



# TECHS

TOOLKIT FOR EMOTIONAL COPING  
FOR HEALTHCARE STAFF

**RESPONDING TO THE CORONAVIRUS /  
COVID-19 PANDEMIC:  
Toolkit for Emotional Coping for Healthcare Staff (TECHS)**

To learn more, visit: [healthcaretoolbox.org/tools-and-resources/covid19.html](https://healthcaretoolbox.org/tools-and-resources/covid19.html)

# Who is This Slide Set For?

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- This slide deck was put together in response to the rapidly unfolding COVID-19 pandemic and made available on March 25, 2020. This version updated April 9, 2020.\*
- This resource is designed for healthcare staff, including:
  - Clinical staff (nurses, physicians, medical assistants, social workers, psychologists, etc)
  - Security
  - Front desk
  - Dispatch
  - Environmental service workers
  - Leadership
  - Any others working in healthcare settings

# Who Developed This Slide Set?

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- This resource is based on materials developed by the Center for Pediatric Traumatic Stress (CPTS), a treatment and services adaptation center in the National Child Traumatic Stress Network (NCTSN).
- We hope that these slides will be helpful in working with healthcare teams. Please use them freely, with attribution to CPTS.
- Questions or feedback? Please send to:  
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# Overview

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## I. Traumatic Stress and COVID-19

- Effects on healthcare staff
- Optional self-assessment

## II. Tool #1: ABC Model

- Understanding our beliefs & thoughts and how these affect us

## III. Tool #2: Steps to Reframing

- Differentiate uncontrollable versus controllable
- Identify strengths and look towards the positives

## IV. Tool #3: Future Orientation

## V. Resources

# Goals of This Slide Set

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- 1. Provide concrete, usable tools for healthcare staff**
- 2. Tools support emotional coping in the face of challenging, stressful situations in healthcare settings**

# Common Concerns with COVID-19

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- ❑ Worldwide pandemic
- ❑ Quickly changing situation
- ❑ Working in an overwhelmed healthcare system
- ❑ Healthcare professionals asked to change roles, perhaps to less familiar duties
- ❑ Ethical dilemmas related to allocating resources for patients (e.g., ventilators)
- ❑ Worries about enough PPE for healthcare staff
- ❑ Healthcare staff may become patients with COVID-19
- ❑ Protecting family members of staff from becoming infected
- ❑ Potential need for staff to self-quarantine, removing them from supporting colleagues and own families

# Quotes from the Front Line: Concerns about Loved Ones

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**I'm even having a hard time being home with my family, worried that if I get too close to them I may be getting them sick.**

**I wouldn't be able to live with myself if someone I love got sick because of me.**

**My roommate's dad made her move back home with her family because I'm an ED nurse. I feel terrible.**

# Quotes from the Front Line: Emotional Impact and Safety Concerns

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Mostly I'm upset that we have to get special permission to use the proper PPE and when we get granted permission, we have to reuse it. It feels wrong and unsafe.

I am in one of the "high risk" groups. I wake up every morning searching for some indication that I might have this virus. I count the days from when I could have last been exposed. Then I go to work again, and start from the beginning.

I'm having a hard time sleeping. I keep waking up dreading going into work.



# What Do We Know From Past Experience and Emerging Studies?

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You are not alone – it is very common for healthcare staff to experience emotional stress and distress in this situation.

- Learning from SARS in the early 2000's
  - In the midst of the crisis healthcare staff experienced traumatic stress, anxiety, depression, and sleep problems.
  - In the longer term (3-5 yrs), healthcare staff did not show increased levels of mental health disorders, but burnout & general stress remained an issue.
- Early studies from China in the midst of COVID-19 (Feb 2020)
  - Healthcare staff reporting
    - Traumatic stress, anxiety, depression – at same levels as general public
    - Sleep problems (more than general public)
  - What is associated with more risk of stress / anxiety / depression?
    - Worrying about family members at home, past medical (chronic illness) or mental health history
  - What might protect against stress / anxiety / depression?
    - Being satisfied with: care provided by hospital and with PPE coverage (protective measures for nosocomial infection)

# What Does Traumatic Stress Look Like? (PTSD)

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## □ Re-experiencing

“It pops into my mind.”

“Feels like it’s happening again.”

“I get upset when something reminds me of it.”

## □ Alterations in cognition or mood

Feeling very scared, angry, guilty, or ashamed.

Thoughts: “All people are bad” / “The whole world is a scary place.”

## □ Avoidance

“I block it out, try not to think about it.”

“I try to stay away from things that remind me of it.”

## □ Increased arousal

“I’m always afraid something bad will happen.”

“I jump at any loud noise.”

“I can’t concentrate, can’t sleep.”

**It is not unusual to have some or all of these reactions during an unfolding stressful situation like the COVID-19 pandemic.**

# PTSD and Other Emotional Responses

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## What emotional responses might you notice in yourself or your peers?

- ❑ Irritability
- ❑ Inability to concentrate
- ❑ Feeling angry / cynical
- ❑ Intrusive or recurrent disturbing thoughts
- ❑ Sleep problems
- ❑ Feeling emotionally detached
- ❑ Overly aware of any signs of danger
- ❑ Hopelessness
- ❑ Guilt
- ❑ Avoiding reminders of difficult experiences
- ❑ Social withdrawal
- ❑ Fear
- ❑ Chronic exhaustion
- ❑ Physical ailments
- ❑ Diminished self-care
- ❑ Feeling ineffective
- ❑ Feeling down or depressed
- ❑ Feeling apathetic

## DEFINITIONS

# Secondary Traumatic Stress

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**Response to being exposed to trauma experienced by others, especially in one's work / professional role.**

“The changes helpers experience in their identities, world views, and spirituality affect both the helpers' professional relationships with clients/patients and colleagues and their personal relationships.”

– International Society of Traumatic Stress Studies

# Role as Healthcare Staff

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- ❑ All healthcare staff are at risk for secondary traumatic stress, even in “normal” times
- ❑ Witnessing suffering and death among patients and other staff
- ❑ Unsure of the future, with ever-changing, often worsening situation



# Roles as Family Caregiver, Potential Patient

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Additional roles in time of pandemic:

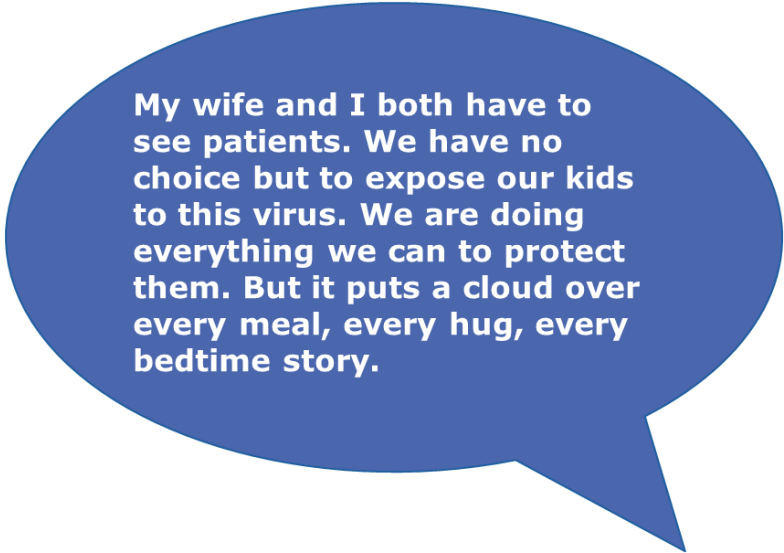
- May be a caregiver for own children, partner, older family members
  - Limited access to child and elder care
- Healthcare staff may also become infected and become patients

