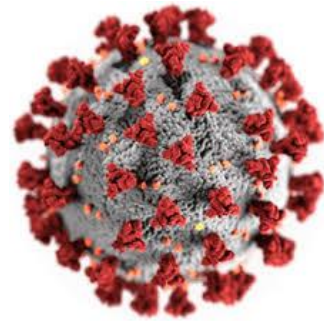


RESPONDING TO A PANDEMIC: COVID-19 AND INTEGRATED PRIMARY CARE

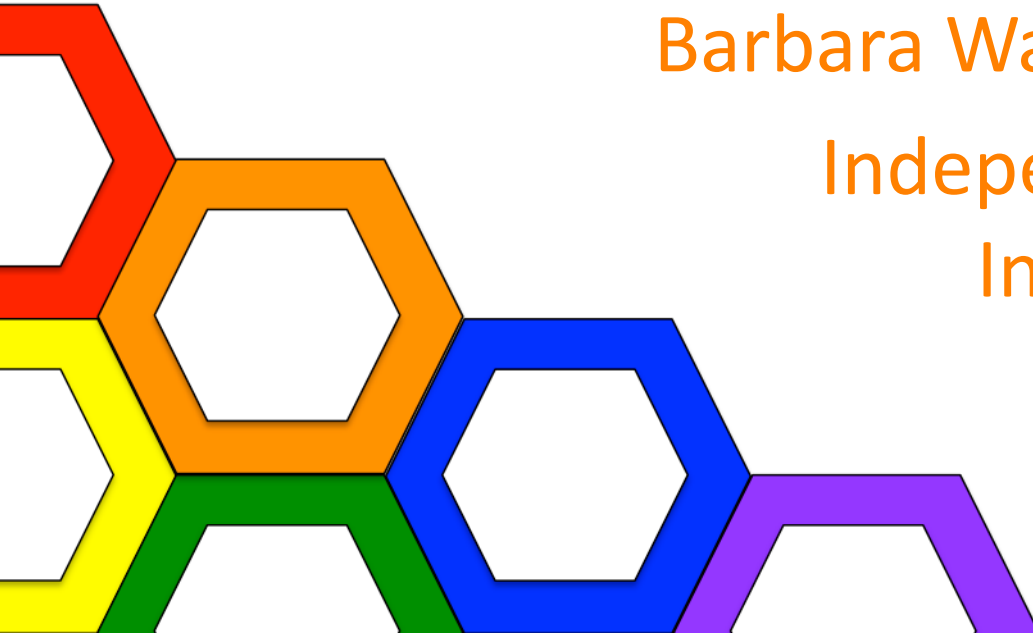


Nancy B. Ruddy, Ph.D.

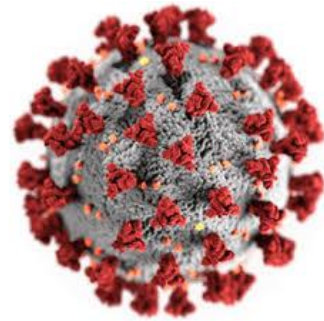
Barbara Ward-Zimmerman, Ph.D.

Independent Consultants on
Integrated Primary Care

Contact: nruddyphd@gmail.com



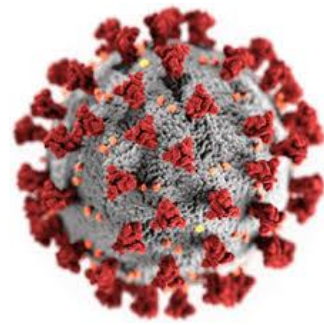
Learning Objectives



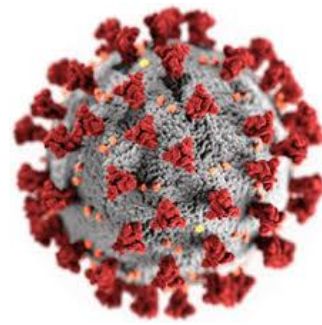
- Following this presentation, participants will be able to:
 - Identify three ways integrated behavioral health providers can be of assistance regarding COVID-19
 - List three strategies to help people cope with anxiety related to COVID-19
 - List three strategies to help people cope with life disruptions associated with COVID-19



