Covid 19 Resources for Resilience - Click the Links

Helping Ourselves

Coping with Coronavirus Stress - Psychology Today Article

- Strategies to help you maintain mental wellness during the Pandemic
- Recognize your stress
- Manage what you can; release what you cannot.
- Know your limits
- Practice self-care

Coping with Stress During Infectious Disease Outbreaks - SAMHSA.gov

- Know the signs of stress in yourself and your loved ones.
- Know how to relieve stress, and know when to get help.

Helping Children

Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks - SAMHSA.gov

This outlines a caregiver or Teacher’s response depending on the age and development of the child.

Talking to Children About Tragedies & Other News Events - HealthyChildren.org


Highlights:
- Remain calm and reassuring.
- Make yourself available
- Avoid excessive blaming
- Monitor television viewing and social media.
- Maintain a normal routine to the extent possible
- Be honest and accurate
- Know the symptoms of COVID-19
- Review and model basic hygiene and healthy lifestyle practices for protection.
- Discuss new rules or practices at school
- Communicate with your school.
- Take Time to Talk
- Keep Explanations Age Appropriate

Helping Families

Protect Your Family's Mental Health During the COVID-19 Pandemic, Mar 18, 2020

Highlights:
- Know That This Will End
- Make Social Distancing and Self-Quarantining Manageable
- Create a schedule for yourself and your children for each day.
- Your family's schedule should include physical activity
- Limit your family's exposure to news.
- Use technology for social interaction
- Starting Now, Make Plans Only for the Very Near Future – About Three Days
- Rely on Official Health Recommendations to Make Difficult Decisions
- Acknowledge Painful Changes Related to Social Distancing
- Know Anxiety or Depression Could Get Worse
- Try Not to Pass Your Anxiety on to Your Kids
A. Highlights:

- **Create a Safe Health Care Environment in the Aftermath of a Disaster**
  ...Sites that may deliver care in the aftermath of a disaster should be designed to minimize the likelihood of contributing additional stress to children.

- **Common Adjustment Reactions of Children to Disasters**
  ...Research has shown that after a major disaster, a large proportion of children in the affected community will develop adjustment reactions, with many qualifying for a diagnosis of a mental health condition, often related to trauma, anxiety, or depression...

- **Bereavement and Secondary Stresses**
  ...Disasters may worsen pre-existing problems, such as financial strain, parental depression, parenting challenges, or child behavior problems, which may have been adequately compensated or addressed in a setting of less stress. Disasters often also initiate a cascade of secondary losses and stressors that may become the primary concern for a particular child or family...

B. Risk Factors for Adjustment Difficulties and Guidelines for Referral

1. **Pre-existing factors**
   - Previous psychopathology, significant losses, attachment disturbances, limited coping skills, or other traumatic events.
   - Socioeconomic differences that result in lower levels of postdisaster resources and support.

2. **Nature of disaster experience**
   - Injury of the child or death or injury of those close to the child.
   - Nature and extent of exposure, including number of deaths, physical proximity to disaster, and extent of personal loss.
   - Extent of exposure to horrific scenes (including indirectly through the media).
   - Child’s perception (at the time of the event) that his or her life was in jeopardy.

3. **Subsequent factors**
• Personal identification with the disaster or victims.
• Separation of child from parents or other important caregivers as result of event.
• Loss of property or belongings; need to relocate or other disruption in daily routine or environment.
• Parental difficulty in coping, substance abuse, mental illness.
• Lack of supportive family communication style.
• Lack of community resources and support.

C. Basic Supportive Services and Psychological First Aid
All individuals directly affected by a disaster should be provided psychological first aid, which involves psychoeducation and supportive services to accelerate the natural healing process and promote effective coping strategies.

D. Notification and Media Coverage

E. Promoting Effective Coping Strategies
Advocating specific coping strategies for children after a disaster can be challenging because of the interaction among a number of factors, including a child’s personal characteristics, preexisting functioning, and developmental level.

F. Consultation to Schools
After a disaster, schools are likely to see negative effects on learning among their students, and staff may find it difficult to teach or manage their classes unless adequate supports are put in place immediately after the disaster and maintained until recovery has been completed.

G. Short- and Long-Term Interventions
The goal of short-term intervention is to address immediate physical needs and to keep children safe and protected from additional harm; to help children understand and begin to accept the disaster; to identify, express, validate, and cope with their feelings and reactions; to reestablish a sense of safety through routines and family connections; to start to regain a sense of mastery and control over their life; and to return to child care or school and other developmentally appropriate activities.

H. Professional Self-Care
(Caregivers, teachers, physicians, etc) may find that they need to provide more direct mental health services and basic medical services while also helping families navigate the process to obtain social services. The “emotional labor” during disasters can be highly strenuous. In addition, it can be difficult to witness the distress of patients and their families (as well as that of other staff); vicarious traumatization can result from repeated exposure to the evocative stories of patients and their families. Reminding oneself that one is making a positive impact...

**Psychological Resources for Covid 19**

Links relevant to our work with Children, Families and Staff

*Psychological Distress & Coronavirus - Providing Support to people in isolation*

...special attention should be given to children, those with a learning disability, and those in minority groups at risk of discrimination

**Psychosocial mental health and wellbeing support for staff**

1. **Looking after yourself**: supporting resilience and wellbeing in health and social care workers.
2. **Looking after people**: providing psychosocial support to patients and the public using Psychological First Aid.
   - Psychological First Aid Slide Show
3. **Looking after your staff**: Responding to distress in frontline health-workers, advice for managers and organisations supporting health and social care workers.

**The Psychological Impact of quarantine** and how to reduce it

*Highlights*

- Information is key; people who are quarantined need to understand the situation
Effective and rapid communication is essential
Supplies (both general and medical) need to be provided
The quarantine period should be short and the duration should not be changed unless in extreme circumstances
Most of the adverse effects come from the imposition of a restriction of liberty; voluntary quarantine is associated with less distress and fewer long-term complications
Public health officials should emphasise the altruistic choice of self-isolating

Just Listening for Covid 19  Emotional distress around COVID-19 is not a 'mental illness': It is an understandable and common human experience. Connecting emotionally with others at this time is a way to feel deeply listened to. We can then begin to understand our common emotional distress and find hope and meaning in mutuality

addressing mental health and psychosocial aspects of COVID-19 Outbreak
Overview of the MHPSS Response to COVID-19

- Overarching principles and guidelines for response
- Globally recommended activities
- Recommended interventions during the COVID-19 outbreak
  - For older adults to cope with stress
  - Page 12 - Supporting the needs of people with disabilities
  - Page 13 - Messages & activities for helping children deal with stress
  - Activities for adults in isolation/quarantine
  - Supporting people working in the COVID-19 response
○ Messages directed at the community-level


Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19),

Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About,