**In all of their roles, healthcare staff are at risk for traumatic stress, and may experience other emotional impact such as anxiety or depression.**

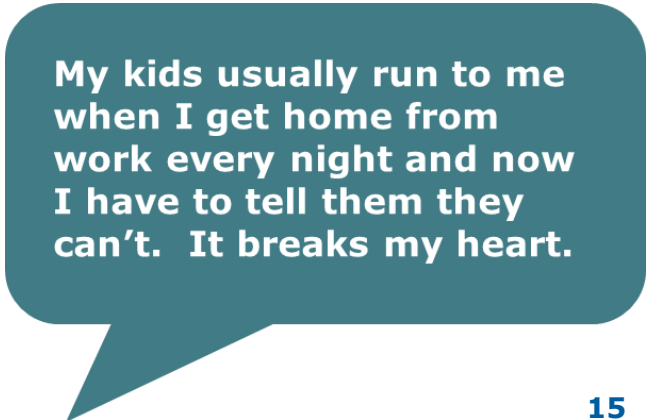
# What Are We Hearing From Frontline Staff as the COVID-19 Pandemic Unfolds?

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- ❑ Worry about working on the frontlines - coming home to own family and risking health of loved ones
- ❑ Concern that they and their colleagues will become infected
- ❑ Distress about not receiving enough support for own health and wellness, including access to PPE
- ❑ Discomfort about taking on new and potentially unfamiliar roles at work



My wife and I both have to see patients. We have no choice but to expose our kids to this virus. We are doing everything we can to protect them. But it puts a cloud over every meal, every hug, every bedtime story.



My kids usually run to me when I get home from work every night and now I have to tell them they can't. It breaks my heart.

# Am I Experiencing Traumatic Stress Reactions?

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- Gauge your own reactions
- You may wish to complete an evidence-based assessment – now or later – to check on your own stress reactions.

**[CLICK TO RATE YOUR REACTIONS NOW \(online tool\)](#)**

[Not online? Click here for offline measure](#)

- What is this tool?
  - Assesses current traumatic stress reactions in adults
  - Caveat: Based on a validated tool\* – adapted here for use during the evolving pandemic situation

\* Bryant, Moulds, & Guthrie (2000). Acute Stress Disorder Scale: A self-report measure of acute stress disorder. *Psychological Assessment*, 12(1), 61-68.



# How To Address Traumatic Stress Reactions

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## □ Universal Self-Care

- Everyone can benefit from learning more about coping
- Learn specific coping tools, based in solid research, in these slides: **Toolkit for Emotional Coping for Healthcare Staff (TECHS)**
- Find links to other resources on [HealthCareToolbox.org](https://HealthCareToolbox.org)

## □ Significant Reactions

- If you experience significant traumatic stress reactions or you have any reactions that worry you, contact your Employee Assistance Program
- Evidence-based psychosocial treatment (e.g., trauma-focused cognitive behavioral therapy) is often effective and may be available via telehealth or online

# Toolkit for Emotional Coping for Healthcare Staff (TECHS)

## INTRODUCTION



# Toolkit for Emotional Coping for Healthcare Staff (TECHS)

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- Learn and use evidence-based tools for coping
- TECHS includes 3 tools to understand and manage adversity
  - Can be repeated for new or recurring stressful situations
- Interpersonal/team-based approach \*
- Tools are based on:
  - Cognitive-behavioral therapy skills
  - Skills for groups and families

\* Best in a team – but you can use parts of it on your own if needed.

# How to Use TECHS

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- ❑ This is a **toolkit** - you can pull these tools out when you are experiencing distress or traumatic stress symptoms
- ❑ These tools offer a ***process*** to support your path to a more positive emotional place
- ❑ Just like a hammer and a nail will not fix your fence for you, you will have to actively employ these tools to cope more effectively with an adversity
- ❑ Ideally, you will use this toolkit with your colleagues, and work together while bolstering your relationships

# Individual Practice with Tools

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We will introduce 3 tools:

1. **ABC Model**
2. **Steps to Reframing**
3. **Future Orientation**

**First:** Individually, complete each of the 3 tools

**Next:** *If you are doing this as a team,* complete the tools with your team, to help develop group resilience

# TECHS TOOL #1: ABC Model



# Why Are You in Healthcare?

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Let's begin by spending a few minutes considering the current context.

Why did you choose this profession?

- What drew you to it?
- What, if any, reservations have you had about this career choice?
- What are the best parts of this career?
- What are the most challenging parts?

# ABC Model

based in cognitive theory / research

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**Next, you'll take a little time to understand your feelings, thoughts, and behaviors.**

- These tools will help you reflect on
  - Where you are emotionally in this moment
  - How feelings, beliefs, behaviors have an impact on your wellbeing





# ABC Model

## ADVERSITY

What events are upsetting me right now?



## BELIEFS

What thoughts am I having about the adversity? What am I saying to myself in private?



## CONSEQUENCES

How is all this impacting my...



### FEELINGS

How am I feeling as a result? Am I angry... sad... worried?



### ACTIONS

What do I do when I feel this way? Do I show feelings or hide them?



### RELATIONSHIPS

How does all this impact others? ...My social interactions?

## Directions:

**Work through this form on your own or in your group**, using a blank piece of paper (or a new document on your tablet / computer).

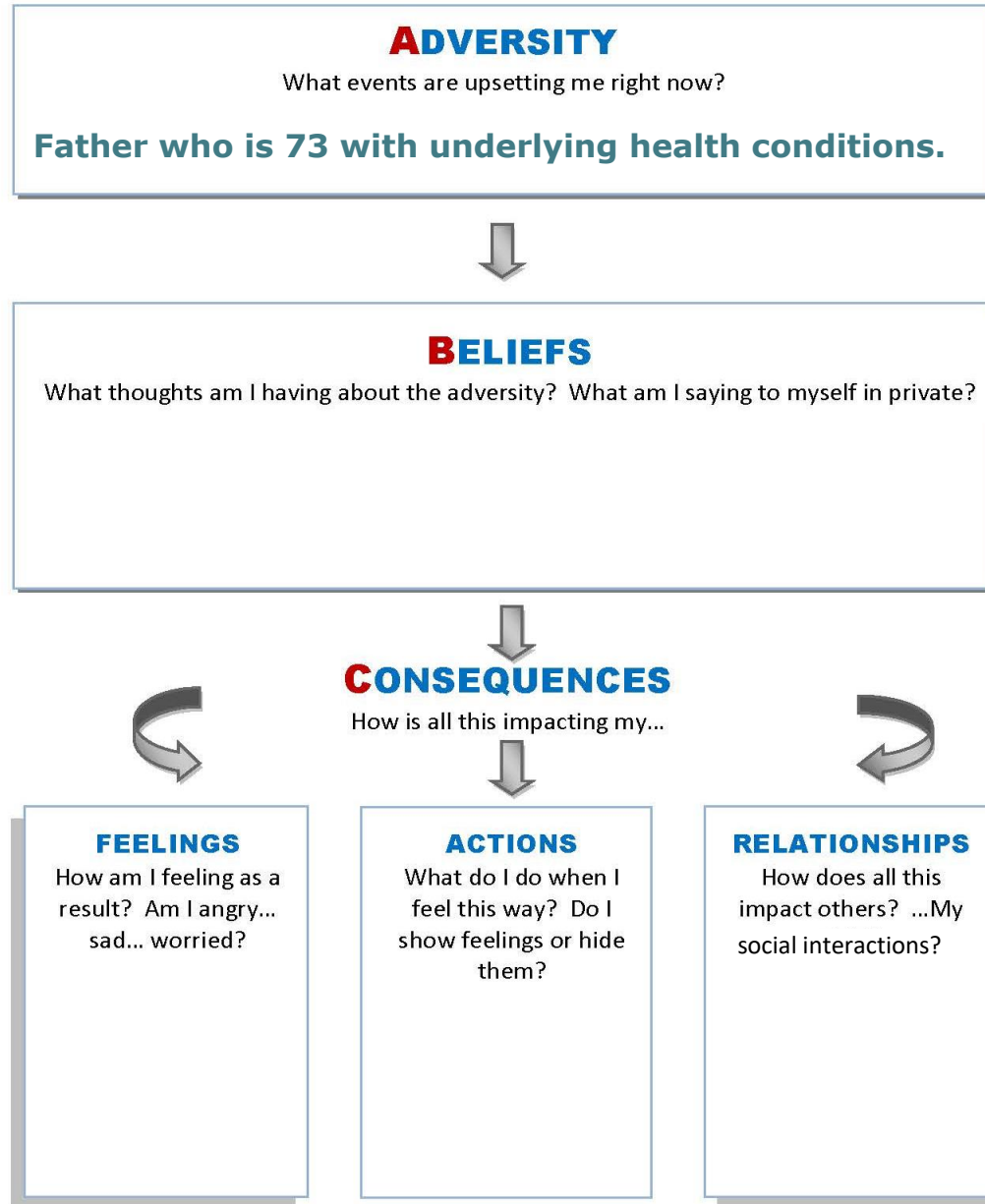
*Blank ABC forms available in Appendix B of this slideset.*



