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Stress First Aid
for HEALTH CARE WORKERS

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Teach-back Assignments

- Room 2: Check/Coordinate**
 - Jeff Dilavore
 - Christie Mathison
 - Robin Mason
 - Tamara Turk
- Room 3: Cover**
 - Amy Bennett
 - Kesley Richardson
 - Kim Owens
 - Nick Pachota
- Room 1: Calm**
 - Region 1
- Room 4: Connect**
 - Alison Stevens
 - Charlene Hummel
 - Sean Sacco
- Room 5: Competence**
 - Angela B Minzer
 - Elijah Virgin
 - Melyssa Allen
 - Yvonne Woodard
- Room 6: Confidence**
 - Hunter Zager
 - Jennifer Silvey-Cason
 - Wendy Kimelman
 - Annie Sieger

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Lessons Learned

- Keep it grounded
- Adjust to context
- Adjust to zones of stress
- Keep open
- Keep asking questions
- Adapt in an ongoing, reciprocal, 'living' way

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What makes an effective champion?



<p>TRAINER</p> <p>Teach and engage HCWs in your organization</p>	<p>SUPPORTER</p> <p>Foster trust and encourage reaching out</p>	<p>CONNECTOR</p> <p>Connect trainees to each other and resources and foster leadership involvement</p>	<p>LEADER</p> <p>Take responsibility for the welfare of your team</p>
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Smoothing the way for SFA


- Get buy-in from unit/department leadership
- Talking points:
 - SFA is a way to improve how you're already working – not adding a new burden or replacing anything
 - Goals are to create opportunities for people to access resources that already exist.
 - SFA can improve enhance natural skills and processes that are already in place
 - SFA requires engagement by peers and leaders – it is not a solo activity! It is designed to improve how we work together and support each other, top to bottom and side to side.



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Train at your site

- Use the SFA briefing slide set to choose which way to brief teams/units on the model
 - One 60-minute briefing
 - Two 30-minute briefings
- Provide HCWs with SFA materials
 - SFA Workbook
 - Handouts on special topics



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Keep the discussion going

- Regularly add tips or actions that support green zone functioning to staff meetings.
- Determine stress levels with questions such as:
 - "What does a green shift look or feel like here?"
 - "How about a yellow shift, or an orange shift?"
- Look for opportunities to embed a brief (2-5 minute) SFA action into unit meeting or activity
- Give SFA-related information in ongoing newsletters or other routine communications

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Conduct booster sessions

Conduct 20-30-minute booster sessions virtually or in person

- Use workbook to guide content of booster sessions
- Review SFA core actions
- Discuss continuous SFA actions of Check and Coordinate
- Practice scenarios or discuss SFA in the context of current work experiences
- Review and next steps




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Gather resources

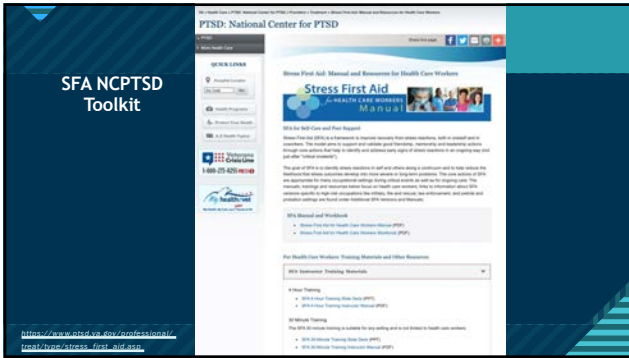
Compile information on hotlines and other resources, such as:

- Organizational resources
- NCPTSD SFA toolkit
- Hotlines
- Schwartz Center for Compassionate Care
- EAP resources
- Childcare support
- Chaplains and Mental Health Support
- National Suicide Lifeline



Set a critical incident response policy, such as a unit-based group check-in or discussion, to allow staff to share emotions, connect with each other, determine needs, and instill hope

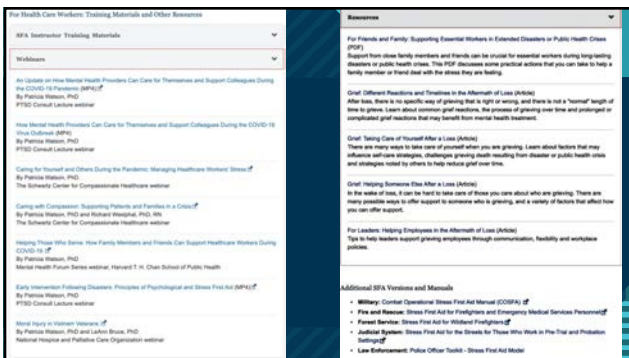
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COVID Coach Mobile Phone App



The COVID Coach app was created to support self-care and overall mental health during the coronavirus (COVID-19) pandemic.