Behavioral Health Role During a Pandemic

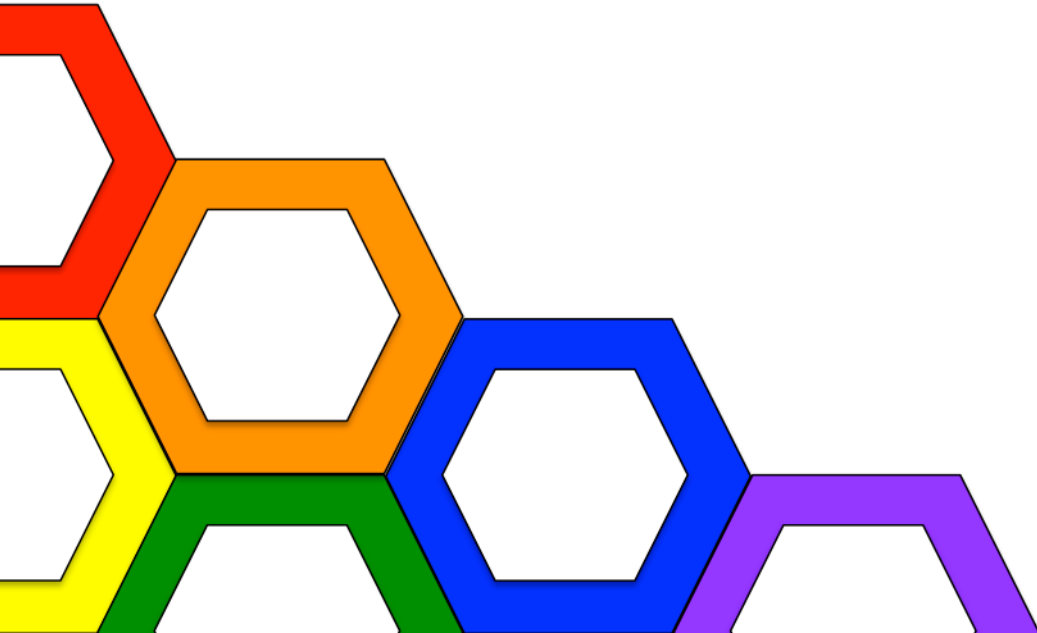


- Support medical providers and other team members as they cope with COVID-19
- Promote health behavior change to enhance prevention of COVID-19 transmission
- Provide direct services and other resources to help patients cope with COVID-19 related anxiety
- Provide direct services and other resources to help patients cope with life disruption associated with COVID-19

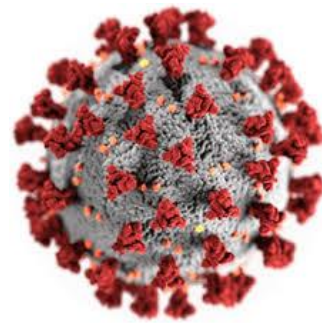


Help the helpers....

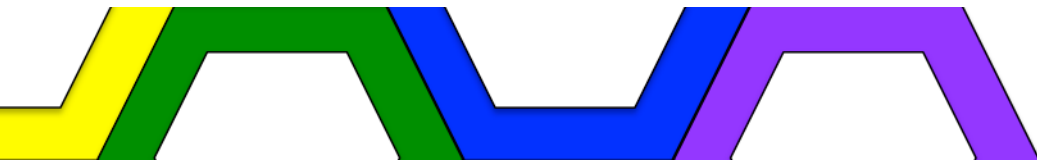
PROVIDER FACING INTERVENTIONS



Supporting Providers



- Acknowledge legitimate concerns while supporting a sense of agency
- Facilitate advocacy to minimize risk to providers and staff
- Provide resources to facilitate discussion with provider and staff families
- Provide stress management resources and support



Feeling worried or anxious?

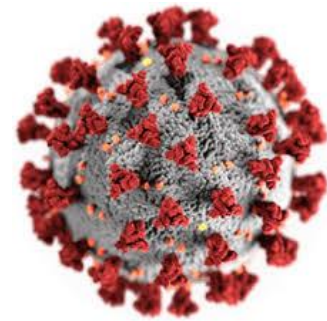
Increased anxiety is common as we navigate Covid-19 and its broad consequences. Patient care and uncertainty about health outcomes, finances, childcare, travel and scheduled events are highly stressful. Action is one of the best treatments for anxiety. Share your concerns and problem solve with colleagues, family and friends to plan coping steps.

Pace Yourself

Our work is a marathon not a race. Monitor yourself for excessive fatigue, irritability, poor focus or marked anxiety. If we run on empty, we can't care for our patients, families or communities.

Breathe

Try mindful breathing several times a day. Take a moment for low and slow breaths before getting out of the car, when you enter your work area, prior to entering a patient room or a procedure. Breathing is calming and helps concentration.



Maintain Good Health Habits

As stress and demands increase, our health habits often take a hit. Bring your meals to work to maximize healthy eating, limit alcohol and THC use, prioritize exercise and get some sunlight!

Keep Moving

Aerobic exercise is vital for stress reduction. Consider walking, biking, running and hiking, throwing a frisbee or ball as well as exercise and yoga videos if gyms and other exercise facilities close. For home exercise and Yoga videos see: [fitnessblender.com](https://www.fitnessblender.com) and [yogawithadriene.com](https://www.yogawithadriene.com). A short aerobic walk or workout is better than nothing!

