



Addressing COVID-19 Mental Health Challenges

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Disclosures / COI

1. I have no conflicts to disclose.



Disasters & Mass Trauma

Earthquake

**Extreme
Heat**

Flood

Hurricane

Landslide

Pandemic

Tornado

Tsunami

Wildfire

**Winter
Storm**

Bombing

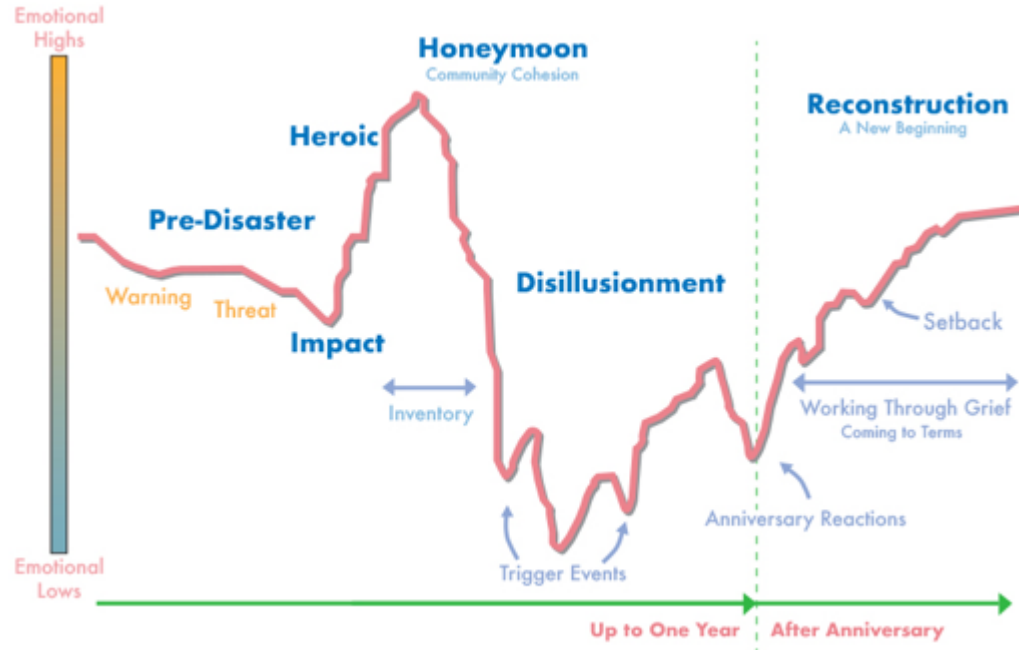
**Structural
Collapse**

**School
Shooting**

Terrorism



Mental Health Response to Disasters



SAMHSA.org



Mental Health and Disasters

- **Most disaster victims are resilient or recovery quickly**
- Increased risk for wide range of psychosocial problems
 - Posttraumatic stress disorder
 - Generalized anxiety
 - Depression
 - Alcohol and drug use problems



COVID-19 Pandemic MH Challenges

1. Barriers to treatment
2. Social isolation
3. Disrupted routines
4. Uncertainty
5. Economic stressors
6. Healthcare system strain



Acute Stress Reactions

1. Vary across development
2. Emotional symptoms (ex: irritability, sadness, hyper-reactive)
3. Cognitive symptoms (ex: poor decision making, impaired concentration)
4. Physical symptoms (ex: headaches, stomach aches, breathing difficulties)
5. Behavioral reactions (ex: substance use, interpersonal conflict)



Risk Characteristics

1. Widespread property damage, displacement
2. Serious, ongoing financial problems
3. Human error or human intent that caused the disaster
4. High prevalence of injury, threat to life, loss of life
5. Reduced / perceived lack of social supports
6. Prior mental health concerns, trauma



Contributors to Distress

1. Trauma reminders
2. Loss reminders
3. Change reminders
4. Hardships



[Education photo created by jcomp - www.freepik.com](https://www.freepik.com/free-photos-vectors/education)