# A = Adversity

- Identify an **event that is particularly upsetting to you** in this moment
- Examples (adversities)
  - So many patients at once
  - Working outside of my usual role
  - My kids are at home and need me
  - I'm not available to help my partner/family
  - Feeling emotionally isolated from family and support systems

## ABC Model



# ABC Model

**ADVERSITY**  
What events are upsetting me right now?  
**I'm being exposed to COVID-19 without proper PPE.**



**BELIEFS**  
What thoughts am I having about the adversity? What am I saying to myself in private?



**CONSEQUENCES**

How is all this impacting my...



**FEELINGS**  
How am I feeling as a result? Am I angry... sad... worried?



**ACTIONS**  
What do I do when I feel this way? Do I show feelings or hide them?



**RELATIONSHIPS**  
How does all this impact others? ...My social interactions?

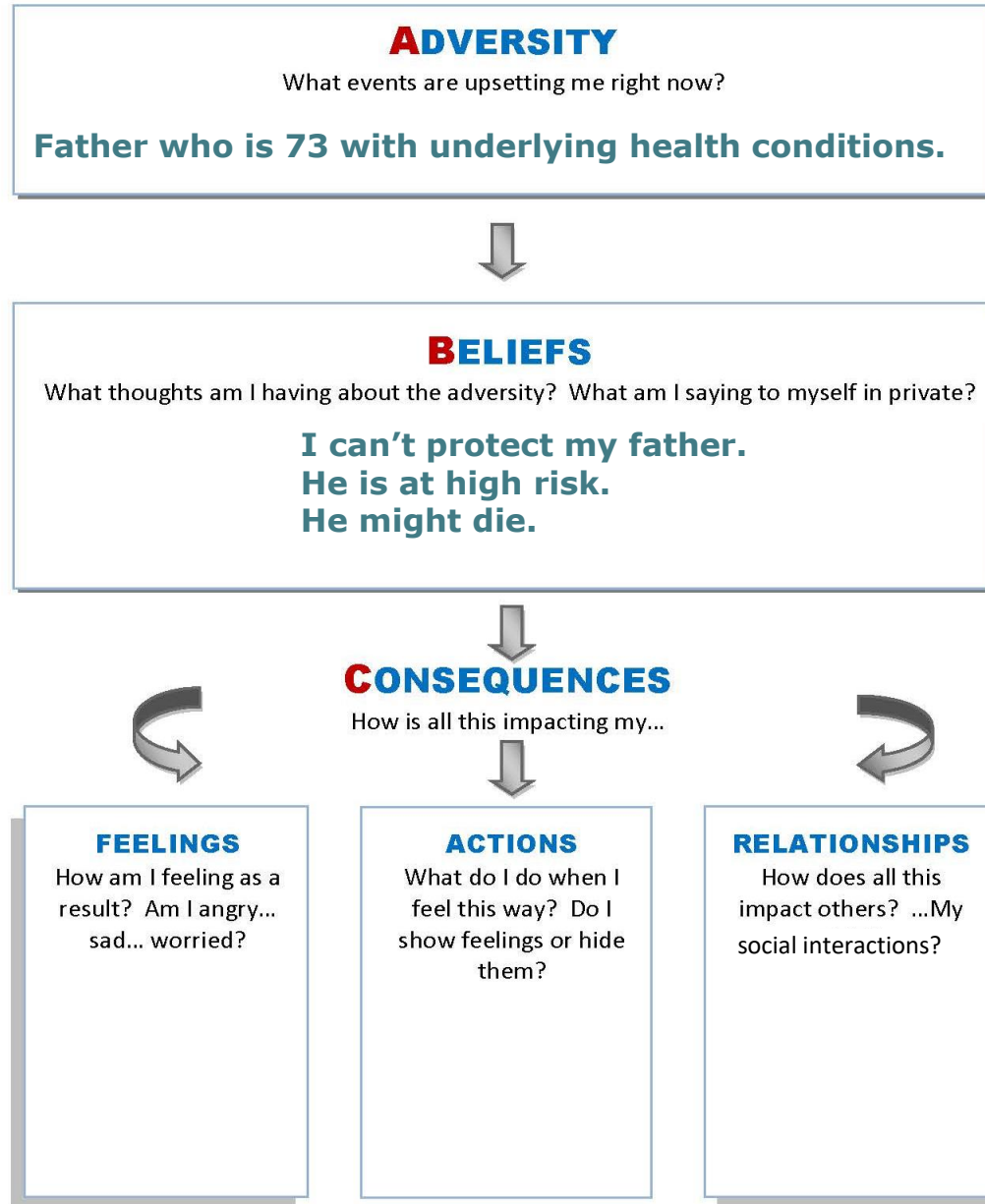
# B = Beliefs

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- What **thoughts** are you having about the adversity you chose to focus on?
- What are you saying to yourself in private about this adversity?
- Examples (beliefs / thoughts):
  - I can't handle this stress.
  - I'm ineffective at work.
  - I'm not a good parent/partner/healthcare worker.
  - This situation has no end.

# ABC Model

## Example A



# ABC Model

## Example B

### ADVERSITY

What events are upsetting me right now?

**I'm being exposed to COVID-19 without proper PPE.**



### BELIEFS

What thoughts am I having about the adversity? What am I saying to myself in private?

- **I am going to be infected.**
- **I might get someone I love sick.**
- **Someone I love might die because I brought COVID-19 home.**



### CONSEQUENCES

How is all this impacting my...



#### FEELINGS

How am I feeling as a result? Am I angry... sad... worried?