Stay Connected

Reach out to family, friends, colleagues and your favorite community groups for social contact. Call, Facetime, Zoom, Skype, or try Google Hangouts to reduce your isolation. Meaningful and fun connection, emotional support and healthy problem solving are vital to your health and well-being. Consider joining another family or friend for a meal by social media to reduce isolation for everyone.

Take Breaks at Home and Work

Work with your team to take mini breaks. Even a 10-minute walk during your shift is calming and improves vital energy and focus. Plan down time at home. Exercise, distraction with a good book, movie, podcast, games with your family, and mindfulness techniques help us refuel physically and emotionally.

Maintain Structure at Home

If you or your children are working from home, establish a consistent workspace to help with focus and productivity. Plan breaks as well.

Promote Team-Work

If you have children or relatives who need care, let your team, friends and neighbors know asap. They may be in the same situation and relieved to develop a shared plan to help with family responsibilities.

Flexibility is Key

Increased demand for care, social distancing and other unique stressors will test our flexibility and adaptability. We will all have to practice outside of the box – especially when things go wrong and are chaotic. It's ok – ask for support, evaluate, modify and move forward.



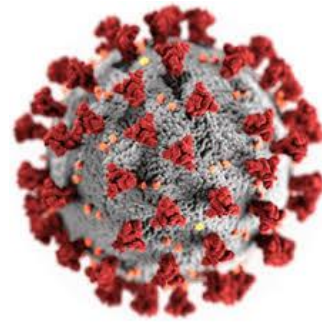
University of Colorado **Anschutz Medical Campus**

Department of Psychiatry

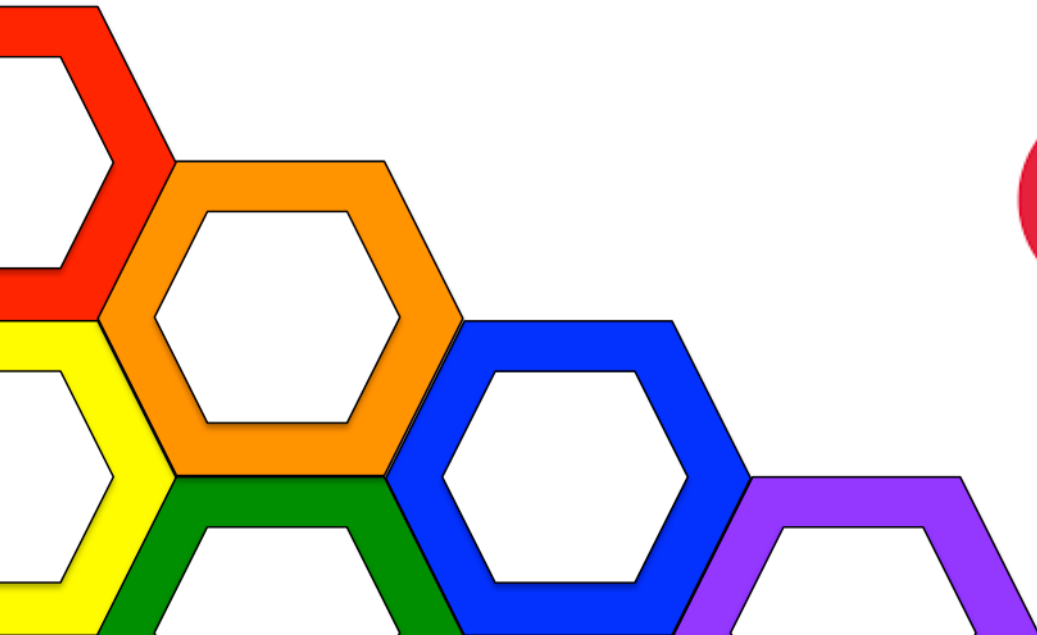


BRAIN HEALTH for all, for life.

Resources for Providers



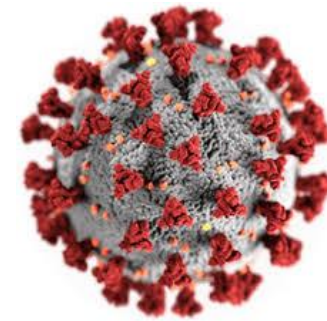
[Headspace.com/health-covid-19](https://www.headspace.com/health-covid-19) (need NPI #)