Survivor Needs / Early Intervention Principles

1. Safety
2. Calmness
3. Connectedness
4. Self and community efficacy
5. Hope



[Love photo created by freepik - www.freepik.com](https://www.freepik.com/free-photos-vectors/love)



Early Interventions

Single session, acute phase (days, weeks)

- Psychological Debriefing (poor / inconsistent outcomes)
- Psychological First Aid (PFA)
 - Generally accepted, more evaluation needed

Brief, in-person, multi-session interventions (1-6 months post-disaster)

- Skills for Psychological Recovery (SPR)



Pfefferbaum et al., 2017, *Curr Psychiatry Rep*



Psychological First Aid (PFA)

1. Evidence-informed, modular approach (not therapy)
2. Goals: a) Reduce initial distress; b) Foster short- and long-term adaptive functioning and coping
3. Assumes a broad range of responses, including resilience
4. Designed for multiple contexts – public health
5. Developed by NCTSN & National Center for PTSD



8 PFA Core Actions



THE LEARNING CENTER

As part of the National Child Traumatic Stress Network (NCTSN), the Learning Center for Child and Adolescent Trauma offers Free Online Education with:

- 300+ FREE CE certificates
- 50+ speakers
- 200+ online webinars
- 90,000+ members

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For support issues, contact the NCTSN Help Desk at help@nctsn.org.

For questions, visit our [FAQ page](#).



What's New

Keeping Secrets: Family Communication After Trauma
 Jordyn, who disclosed sexual exploitation in a previous session has continued to see her therapist to address her symptoms of distress which include depression and PTSD. During this session Jordyn is joined by her father Jimmy who has his own trauma history related to combat exposure. Despite notabl...

Engaging Families in Affirming Trauma-Informed Care for LGBTQ Children and Youth
 Research has shown that LGBTQ youth who have family support have better outcomes through their

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Featured

Promoting Trauma-Informed Policies and Practices to Address Child Sex Trafficking
 This webinar will provide examples of state and federal policy issues related to child sex trafficking. Further, NCTSN resources related to the topic will be shared.

Understanding the Complex Needs of Commercially Sexually Exploited Children
 This speaker series will tackle the specific strategies and challenges within each child serving system providing services to commercially sexually exploited children.

Addressing Perpetration of Intimate Partner Violence in Families Affected by Substance Use
 In this webinar, presenters describe the connections between intimate partner violence and substance use. They discuss the impact of these challenges on parenting and children, and suggest strategies for working with affected families. In their presentation speakers focus on the responsibilities of the

Popular

Psychological First Aid Online
 PFA online includes a 6-hour interactive course that puts the participant in the role of a provider in a post-disaster scene. This professionally-narrated course is for individuals new to disaster response who want to learn the core goals of PFA, as well as for seasoned practitioners who want a r...

The 12 Core Concepts: An Online Interactive Course
 This course contains interactive online lessons that lead you through the 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families. The Core Concepts are conceptual lenses used to better understand childhood trauma, its causes, effects, and strength-ba...

Child Welfare Trauma Training Toolkit
 The Child Welfare Trauma Training Toolkit course assists those in the field of child welfare who wish to learn more about child welfare and trauma. The

learn.nctsn.org

Often, adolescents may feel heard but not listened to in their family environment. This may be especially true for those who are experiencing trauma.

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Psychological First Aid Online

PFA online includes a 6-hour interactive course that puts the participant in the role of a provider in a post-disaster scene. This professionally-narrated course is for individuals new to disaster response who want to learn the core goals of PFA, as well as for seasoned practitioners who want a review. It features innovative activities, video demonstrations, and mentor tips from the nation's trauma experts and survivors. PFA online also offers a Learning Community where participants can share about experiences using PFA in the field, receive guidance during times of disaster, and obtain additional resources and training. This project was funded by SAMHSA, NCPTSD, NACCHO, and HHS Office of the Surgeon General, Office of the Civilian Volunteer Medical Reserve Corps.