#### ACTIONS

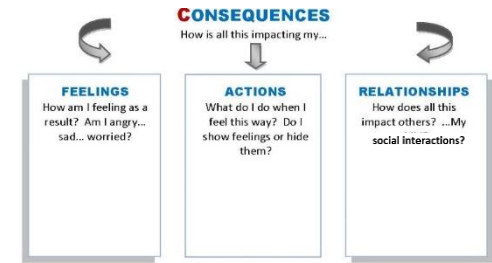
What do I do when I feel this way? Do I show feelings or hide them?



#### RELATIONSHIPS

How does all this impact others? ...My social interactions?

# C = Consequences



- What **outcomes and consequences** are related to this adversity and your beliefs / thoughts?
- FEELINGS: How are you **feeling** as a result?
  - Angry?
  - Sad?
  - Worried?
- RELATIONSHIPS: How does all of this impact **others**?
  - Your colleagues?
  - Your friends and family?
  - Your patients?
- ACTIONS: What do you **do** when you feel that way?
  - Show or hide your feelings?
  - Healthy choices?



### ADVERSITY

What events are upsetting me right now?

**Father who is 73 with underlying health conditions.**



### BELIEFS

What thoughts am I having about the adversity? What am I saying to myself in private?

**I can't protect my father.  
He is at high risk.  
He might die.**



### CONSEQUENCES

How is all this impacting my...



#### FEELINGS

How am I feeling as a result? Am I angry... sad... worried?

- **Very scared**
- **Very worried**
- **Sad**

#### ACTIONS

What do I do when I feel this way? Do I show feelings or hide them?

- **Calling my parents.**
- **Trying to follow social distancing carefully and get others to do the same.**
- **Thinking more slowly.**



#### RELATIONSHIPS

How does all this impact others? ...My social interactions?

- **Conflicts with some family and friends.**
- **Distant or isolated from some family and friends**

### ADVERSITY

What events are upsetting me right now?

**I'm being exposed to COVID-19 without proper PPE.**



### BELIEFS

What thoughts am I having about the adversity? What am I saying to myself in private?

- **I am going to be infected.**
- **I might get someone I love sick.**
- **Someone I love might die because I brought COVID-19 home.**



### CONSEQUENCES

How is all this impacting my...



#### FEELINGS

How am I feeling as a result? Am I angry... sad... worried?

- **Terrified**
- **Irritable**
- **Sad**
- **Lonely**

#### ACTIONS

What do I do when I feel this way? Do I show feelings or hide them?

- **Wearing as much PPE as I can.**
- **Washing hands, clothes, mask repeatedly.**
- **Not sleeping well.**
- **Distancing from loved ones.**



#### RELATIONSHIPS

How does all this impact others? ...My social interactions?

- **Less patience with children**
- **Distant or isolated from family and friends**
- **More easily frustrated with colleagues**

# ABC's:

## Some Other Things to Consider

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- How might the ABC's be different for each person
  - Across your medical team?
  - In your family?
  
- Are others aware of your ABC's?
  - Have you talked with anyone about your feelings, beliefs, actions, or relationships?

# TECHS TOOL #2: Steps to Reframing



# Steps to Reframing

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- During ABC: You identified a specific adversity, and developed a greater understanding of your beliefs/thoughts and their consequences (e.g., on your feelings, actions, and relationships).
- Next, let's consider how to shift those consequences to a more positive place.

# 4 Steps to Reframing

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**Step 1:**  
Accept the  
Uncontrollable



**Step 2:**  
Focus on the  
Controllable



**Step 3:**  
Acknowledge Your  
Own Strengths



**Step 4:**  
Use the Positive

**Directions:**  
**Work through these steps on your own or in your group,** using the back of your paper (or new page in your electronic document).

*Blank '4 Steps' forms available in Appendix B of this slideset.*

**The next slides will help you do this.**

# Step 1: Accept the Uncontrollable

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It can be difficult to accept that some things are out of our control.

- ❑ List: What parts of this adversity are truly beyond your control?
- ❑ Write: What is it like to give up that control?

## Step 1



# 4 Steps to Reframing

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**Step 1:**  
Accept the  
Uncontrollable

- If my father gets COVID-19
- If other people follow social distancing
- My ability to operate at full capacity



**Step 2:**  
Focus on the  
Controllable



**Step 3:**  
Acknowledge Your  
Own Strengths



**Step 4:**  
Use the Positive



# 4 Steps to Reframing

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**Step 1:**  
Accept the  
Uncontrollable

- If I get COVID-19
- If I have enough PPE
- The decisions of my institution



**Step 2:**  
Focus on the  
Controllable



**Step 3:**  
Acknowledge Your  
Own Strengths



**Step 4:**  
Use the Positive

# Step 2: Focus on the Controllable

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- List: What in this situation is within your control?
  
- List: What aspects can you focus on that will
  - Improve the situation?
  - Help you cope better?
  - Help you feel more in control?
  - Help your patients / your colleagues / your family & friends?

## Step 2



# 4 Steps to Reframing

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**Step 1:**  
Accept the  
Uncontrollable

- If my father gets COVID-19
- If other people follow social distancing
- My ability to operate at full capacity



**Step 2:**  
Focus on the  
Controllable

- My own social distancing behavior
- My use of coping strategies
- Being helpful to other people



**Step 3:**  
Acknowledge Your  
Own Strengths



**Step 4:**  
Use the Positive

# 4 Steps to Reframing

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**Step 1:**  
Accept the  
Uncontrollable

- If I get COVID-19
- If I have enough PPE
- The decisions of my institution



**Step 2:**  
Focus on the  
Controllable

- My careful use of the resources I do have, e.g. masks, washing, social distancing
- Optimizing the time I have with loved ones
- Working to use coping methods that feel helpful to me



**Step 3:**  
Acknowledge Your  
Own Strengths



**Step 4:**  
Use the Positive

# Step 3: Acknowledge Your Own Strengths

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Think back to a time when you dealt with a challenging situation in the past.

Write a few notes about:

- What strengths helped you cope?
- What strengths do you have with your medical team or family that maybe you don't have alone?
- Which of these strengths can be applied to this situation?

## Step 3



# 4 Steps to Reframing

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**Step 1:**  
Accept the  
Uncontrollable

- If my father gets COVID-19
- If other people follow social distancing
- My ability to operate at full capacity



**Step 2:**  
Focus on the  
Controllable

- My own social distancing behavior
- My use of coping strategies
- Being helpful to other people



**Step 3:**  
Acknowledge Your  
Own Strengths

- My ability to communicate my thoughts and feelings
- My ability to be helpful to my friends and family



**Step 4:**  
Use the Positive

# 4 Steps to Reframing

---



**Step 1:**  
Accept the  
Uncontrollable

- If I get COVID-19
- If I have enough PPE
- The decisions of my institution



**Step 2:**  
Focus on the  
Controllable

- My careful use of the resources I do have e.g., masks, washing, social distancing
- Optimizing the time I have with loved ones
- Working to use coping methods that feel helpful to me



**Step 3:**  
Acknowledge Your  
Own Strengths

- My experience and training will support my ability to keep myself as safe as possible.
- My ability to connect with and support my family, friends, and colleagues.



**Step 4:**  
Use the Positive

# Step 4: Use the Positive

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If you accept the uncontrollable, focus on the controllable, and apply your strengths.

- ❑ How can using the previous footsteps help me think differently?
- ❑ How would you see the adversity differently?
- ❑ How would it impact others?
- ❑ Based on this exercise, is there a positive take-home message for you?