TEN
PERCENT
HAPPIER

Sleep App: Free w/ code HEALTHCARE

Smartphone Apps



-  **7 CUPS**
Trained, Volunteer Active Listeners for acute or ongoing issues
-  **CBT-I COACH**
Use with CBT for Insomnia to improve sleep
-  **STOP, BREATHE & THINK**
(for kids) Brief Meditation
-  **MOODTOOLS & FEARTOOLS**
Depression and anxiety resources
-  **DREAM EZ**
Based on Imagery Rehearsal Therapy (IRT) to diffuse nightmares
-  **HEADSPACE**
Learn & practice Mindfulness Meditation
-  **JOYABLE**
Cognitive Behavioral Therapy (CBT) for depression and anxiety.
Available free by referral
-  **ANGER & IRRITABILITY MANAGEMENT SKILLS** Learn to better cope with anger
-  **INSIGHT TIMER**
Guided meditation for a variety of Learners
-  **WHAT'S UP?**
Monitor your mood and apply CBT and ACT Strategies
-  **STAY QUIT COACH**
Get help with tobacco cessation treatment
-  **MINDFULNESS COACH**
Learn to practice mindfulness Meditation
-  **MINDSHIFT**
Learn to cope with anxiety and fear
-  **BOOSTERBUDDY**
Help teens to improve resiliency and healthier overall
-  **10% HAPPIER**
Guides meditation and explains why it is beneficial.
-  **MOOD COACH**
Learn and practice behavioral activation to feel better
-  **PARENTING2GO**
Strengthen your relationship with your children in the moment
-  **BREATHE2RELAX**
Manage stress by through deep breathing exercises
-  **POSITIVE ACTIVITY JACKPOT**
Find local activities to improve mood
-  **MOVING FORWARD**
Learn problem-solving for better decisions and outcomes
-  **Tactical BREATHER**
Use breathing to control response during times of stress
-  **MY DIET COACH**
Help to make manageable lifestyle changes
-  **LOSE IT**
Calorie and fitness tracking
-  **GoodRx**
GOODRX Compare medication prices



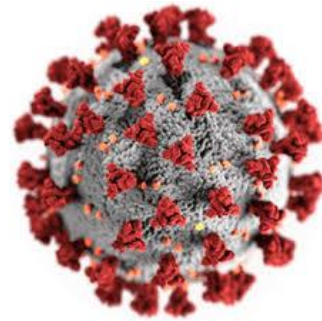
YOGA
Yoga by Adriane YouTube
DoYogaWithMe.com
(or YouTube)



Direct services are challenging to access – even *not* during a pandemic – opportunity to embrace apps and alternative forms of assistance!

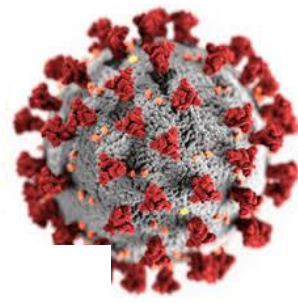
Thanks to Julie Schirmer, MSW,
Maine Medical Center, Portland ME

Other strategies



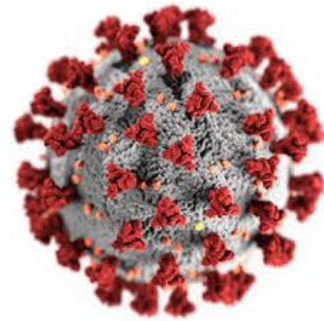
- “Happy (half) hour” – anyone on staff can talk to you via Zoom, a little virtual support group
- Brief webinars that outline coping mechanisms
- Staff activities to promote wellness (brief breathing breaks, connection points during day, providing food and brief breaks)
- Daily communications to inspire and support, focus on gratitude

Enhancing Engagement in Online Groups (for providers and patients)



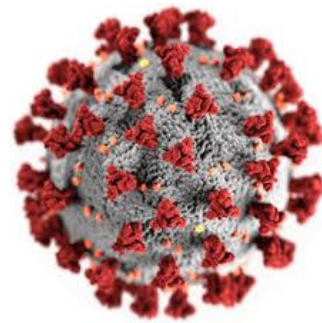
- Start meeting in way that helps participants be on emotional (rather than intellectual) plane from beginning (e.g., use a rhetorical question)
- Include an experiential exercise mid-way through (e.g., brief relaxation)
- Use questions to elicit their wisdom, rather than sending message that only professionals have answers
- Set aside time for a “question and answer” format
- Use a “call to action” (e.g., how can you apply this to your biggest coping challenge...”)
- Allow time for discussion
- At the end, consolidate and solidify learning.
 - “You learned 3 skills today ...”
 - “Which of these can you use for your biggest coping challenge?”
 - “Would anyone like to share?”