This activity has been planned and implemented in accordance with the Institute for Medical Quality and the California Medical Association's CME Accreditation Standards (IMQ/CMA) through the Joint Sponsorship of CME Consultants and Semel Institute at UCLA. CME Consultants is accredited by IMQ/CMA to provide continuing medical education for physicians. CME Consultants takes responsibility for the content, quality and scientific integrity of this CME activity. CME Consultants designates this educational activity for a maximum of 6.0 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity. This credit may also be applied to the CMA Certification in Continuing Medical Education.

This course also has 6 CE credits available through the National Association of Social Workers, American Psychological Association, California Board of Behavioral Sciences, and the Board of Registered Nursing.

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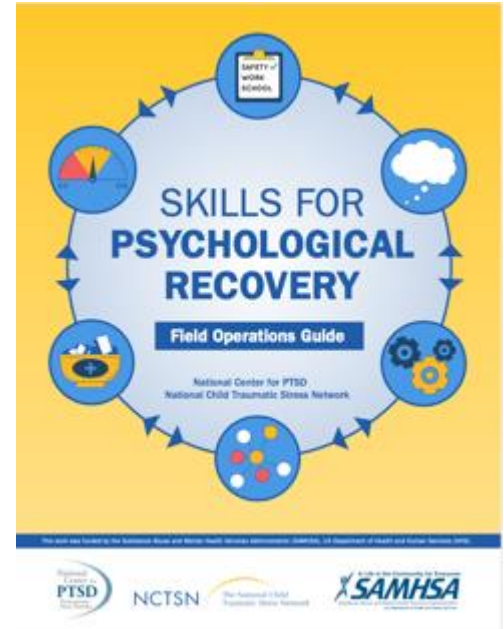
Skills for Psychological Recovery (SPR)

Skills for Psychological Recovery (SPR) is an intervention that aims to help survivors gain skills to manage distress and cope with post-disaster stress and adversity. The SPR Field Operations Guide was developed by the National Child Traumatic Stress Network and the National Center for PTSD, with contributions from individuals involved in disaster research and response. SPR is not formal mental health treatment, but utilizes skills-building components from mental health treatment that have been found helpful in a variety of post-trauma situations. Research suggests that a skills-building approach is more effective than supportive counseling. SPR is appropriate for developmental levels across the

6.0 FREE CE/CME

Skills for Psychological Recovery (SPR)

1. Evidence-informed, modular approach
2. Goals: a) protect mental health of disaster survivors; b) enhance survivors' abilities to address their needs and concerns; c) teach skills to promote recovery; d) prevent maladaptive behaviors while identifying and supporting adaptive ones
3. Developed by NCTSN & National Center for PTSD, SAMHSA



Skills for Psychological Recovery (SPR)

1. Secondary prevention model
2. Delivered by mental health or other health workers
3. Ideally delivered in private space, 45 min, 3-5 visits
4. 6 Core Skills / Modules



SPR Modules

1. Gathering Information & Prioritizing Assistance
2. Building Problem-Solving Skills
3. Promoting Positive Activities
4. Managing Reactions
5. Promoting Helpful Thinking



CONTACT US

For support issues, contact the NCTSN Help Desk at help@nctsn.org.

For questions, visit our [FAQ page](#).

CERTIFICATES

If your certificate is NOT printing, make sure to [Evaluate the Training](#) and fill our [Participant Survey](#), then return to print your certificate.

CE CREDITS

This course has 5 CE credits available through the National Association of Social Workers, American Psychological Association, California Board of Behavioral Sciences, and the Board of Registered Nursing.

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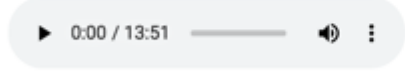


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Before You Begin

Dr. Patricia Watson discuss the disaster behavioral health evidence-based practices are currently available for children, adults, and families, including an overview of Skills for Psychological Recovery. [Click the play button to learn more.](#)



SPR skill sets are designed to be helpful in addressing the survivors' and responders' needs and concerns. These interventions have had good results following individual as well as group trauma, including disasters and acts of terrorism. They are also in alignment with the literature on improving resilience and facilitating recovery of function following traumatic stress. The following icons provide detailed information about delivering SPR.