## Step 4





# 4 Steps to Reframing

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**Step 1:**  
Accept the  
Uncontrollable

- If my father gets COVID-19
- If other people follow social distancing
- My ability to operate at full capacity



**Step 2:**  
Focus on the  
Controllable

- My own social distancing behavior
- My use of coping strategies
- Being helpful to other people



**Step 3:**  
Acknowledge Your  
Own Strengths

- My ability to communicate my thoughts and feelings
- My ability to be helpful to my friends and family



**Step 4:**  
Use the Positive

- My worries could become more manageable
- I may have less conflict with and feel more connected to family and friends

# 4 Steps to Reframing



**Step 1:**  
Accept the  
Uncontrollable

- If I get COVID-19
- If I have enough PPE
- The decisions of my institution



**Step 2:**  
Focus on the  
Controllable

- My careful use of the resources I do have, e.g. masks, washing, social distancing
- Optimizing the time I have with loved ones
- Working to use coping methods that feel helpful to me



**Step 3:**  
Acknowledge Your  
Own Strengths

- My experience and training will support my ability to keep myself as safe as possible.
- My ability to connect with and support my family, friends, and colleagues, perhaps in new, creative ways.



**Step 4:**  
Use the Positive

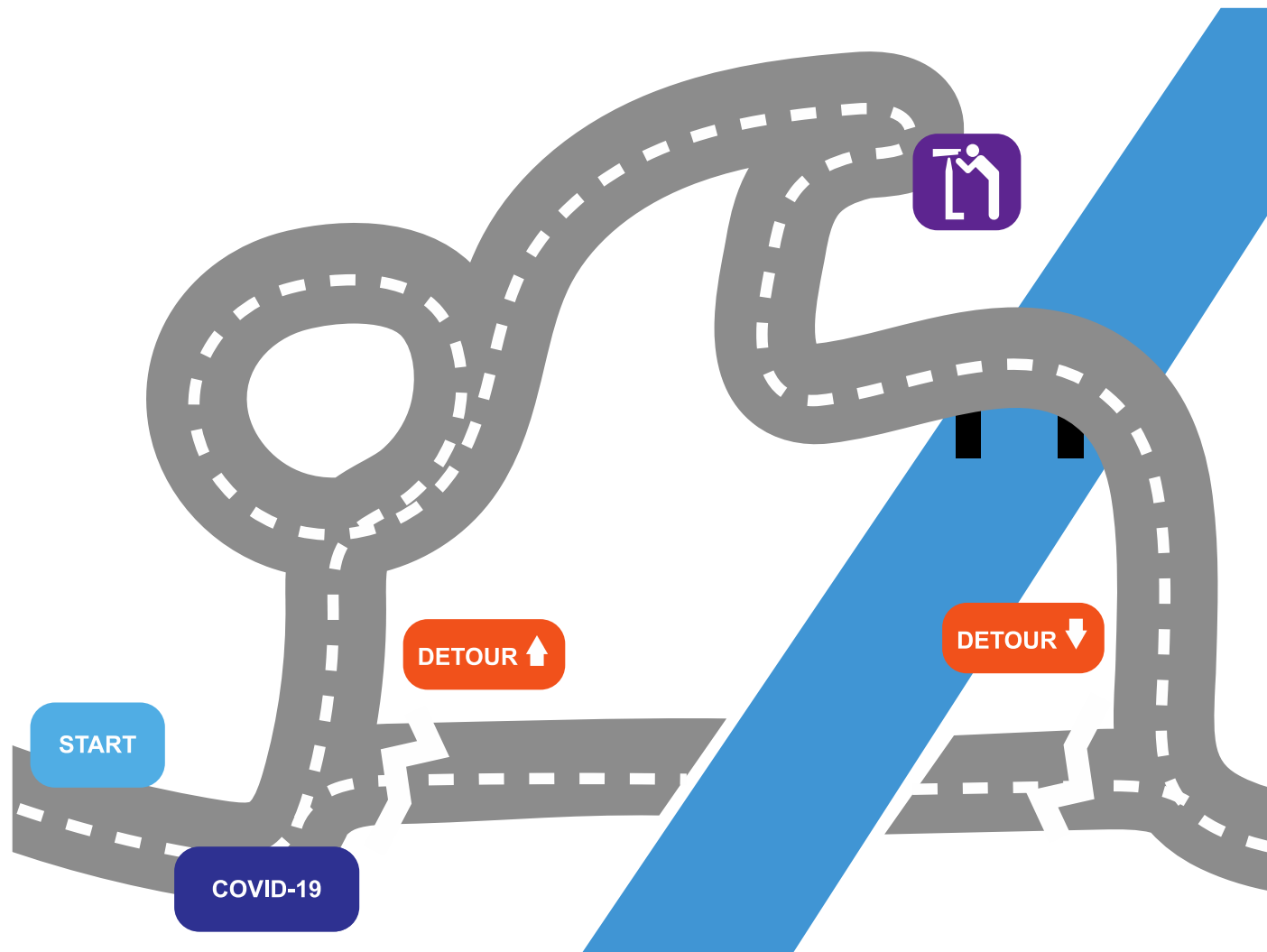
- I may feel less anxiety.
- I may feel more connected to those I care about, even if the connection looks different than normal.

# TECHS TOOL #3: Future Orientation



# Consider your COVID-19 Roadmap

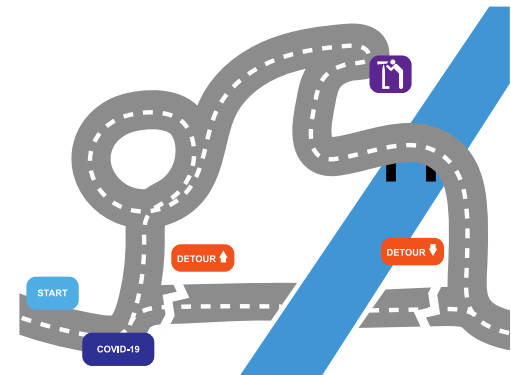
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# Roadmap – Dealing with COVID-19

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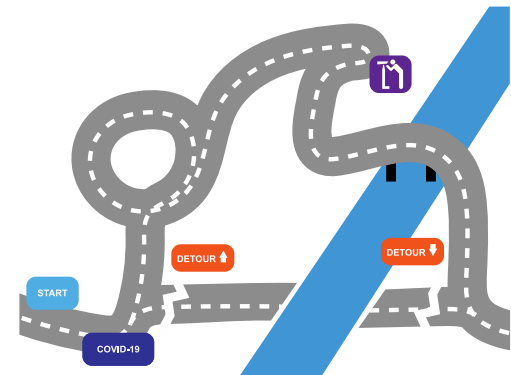
- ❑ Dealing with this pandemic is like a journey, with a beginning, middle, and end.
- ❑ Individual challenges, patients, and families may be a part of your journey.
- ❑ We can sometimes get stuck focusing on just certain parts of a stressful experience.
- ❑ It's often useful to think broadly about the past, present, and future – across the entire journey.



# Future Orientation

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- ❑ Where do you see yourself on the roadmap right now? Why?
- ❑ Where were you on the roadmap in the first or earlier portion of this journey?
- ❑ How do you think your position on the map impacts your
  - Coping?
  - Daily life?
  - Personal relationships?
  - Professional relationships?