Families of Providers



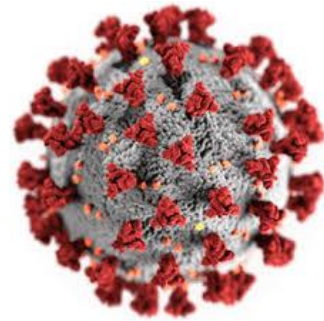
- Explaining self isolation to children
 - “Right now, I’m helping people who are sick become healthy again. I need to make sure I don’t make you sick, so we can’t have our bodies be close to each other right now. But I am going to do my best to be available to you. Let’s talk about ways we can feel close to each other without being right next to each other.”
 - Share ideas with colleagues
 - Be realistic about how “available” you can be, given physical and emotional exhaustion

Families of Providers



- Dealing with fears for providers' safety
 - CBT resources for anxiety work for providers and family members too!
- Partner/others overwhelmed with new normal
 - Pull in supports where possible
 - Acknowledge limits, lower standards
 - Use virtual supports, esp. other families of providers who understand specific issues

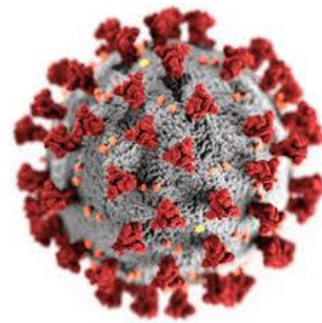
General Guidelines for Talking to Children about COVID-19



- Set the stage – have a calm mental state before the conversation
- Initiate conversation – don't wait for your child to begin
- Find out what they know, elicit concerns & questions
- Remind child of overcoming past challenges; emphasize resilience
- Acknowledge uncertainty but focus on what is in your control
- Engage children in activities that emphasize positive actions (e.g., hand washing, etc.)
- Reassure that you will be there for them
- Use resources (stories, videos etc.)

<https://www.huffpost.com/entry/coronavirus-how-to-talk-to-kids-disease | 5e5c615ac5b601022113151d>

Age Specific Considerations¹



AGE GROUP	REACTIONS	HOW TO HELP
PRESCHOOL	Fear of being alone, bad dreams Speech difficulties Loss of bladder/bowel control, constipation, bed-wetting Change in appetite Increased temper tantrums, whining, or clinging behaviors	Patience and tolerance Provide reassurance (verbal and physical) Encourage expression through play, reenactment, story-telling Allow short-term changes in sleep arrangements Plan calming, comforting activities before bedtime Maintain regular family routines Avoid media exposure



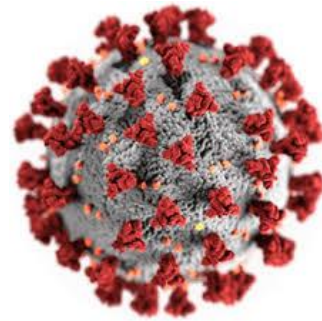
National Childhood Trauma Network (2020). Epublication.

https://www.nctsn.org/sites/default/files/resources/fact-sheet/outbreak_factsheet_1.pdf

Accessed March 25, 2020



Age Specific Considerations¹



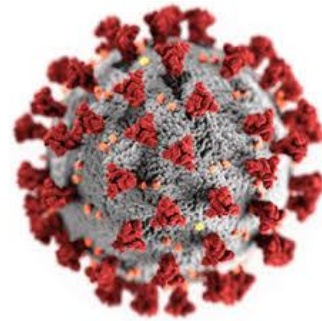
SCHOOL-AGE (ages 6-12)	Irritability, whining, aggressive behavior Clinging, nightmares Sleep/appetite disturbance Physical symptoms (headaches, stomachaches) Withdrawal from peers, loss of interest Competition for parents' attention Forgetfulness about chores and new information learned at school	Patience, tolerance, and reassurance Play sessions and staying in touch with friends through telephone and Internet Regular exercise and stretching Engage in educational activities (workbooks, educational games) Participate in structured household chores Set gentle but firm limits Discuss the current outbreak and encourage questions. Include what is being done in the family and community Encourage expression through play and conversation Help family create ideas for enhancing health promotion behaviors and maintaining family routines Limit media exposure, talking about what they have seen/heard including at school Address any stigma or discrimination occurring and clarify misinformation
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National Childhood Trauma Network (2020). Epublication.

https://www.nctsn.org/sites/default/files/resources/fact-sheet/outbreak_factsheet_1.pdf

Accessed March 25, 2020

Age Specific Considerations¹



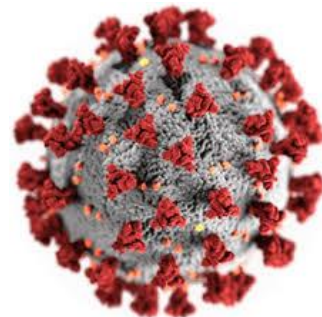
ADOLESCENT (ages 13-18)	Physical symptoms (headaches, rashes, etc.) Sleep/appetite disturbance Agitation or decrease in energy, apathy Ignoring health promotion behaviors Isolating from peers and loved ones Concerns about stigma and injustices Avoiding/cutting school	Patience, tolerance, and reassurance Encourage continuation of routines Encourage discussion of outbreak experience with peers, family (but do not force) Stay in touch with friends through telephone, Internet, video games Participate in family routines, including chores, supporting younger siblings, and planning strategies to enhance health promotion behaviors Limit media exposure, talking about what they have seen/heard including at school Discuss and address stigma, prejudice and potential injustices occurring during outbreak
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National Childhood Trauma Network (2020). Epublication.
https://www.nctsn.org/sites/default/files/resources/fact-sheet/outbreak_factsheet_1.pdf