5.0 FREE CE/CME

PFA vs. SPR

1. PFA:

- Immediate response phase, initial recovery
- Days, weeks after a disaster (depending on event, setting, etc.)
- Emphasizes helping survivors meet immediate needs, often in temporary settings

2. SPR:

- Recovery phase once initial crisis has subsided
- Weeks, months, years (once safety, security, and other vital needs met)
- Emphasizes teaching survivors specific skills, designed for follow-up



PFA, SPR Research Evidence

1. Limited, no RCTs
2. Some promising findings
3. Most research on training, implementation rather than outcomes

North & Pfefferbaum, 2013, *JAMA*



Longer Term Recovery

1. Psychotherapy reduces disaster-related PTSD relative to WL
 - (meta-analysis, 24 studies, N=2630)
 - 74% imp. from baseline; 66% more improvement Tx vs. control/WL
 - Individual (vs. group); Parental involvement – but effects large
2. CBT for chronic problems (PTSD, depression)
 - Ex: Trauma-Focused CBT

Newman et al., 2014, *Curr Psychiatry Rep*
Pfefferbaum et al., 2019, *Prehosp & Disaster Medicine*



What about Debriefing?

1. What is it? Describe experiences and reactions, reconstruct the event, share coping strategies
2. <10 empirical studies in youth; variable rigor, outcomes reported
3. No strong evidence of benefit
4. Concerns about timing (interference with natural recovery), unnecessary exposure to traumatic stimuli, lack of comprehensiveness

Jacobs & Pfefferbaum, 2015, *Curr Psychiatry Rep*
Pfefferbaum et al., 2015, *Prehosp Disaster Med*



Provider Self Care

1. Foster supportive connections with others
2. Manage assignments to vary exposure to survivors' experiences
3. Use a buddy system
4. Use time off and make room for personal time
5. Access supervision / peer consultation routinely
6. Practice stress management during the workday
7. Access formal supports (ex EAP) when needed



Resources

www.coronavirus.in.gov



<https://www.in.gov/fssa/dmha/3495.htm>



Resources

NCTSN
The National Child Traumatic Stress Network

www.nctsn.org

GET HELP NOW

WHAT IS CHILD TRAUMA? TREATMENTS AND PRACTICES TRAUMA INFORMED CARE RESOURCES ABOUT US

PUBLIC HEALTH RESOURCES

Home > What is Child Trauma? > Trauma Types > Disorders > Public Health Resources

Public health is the science of protecting and improving the health of people and their communities. This work is achieved by promoting healthy lifestyles, researching disease and injury prevention, and detecting, preventing and responding to infectious diseases. Overall, public health is concerned with protecting the health of entire populations. These populations can be as small as a local neighborhood, or as big as an entire country or region of the world (Center for Disease Control and Prevention, 2020).

When public health emergencies occur, there is rapidly evolving information that may be confusing and lead to feelings of anxiety. In the event of an outbreak in your community your first concern is about how to protect and take care of yourself, your children and your family. Knowing important information about the outbreak and learning how to be prepared can reduce your stress and help calm likely anxieties.

These resources will help you think about how an infectious disease outbreak or pandemic might affect your family— both physically and emotionally—and what you can do to help your family cope in times of public health emergencies.

Refine

ABOUT CHILD TRAUMA

TRAUMA TYPES

- Bullying
- Community Violence
- Complex Trauma
- Disasters

Earthquake Resources

Childhood Sexual Abuse

American Academy
of Pediatrics



www.aap.org

Parents International HealthyChildren.org

DEDICATED TO THE HEALTH OF ALL CHILDREN

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www.aacap.org

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- > Resources for Parents
- > Resources for Youth
- > Resources for Clinicians
- > Getting Help
- > Resource Centers