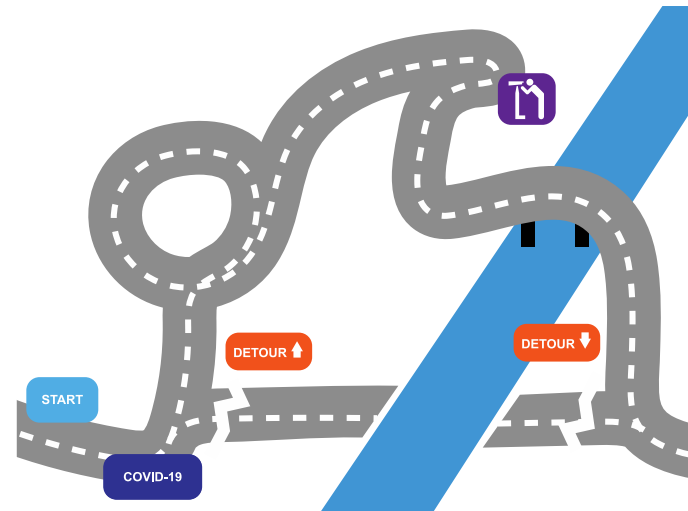
# COVID-19 Roadmap

## CURRENT POSITION ON MAP

- *In the roundabout, going in circles trying to get people to follow social distancing rules carefully.*

## STARTING POSITION ON MAP

- *Just before the roundabout, figuring out what was happening and not quite sure of the severity of the situation.*



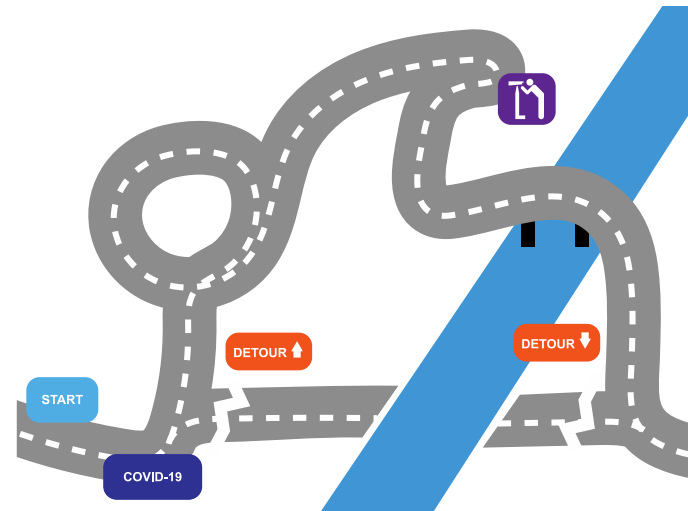
# COVID-19 Roadmap

## CURRENT POSITION ON MAP

- *At the first detour, trying to find a way past this barrier of not enough PPE and daily risk of being infected.*

## STARTING POSITION ON MAP

- *At the "start", seeing COVID-19 coming to my country and likely to cause significant suffering and fear.*



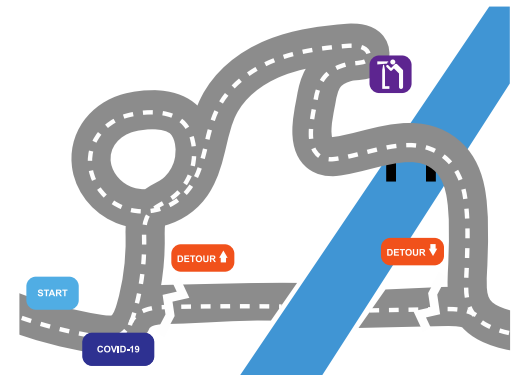


# Future Orientation

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Consider a time in the future (e.g., 2 weeks, 2 months, 2 years).

- Where are you on the map?
- What's happening at work at this point?
- What's happening at home at this point?
- What is daily life like?
- What will help you move to a more positive place by this time point?



# COVID-19 Roadmap

## CURRENT POSITION ON MAP

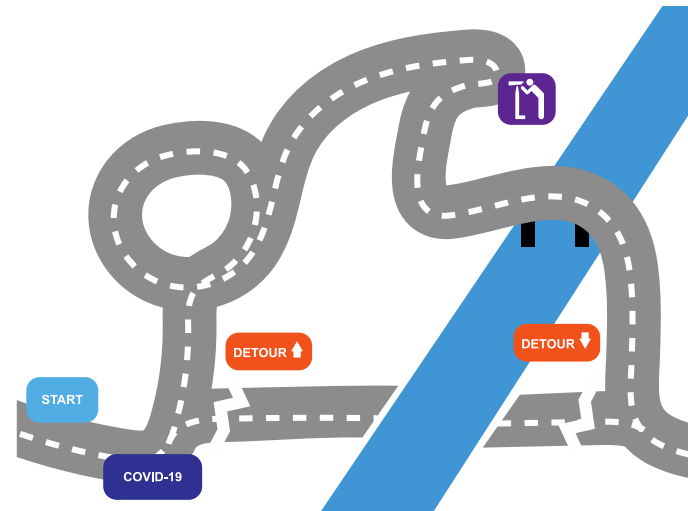
- *In the roundabout, going in circles trying to get people to follow social distancing rules carefully.*

## STARTING POSITION ON MAP

- *Just before the roundabout, figuring out what is happening and not quite sure of the severity of the situation.*

## FUTURE POSITION ON MAP

- *In two months, at the lookout point, reflecting on what we have been through and seeing a more stable, predictable future.*



# COVID-19 Roadmap

## CURRENT POSITION ON MAP

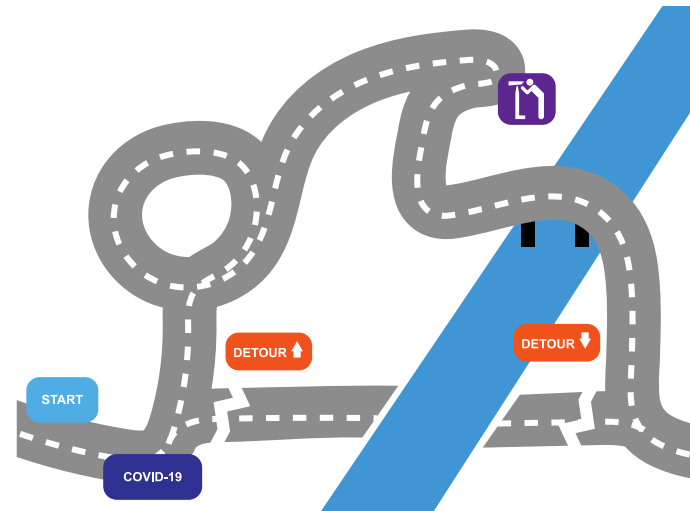
- At the first detour, trying to find a way past this barrier of not enough PPE and daily risk of being infected.

## STARTING POSITION ON MAP

- *At the "start", seeing COVID-19 coming to my country and likely to cause significant suffering and fear.*

## FUTURE POSITION ON MAP

- *In one week, at the roundabout, finding more of a routine and predictability. Knowing the train we are on - how severe infections are in my area and at my institution - so we are going round and round with this new COVID-19 routine.*
- *Perhaps being able to find a way to be more present with loved ones during my time away from work.*



# BUILDING TEAM RESILIENCE



# Building Team Resilience

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It can be very helpful to use this tool with your healthcare colleagues related to a challenging situation.

- ❑ Share different frames of reference (ABCs).
- ❑ Appreciate the range of consequences that result when frames of reference interact (e.g., are similar or different).
- ❑ Help each person own their feelings and actions and come to appreciate those of others
- ❑ Group reframing can help us appreciate each others' strengths and the value of a variety of approaches.