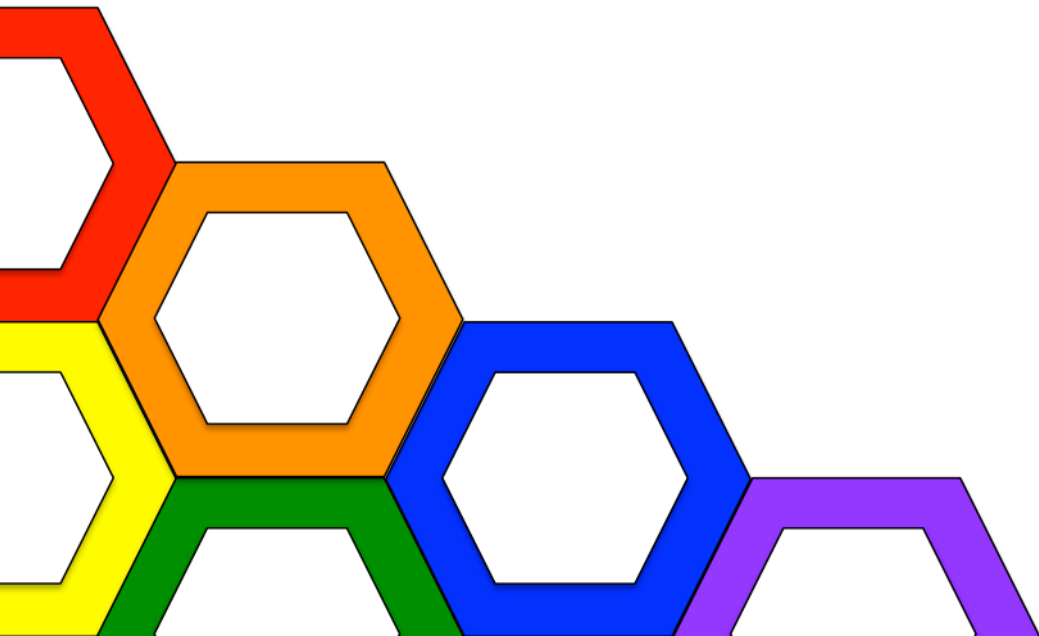
Accessed March 25, 2020



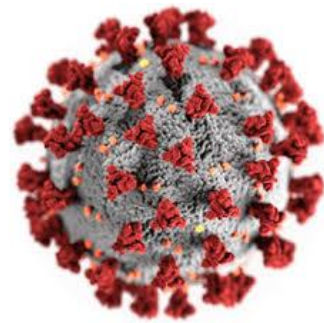


Providing direct and indirect services...

PATIENT FACING INTERVENTIONS

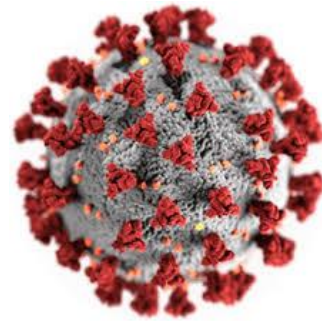


Facilitating Patient Behavior Change for COVID-19 Prevention



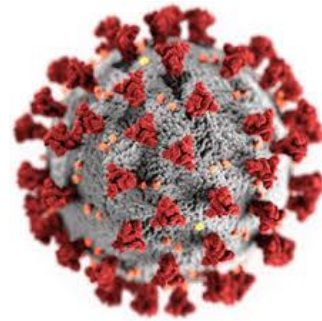
- At this point, not engaging in social distancing is NOT lack of information
 - Treat like any other adherence issue – ASK WHY?
 - Receipt of non-evidence based information
 - Perception that COVID-19 is not relevant
 - Denial/self perception of protected by own “strength”
 - Use MI; is concern for others a motivator?
 - Address the issues; recognize limitations; accept lack of power as provider – can’t fix everything!

The Anxious Patient



- COVID-19 feeds into every fear, esp. for somatically focused patients
- Help to be in the “now” rather than in the “what might be”
 - Grounding
 - Relaxation Techniques
 - Reduce exposure to news/sensationalism
 - Facilitate self appraisal of everyday symptoms
 - Ensure they know when to reach out for assistance
 - Engage family and other supports

FACE COVID¹

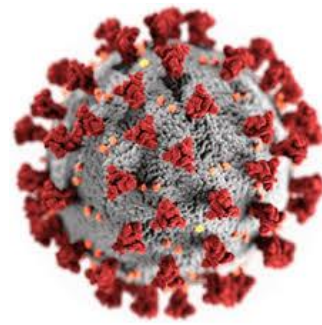


- F: Focus on what's in your control
- A: Acknowledge thoughts and feelings
- C: Come back into your body
- E: Engage in what you're doing
- C: Committed action
- O: Opening up
- V: Values
- I: Identify resources
- D: Disinfect and distance



