

4. What is Critical Event Stress? The overwhelming of an individual's coping mechanisms following a response to a particularly traumatic event.

5. Define Critical Event Debriefing: A structured psychological debriefing process which utilizes a direct action oriented crisis intervention program designed to prevent or mitigate traumatic stress and its associated effects.

6. The debriefing process is:

a. A Prevention Program.

b. A Team Effort.

c. Not a Critique of the Event or the Organization.

7. Some reasons for conducting debriefings are listed in RB 16-100, page C-7.

a. Restore unit cohesion and effectiveness

b. Prevent long-term distress and "burnout."

c. Reduce short-term emotional and physical distress

d. Insulate future effectiveness, happiness and well-being.

8. The core focus is the relief of stress in normal, emotionally healthy people who have experienced traumatic events in such a way as to return them to their normal level of functionality.

9. Before a Critical Event Debriefing, you must:

a. Assist chaplain in creating an action plan to deal with possible group member physical/emotional reactions that could occur during the sessions.

b. Secure site for debriefing session. Be sure that the room is large enough to support the group in a comfortable manner. The room should be located in a neutral, secure site.

c. Assist chaplain in contacting those chosen to participate in the session. Attendance should be voluntary.

d. Provide logistical support for the session. Check with your chaplain as to their preferred seating arrangement. Set up room for meeting. Arrange for supplies (paper, pencils, tissues, trash bags, etc.), and refreshments (coffee, water, cookies, etc.) for the session.

10. During the debriefing:

a. It is important for the assistant to be available during the session to provide support for unexpected events. Such events might include a member of the group losing physical or emotional control (such as fainting or physical acting out) or logistical problems such as loss of electricity in the room.

b. Do not permit media or outsiders to enter the room during the session.

11. After the Debriefing:

a. Receive feedback from group participants. This can be accomplished by simply talking with group members and observing their behavior. Be especially attune to those who possibly need follow-up. Refer group members that demonstrate the need for psychological follow-up and further counseling.

b. Police up room.

c. Assist the chaplain in drafting after action report

12. The Introduction Phase of the actual Debriefing

a. During the introductory phase the Team Leader will introduce himself and identify his credentials and affiliation. They will give enough information to establish credibility with the group.

b. The Team Leader will give a brief description of what will take place during the debriefing process, stating the purpose of the debriefing. Such statements may follow this format: "to try to help you deal with the thoughts and reactions you may be experiencing and to give you information on how you can help yourself deal with these issues. You may be able to work through this alone, but we have found that people who go through the debriefing process sleep, eat, work, and relax better and that is what we want for you. We are not here to critique this incident or to talk about what went right or wrong or why. We are only here to talk about your feelings and reactions."

c. Establish ground rules. Stress confidentiality. Inquire about the presence of media. Determine that everyone present was involved in the event. If people need to leave who shouldn't be there, this is the time to ask. The Team Leader will insure that the following occurs during this introduction phase:

(1) Introduce team members.

(2) Explain process. Provide brief description of what will take place during the debriefing process.

(3) Establish ground rules.

(4) Reassure individuals of group that they will not be forced to participate verbally. Likewise, inform them that they will not be allowed to speak for another member of the group.

(5) All group members are equal during the sessions. No one has rank.

13. The Fact Phase.

a. Leader will ask members of group to state their name, what their role was in the event, and what happened. During this phase the leader will ask the members of the group to go around the circle and state their name, what their role was, and what happened. This will serve to recreate the event and present the pertinent facts surrounding the event. Ask what they saw, heard, smelled, and did during the event. .

b. Some sample questions are: What's your name? What was your role in the event? What actually happened?

14. The Thought Phase.

a. Group personalizes the event and shifts focus. This phase requires the participants to conceptualize what they have heard and seen.. The leader will ask the participants to share their first thoughts and when they realized that this was an unusual event. During this phase the participants will be taking the information supplied during the fact phase from the general state and applying it to a more personal state of thinking. The leader will acknowledge, offer reassurance, and move on to the next participant.

b. Some sample questions are: What did you think at the time? What were your first thoughts? When you settled down after the event, what did you think?