# Connect with Your Team

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- Use the tools you learned today to share with your team, if you haven't already
- Set a time to meet in person (with appropriate social distancing) or virtually
  - 2-4 people
  - May want to gather based on unit or discipline or both
  - Ideally, you are with colleagues with whom you work closely and feel comfortable discussing emotional reactions
- Follow your own comfort level in sharing within your small group

# Work Collaboratively Through Tools

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- ❑ Goal is to understand different perspectives around adversities at work
- ❑ Clarify differences and encourage acceptance rather than looking for “correct” answer
- ❑ Identify potential benefits (and challenges) that can come from having a range of different ways of seeing things, within a healthcare team

# Moving Forward: Using these Tools

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- Keep your toolkit handy
  - Save these slides where you can find them
  - Print parts that you find helpful & keep where you can see them regularly
- Consider pulling out these tools when:
  - You are experiencing stress or traumatic stress
  - At some regular interval, alone or with colleagues or family (e.g., weekly)
  - When you feel stuck in high stress
- These tools offer a ***process*** to cope to help you reach a more positive place
  - Active engagement is required for them to work



# RESOURCES

Find much more on this topic at  
[healthcaretoolbox.org/tools-and-resources/covid19.html](https://healthcaretoolbox.org/tools-and-resources/covid19.html)



# Gauge Your Own Traumatic Stress Reactions

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- You may wish to complete an evidence-based assessment – now or later

[CLICK TO RATE YOUR REACTIONS NOW \(online tool\)](#)

[Not online? Click here for offline measure](#)

- What is this tool?
  - Assesses current traumatic stress reactions in adults
  - Caveat: Based on a validated tool\* – adapted here for use during the evolving pandemic situation

\* Bryant, Moulds, & Guthrie (2000). Acute Stress Disorder Scale: A self-report measure of acute stress disorder. *Psychological Assessment*, 12(1), 61-68.

# Want a Regular Self-Check for Reactions & Resilience?

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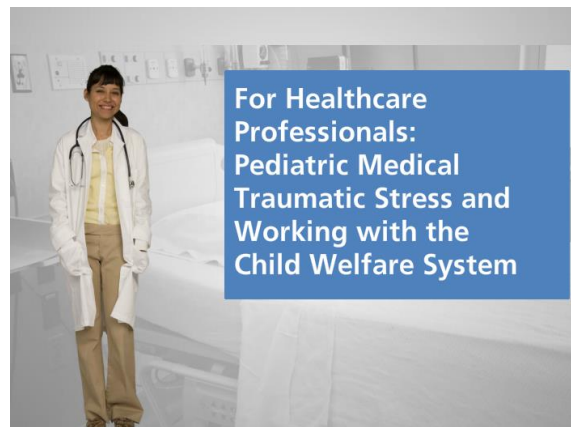
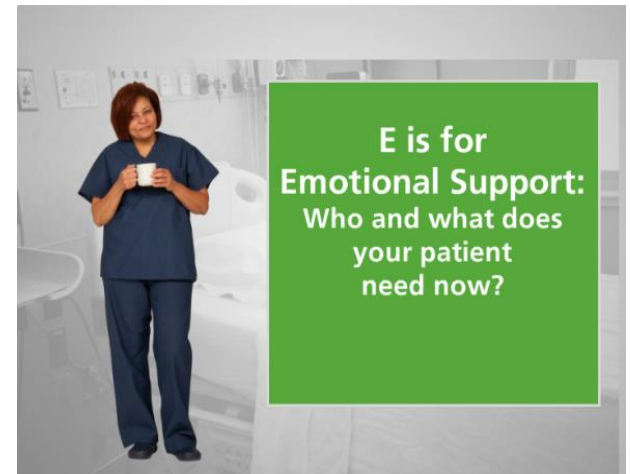
- Provider Resilience App
  - Designed for health providers in military
  - Providers in other settings may find it relevant
  - What's in the app?
    - Professional Quality of Life Measure (ProQOL)
      - secondary traumatic stress, burnout, compassion satisfaction
    - Other resilience tools
  - Score & track your results over time
  - Repeat as often as you wish

**Download the Provider Resilience app for [iOS](#) or [Android](#) & do a self-check on a regular basis.**

# Resources For Providers: Interactive Online Training

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1. FREE Interactive Online Nursing CE at [HealthCareToolbox.org](https://HealthCareToolbox.org)
2. The “how to” of implementing trauma-informed pediatric care in the hospital and ED
3. 5 One-hour Help Courses
4. COMING SOON: Secondary Traumatic Stress Course



# Resources For Your Patients

## [HealthCareToolbox.org](http://HealthCareToolbox.org)



**HEALTH CARE TOOLBOX**  
Helping children and families cope with illness and injury

→ Free CE for nurses  
→ Download patient handouts  
→ Find assessment tools  
→ Learn quick interventions

Search...

**Patient Education Handouts (English & Spanish)**

REDUCE DISTRESS  
D Ask about fears and worries now

**Patient Education Materials**  
Last Updated: 04 May 2019

Providing useful and timely information to your patients and their families is key to trauma-informed pediatric health care.

[Downloadable Pediatric Patient Education Handouts](#)

Evidence-based pediatric patient education handouts for helping children and adolescents (and their parents and siblings) cope with illness, injury, hospitalization, and more.

[Resources and links for patients and parents](#)

Suggested books and reading materials for parents and children; and links to other web resources on related topics (fears and worries; pain, sleep problems) that your patients and their parents may find useful.

**Download / Print Patient Handouts**

**Self-Care for Providers**

**Online Education for Providers**

**For Child Welfare Professionals**

**For Parents and Children**

**Recent Posts**

[Download / Print Patient Handouts](#)

[Patient Education Materials](#)

Facebook Twitter Google+ LinkedIn Print

### When Your Child has Existing Health Concerns

Parenting a child with existing healthcare needs can be especially stressful during a disease outbreak or pandemic. The following tips can help:

- ✓ **Keep in touch with your child's healthcare team.** They are the best source of accurate information about current affairs and how they might impact your child.
- ✓ **Rely on trusted sources.** Misinformation can be spread online, even by well-intentioned people. Rely on national disease groups and your child's healthcare team to answer your questions. Don't be afraid to ask about something that you see online.
- ✓ **Check in about health-related worries.** Your child might be nervous about things like running out of medications. Provide fact-based reassurance whenever possible.
- ✓ **Be sensitive to "triggers".** Seeing or hearing things about the disease, the hospital, and dying might be especially scary for kids with underlying health issues. Keep in mind that your child might react in ways that surprise you.
- ✓ **Give everyone a chance to ask questions.** Brothers and sisters may also be worried – give them factual, age-appropriate information.

### Putting it Into Practice: Using These Tips at Home

**Do:** Help put feelings into words.  
**Say:** "A lot's been happening. Is there anything you're wondering, or worried about?"

**Do:** Help put feelings into words.  
**Say:** "A lot's been happening. Is there anything you're wondering, or worried about?"

**Parent Tipsheets on COVID-19 (English & Spanish)**

**Do:** Help your child feel in control.  
**Say:** "Way to go, GermBuster powers! Let's wash our hands."

**Do:** Promote connection.  
**Say:** "You can still chat with your friends."

**Do:** Model reaching out to others.  
**Say:** "When I'm upset, I find someone to talk to."



# CENTER FOR PEDIATRIC TRAUMATIC STRESS

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## About the Center

Since 2002, CPTS has provided national leadership on medical traumatic stress & trauma-informed pediatric care as part of the NCTSN

- Focus on health care providers and systems
  - Tools for practice
  - Training (online & in person)
  - Resources for providers & families
  - Implementation projects

## National Child Traumatic Stress Network (NCTSN)

- Mission: Raise standard of care and improve access to services for traumatized children, their families and communities.
- 60+ centers across the US
- Address all types of child trauma and many different service systems
- Founded in 2001

CPTS is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS). The views, opinions, and content are those of the authors, and do not necessarily reflect those of SAMHSA or HHS.