Resources
for Parents



Resources
for Youth



Resources
for Clinicians

Disaster and Trauma Resource Center

Last updated February 2020



INDIANA UNIVERSITY SCHOOL OF MEDICINE

Resources

The screenshot shows the website header for the Indiana University School of Medicine, featuring the Psi logo and the text 'SCHOOL OF MEDICINE'. Below this is the 'HANDS in Autism' logo and the tagline 'Interdisciplinary Training & Resource Center'. A navigation menu includes links for 'CALENDAR / RESEARCH / MEMBERSHIP / DONATE / SHOP / CONTACT US / MAILING LISTS' and 'ABOUT US / ABOUT ASD / TOOLS & RESOURCES / TRAINING & SERVICES / COLLABORATIONS'. The main content area is titled 'CORONAVIRUS HUB' and features a large banner with the text 'HANDS Coronavirus Hub' and the question 'Have you washed your hands recently?'. Below the banner are three buttons: 'Educators', 'Families', and 'Medical'. The 'Families' and 'Medical' buttons have 'coming soon' written below them.

<https://handsinautism.iupui.edu/coronavirus/>



The document is titled 'SOCIAL NARRATIVE: CORONAVIRUS AND STAYING HEALTHY' and is attributed to 'Strategy in Practice: Coronavirus Social Narratives' and 'HANDS in Autism, IUPUI.edu'. The text reads: 'When people get sick or see others who are getting sick, they may feel afraid or nervous. I might hear about getting sick with the corona virus on TV, at school, home or in other public places.' Below the text are two images: a person watching a news broadcast on a television and a person wearing a face mask. The text continues: 'This may cause me to feel scared, nervous, or unsafe. It is okay to feel this way.' This is followed by two images of a woman in a blue lab coat, one with her hand to her forehead and one with her hands clasped. The text then says: 'If I get too nervous or scared, I can talk to someone I trust.' Below this are two images: the same woman in the lab coat and a group of people in a meeting. The text concludes: 'They can help me feel safe and share information that helps me understand the information being shared.' The final image shows two red teddy bears and a woman in a lab coat. At the bottom, a footer reads '©2020 HANDS in Autism® Interdisciplinary Training and Resource Center'.

<https://www.samhsa.gov/dtac>

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Practitioner Training / Disaster Technical Assistance Center (DTAC)



Disaster Technical Assistance Center

Disaster Technical Assistance Center (DTAC)

DTAC helps states, U.S. territories, tribes, and local providers plan for and respond to behavioral health needs after a disaster.

Disaster Distress
Helpline
1-800-985-5990

Contact Us

For disaster technical assistance inquiries, contact SAMHSA DTAC at 800-308-3515 or dtac@samhsa.hhs.gov

For people experiencing emotional distress related to a disaster, SAMHSA offers toll-free crisis counseling and support through the [Disaster Distress Helpline](https://www.samhsa.gov/dtac), 1-800-985-5990.

[Contact SAMHSA](#)

Crisis Counseling Assistance and Training Program (CCP)

The [CCP](#) supports recovery for survivors of natural and human-caused disasters

New SAMHSA DTAC Resources

[Video Series: Promising Practices in Disaster Behavioral Health](#)

Featured Resource

Resources



CORONAVIRUS AND EMERGING INFECTIOUS DISEASE OUTBREAKS RESPONSE

This page contains fact sheets and other resources to support the health and well-being of communities impacted by COVID-19.

No permission is needed to use or adapt these fact sheets for you or your organization. These fact sheets are in the public domain and you may use it freely as it is helpful to you.

Resources for Providers

[Supporting Patients During Quarantine or Isolation](#)

[Helping Patients Concerned about Coronavirus: A Guide for Psychiatrists](#)

[How Clinicians and Other Healthcare Personnel Can Help Concerned Patients](#)

(Available in Japanese - 日本語)

[Supporting Military Families](#)

[How Healthcare Personnel Can Take Care of Themselves](#)

(Available in Japanese - 日本語)

Resources for Families

[Supporting Homebound Children](#)

[Taking Care of Your Family](#)

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www.CSTSonline.org