FEATURES INCLUDE:

- **Education** about coping during the pandemic
- **Tools** for self-care and to improve emotional well-being
- **Trackers** to check your mood and measure your growth toward personal goals
- **Graphs** to visualize progress over time

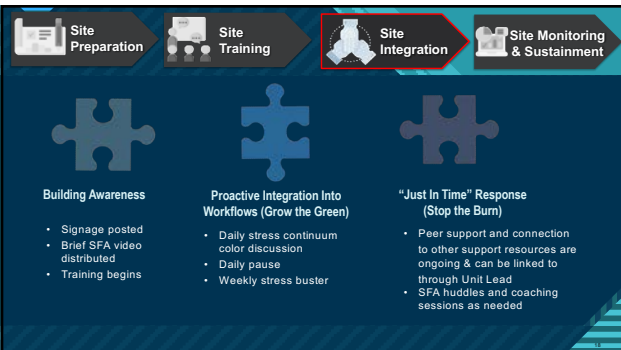


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Example of Stress First Aid Rollout: *Building a Culture of Resilience*

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Site Preparation

- Building Awareness
- Signage posted
- Brief SFA video distributed
- Training begins

Site Training

- Proactive Integration Into Workflows (Grow the Green)
- Daily stress continuum color discussion
- Daily pause
- Weekly stress buster

Site Integration

- "Just In Time" Response (Stop the Burn)
- Peer support and connection to other support resources are ongoing & can be linked to through Unit Lead
- SFA huddles and coaching sessions as needed

Site Monitoring & Sustainment

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Materials & Activities

The collage includes several items: an 'SFA Pocket Guide' with photos of people; a 'Group Discussion' section with text and diagrams; a 'What's Your Color Today?' chart with a color-coded grid; 'Team Member Support Resources' with the text '...we're here with you' and photos of people; a 'Notes' section with a table; and 'Important Contact Numbers' with a list of names and phone numbers.

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Evaluation

SFA Fundamentals Training:

- 367 total participants
- 353 completed evaluations
- Overall Satisfaction: 4.46/5

Outcomes at 3 months:

- Stress, resilience, burnout, and perceptions of support at work are at about the same levels.
- Self-efficacy in supporting self/others: Increasing (mean moved from 8.8 to 9.1- but not statistically significant)
- Awareness of resources: Increased significantly (mean increased from 5.2 (SD=3.3) to 5.6 (SD=3.7) and median increased from 4 (IQR=3-8) to 5 (IQR=3-7))
- Utilization of resources: Increased from 20.5% to 24.7%

Assessment follow up:

- Baseline: N=150
- 3-months: N=128
- Overlap Baseline / 3-months: N= 78

Anecdotal Reports:

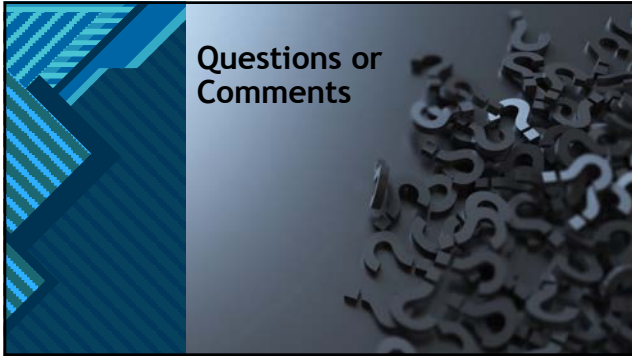
- Requests to be signed up for training
- Continuum of responses offered following child death on Behavioral Health unit
- Cultural shift around identifying stress in conversations
- Unit leads reported staff reaching out to them when they look stressed

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Lessons Learned

- Importance of adapting to local conditions and socialization of SFA
- Engage key collaborators and align with existing supports and programs
- Leadership support and dedicated resources are critical
- Incorporate evaluation throughout
- Importance of mandatory training and processes, with flexibility for application

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