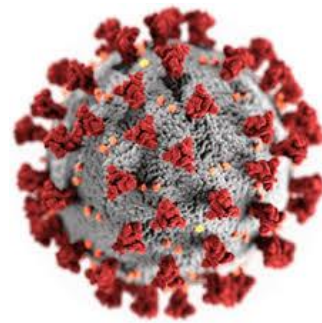
Harris, R. (2020). Face COVID: How to respond effectively to the Corona Virus. E-publication.
https://drive.google.com/file/d/117HY4z4mY5izJpR44ejuZ8rhTyoWEGEG/view?fbclid=IwAR1r8TLlBm5ny7wXHrreEOp6GaCPpmDWJBOXVWH7b6JUICfV_5g6EGKP9YA Accessed March 25, 2020.

Families and COVID-19

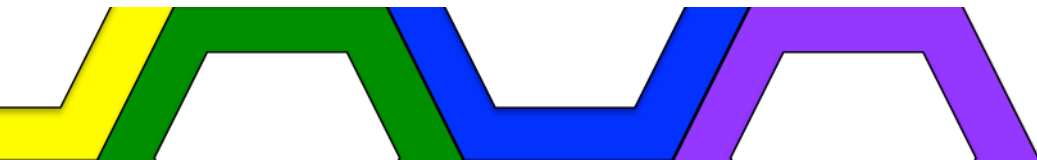


- The vulnerable are more vulnerable
 - Domestic violence/child abuse situations
 - Food insecurity, financial peril
- Normalize frustrations, conflicts
- Encourage breaks from one another
- Pull in supports as possible
- Help people set reasonable expectations for themselves

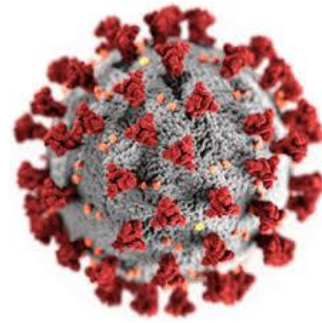
Wellness for All



- Sleep hygiene
- Nutrition
- Connection
- Routine
- Exercise, ideally outdoors w/ social distancing
- Avoiding information overload
- Taking breaks
- Expectation setting
- Being in the “now”

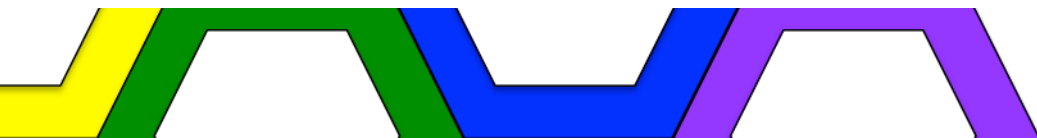


Working from Home¹

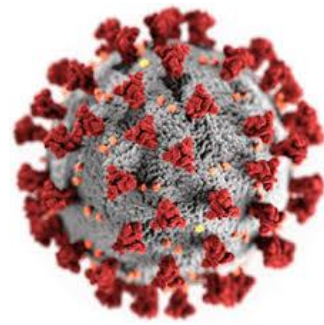


- Minimize distractions
- Set goals and boundaries
- Make a communication plan
- Seek social connection

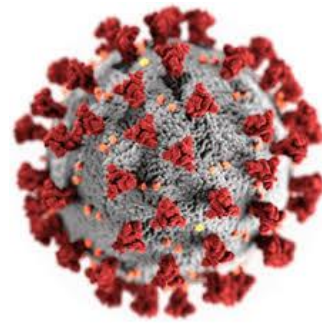
Greenbaum, Z. (2020). Psychologists advice for newly remote workers. E-publication:
<https://www.apa.org/news/apa/2020/03/newly-remote-workers> Accessed March 25, 2020



Stay safe, social distance, and
take care of one another!

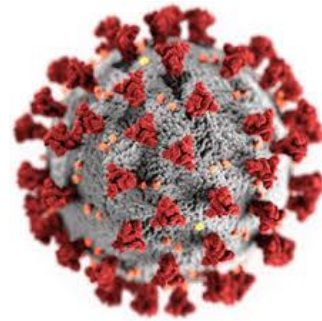


Resources for Providers



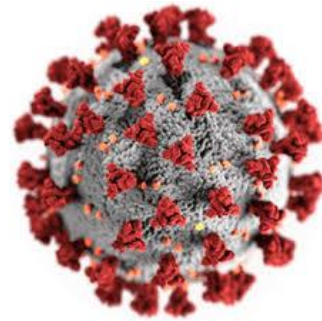
- [University of Colorado](#) provides a list of resources for providers to practice self-care during this time
- [Montefiore](#) provides a webinar on how to manage anxiety related to COVID-19 for providers
- [American Psychological Association](#) provides a variety of links for healthcare providers about COVID-19 and how to manage stress
- [Telepsychology Wikiversity](#) page for tips and tricks
- [Intensive Care Society](#) provides a variety of resources for providers on how to manage their wellbeing during this time
- [Children's Mercy](#) provides information on managing Ethics while providing telehealth