# Appendix A:

## Self-assessment – Am I experiencing traumatic stress reactions?



# Rate your stress reactions

Acute Stress Disorder Scale (ASDS) adapted for COVID-19

---

**1=Not at all   2=Mildly   3=Medium   4=Quite a bit   5=Very much**

**Please consider how you have been feeling recently, related to COVID-19.**

- |   |          |
|---|----------|
| 1) Have you felt numb or distant from your emotions?  | 1) _____ |
| 2) Have you ever felt in a daze?  | 2) _____ |
| 3) Have things around you ever felt unreal or dreamlike?  | 3) _____ |
| 4) Have you ever feel distant from your normal self or like you were watching it happen from outside? | 4) _____ |
| 5) Have you been unable to recall important aspects of things that happened?                          | 5) _____ |
| 6) Have memories of things that happened kept entering your mind?                                     | 6) _____ |
| 7) Have you had bad dreams or nightmares?   | 7) _____ |
| 8) Have you felt as if you were reliving things that happened?  | 8) _____ |



# Rate your stress reactions

Acute Stress Disorder Scale (ASDS) adapted for COVID-19

---

**1=Not at all   2=Mildly   3=Medium   4=Quite a bit   5=Very much**

**Please consider how you have been feeling recently, related to COVID-19.**

- |  |           |
|--|-----------|
| 9) Do you feel very upset when you are reminded of things that happened? | 9) _____  |
| 10) Have you tried not to think about it?                                | 10) _____ |
| 11) Have you tried not to talk about it?                                 | 11) _____ |
| 12) Have you tried to avoid situations or people that remind you of it?  | 12) _____ |
| 13) Have you tried not to feel upset or distressed about it?             | 13) _____ |
| 14) Have you had trouble sleeping?                                       | 14) _____ |
| 15) Have you felt more irritable?  | 15) _____ |
| 16) Have you had difficulty concentrating?                               | 16) _____ |

# Rate your stress reactions

Acute Stress Disorder Scale (ASDS) adapted for COVID-19

**1=Not at all   2=Mildly   3=Medium   4=Quite a bit   5=Very much**

**Please consider how you have been feeling recently, related to COVID-19.**

- 17) Have you become more alert to danger? 17) \_\_\_\_\_
- 18) Have you become jumpy? 18) \_\_\_\_\_
- 19) When you think about it, do you sweat or tremble or does your heart beat fast? 19) \_\_\_\_\_
- 20) Thinking about all of these reactions together, how much are they bothering you or getting in the way of your work, relationships, or other parts of life? 20) \_\_\_\_\_

**SCORING:**  
**Am I having**  
**significant**  
**reactions?**

**Sum of items 1 to 19  $\geq$  56**  
and/or  
**Rated item 20  $\geq$  3**

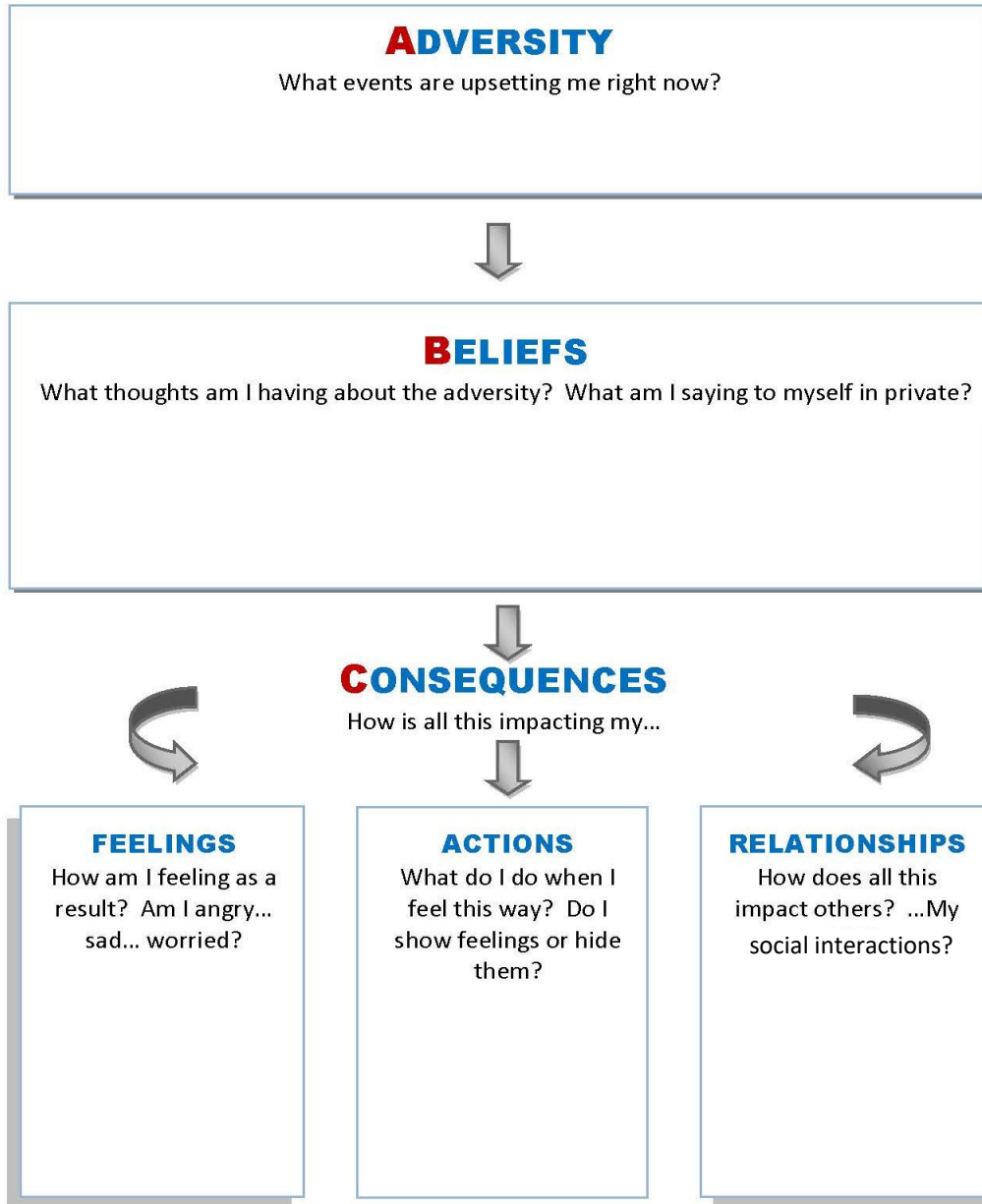
**CLICK TO RETURN TO PROGRAM**

# Appendix B:

## Blank tools for your use



# ABC Model



# 4 Steps to Reframing

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**Step 1:**  
Accept the  
Uncontrollable



**Step 2:**  
Focus on the  
Controllable



**Step 3:**  
Acknowledge Your  
Own Strengths



**Step 4:**  
Use the Positive

# COVID-19 Roadmap

## CURRENT POSITION ON MAP

## STARTING POSITION ON MAP

## FUTURE POSITION ON MAP