15. The Reaction Phase.

a. Group members identify and ventilate feelings (emotions) raised by the event. The reaction phase involves sharing of feelings at the scene, now, and in relation to past situations, if applicable. The leader asks the participants to state their reactions to the incident. Questions revolve around what the participants saw as the worst part of this incident.

b. Some sample questions that could be asked are: What was the worst part of this event for you? What pictures come to mind?

16. The Symptom Phase.

a. To normalize personal physical stress responses. Ask group to describe cognitive, physical, emotional or behavioral symptomology they experienced or are presently experiencing.

b. Questions you can ask are: What symptoms let you know that this was different from other events? What was your most intense reaction at the scene? What were your reactions later? What's not going away?

17. The Teaching Phase.

a. Provide didactic instruction as to the normalcy of human reactions to abnormal situations. Team discusses normal signs, symptoms and emotional reactions to critical events and how to cope with these stress reactions. Team members present instruction and survival skills. Deliver information with sensitivity and concern for group members. After the signs and symptoms have been expressed, the team members will offer reassurance that these are normal reactions and may teach additional signs and symptoms that may not have been expressed

b. It is during this phase that information will be offered on positive coping methods, on issues specifically raised, and general information on stress management. The leader will also invite the participants to ask any specific questions about the management of stress.

18. The Re-entry Phase.

a. Completes and closes the debriefing process. This is the time to wrap up any loose ends, offer additional reassurances, answer any other questions, offer the opportunity for participants to say anything they did not get a chance to say, and give the participants the opportunity to restate anything they may have said before. It is also during this phase that the leader may wish to bring out an emotion that he feels is present, but as yet, has not been expressed. Use this phase to 1) clarify issues, 2) answer questions, and 3) provide team members the opportunity to make summary comments.

b. Some questions to ask are: What was your moment of strength? What do you feel good about? What positive things can you take away from this event?

(Asterisks indicates a leader performance step.)

Evaluation Guidance: Soldiers should be evaluated based on their ability to perform the tasks in accordance with the performance measures listed in this manual. Soldiers who miss any performance measure should be retrained and reevaluated.

Evaluation Preparation:

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Define 'stress' and name six symptoms that indicate a person is suffering from stress.			
2. Define 'Critical Event' and give three examples of a Critical Event where a debriefing would help the people involved.			
3. What are four actions you would do to prepare for a Critical Event Debriefing?			
4. What are four actions you might do to facilitate a Critical Event Debriefing?			

Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	AR 165-1	Army Chaplain Corps Activities	Yes	No
	DA PAM 165-3	Chaplain Training Strategy	No	No
	FM 1-05	Religious Support	Yes	No
	JP 1-05	Religious Affairs in Joint Operations	Yes	No

TADSS : None

Equipment Items (LIN): None

Materiel Items (NSN) :

Step ID	NSN	LIN	Title	Qty
No materiel items specified				

Environment: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to the current Environmental Considerations manual and the current GTA Environmental-related Risk Assessment card. Environmental protection is a continual process. Always be alert to ways to protect our environment

and reduce waste.

Safety: In a training environment, leaders must perform a risk assessment in accordance with ATP 5-19, Risk Management. Leaders will complete the current Deliberate Risk Assessment Worksheet in accordance with the TRADOC Safety Officer during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, Multiservice Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical (NBC) Protection, FM 3-11.5, Multiservice Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Decontamination. Everyone is responsible for safety. A thorough risk assessment must be completed prior to every mission or operation.

Prerequisite Individual Tasks : None

Supporting Individual Tasks : None

Supported Individual Tasks : None

Supported Collective Tasks :

Task Number	Title	Proponent	Status
08-1-0225	Prepare for Hospitalization and Outpatient Services Operations	08 - Medical (Collective)	Superseded
08-1-0225	Prepare for Hospitalization and Outpatient Services Operations	08 - Medical (Collective)	Obsolete