Resources for Families



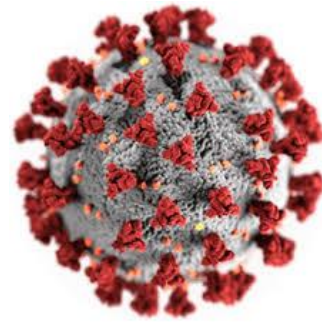
- [Child Study Center at NYU Langone Health](#) provides an educational webinar on general information about COVID-19, strategies on how to talk to children about COVID-19, and how to manage symptoms of children with different diagnoses (e.g., ADHD-ODD) during this time
- The [National Association of School Psychologists](#) provides tips for parents/caregivers on how to talk to children COVID and how to navigate school changes during this time
- [SAMHSA](#) provides tips for caregivers on how to talk to children and different reactions that children may have and how to manage these reactions
- [Center for Disease Control](#) provides general principles on how to talk to children about COVID-19

Resources for Families



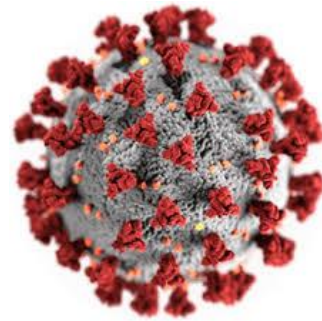
- [National Child Traumatic Stress Network](#) provides parents/caregivers information that they should know about COVID-19, how to prepare the family for an outbreak, coping with the outbreak, and resources for additional support
- [Center for the Study of Traumatic Stress](#) provides a variety of resources for families, providers, and leaders on how to support themselves and others
- [NPR](#) provides some comedic relief and created a comic for kids to understand more about COVID-19
- [Association of Psychologists in Academic Health Centers](#) provides a variety of resources for providers and families
- [UNICEF](#) provides ideas for teachers/caregivers on how to talk to children at different age levels about COVID-19

Resources for Families



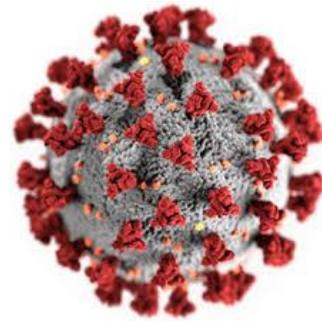
- [Nationwide Children's Hospital](#) provides caregivers with tips on how to talk to children about COVID-19, how to stay mentally healthy, how to manage indoor boredom, and a variety of other useful ideas
- [Story](#) that explains COVID-19 for young children
- The [New York Times](#) provides information for caregivers on how to talk to tween and teens about COVID-19 and managing anxiety related to the pandemic
- [Free wifi available](#) from Comcast
- [Social Stories](#) by VerySpecialTales.com about COVID-19
- [Kids Health by Nemours](#) has some strategies for talking to kids about COVID-19
- [MindHeart](#) has several great color bookings for multiple languages

Resources for Families



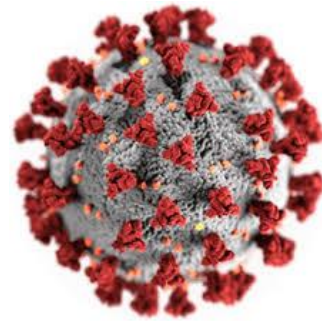
- [Sesame Street](#) on how to manage feelings related to COVID-19
- [The Autism Educator](#) provides a short story about COVID-19
- [Included in this folder](#) are a variety of COVID-19 PDFs
- [Child Mind Institute](#) provides information on how to support teenagers/young adults during COVID-19 crisis
- [Child Mind Institute](#) provides ideas to help children cope with traumatic events

Resources for Families



- [Emerging Minds](#) provides information on how to support children and young people during COVID-19
- [CHADD](#) provides resources for families on how to work with students with ADHD during this time
- [American Academy of Pediatrics](#) provides information for families about COVID-19
- [Parenting for Lifelong Health](#) provides resources for families on what COVID-19 is and how to keep families on track
- [Nationwide information](#) for families who are undocumented

Resources for Families



- [NYU Langone](#) provides a resource for caregivers on how to manage school concerns during this time
- [Department of Education](#) provides information for families about special education services during this time off of school
- The [School District of Philadelphia](#) provides links for curriculum-based assignments for all grade levels to help continue learning while children are at home
- [Kids Activity Blog](#) compiled a list of educational companies who are providing free resources