Covid-19 Mental Health Issues
A Compilation

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LOYOLA UNIVERSITY CHICAGO
Preparing people to lead extraordinary lives

NNDC INDIA FOUNDATION
(National Network of Depression Centers)
Credits

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www.nndcifoundation.org

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The compiler takes no credit for the materials in this guide and serves solely as a curator of the information.

Updated 4.24.2020
This photo has been shared by doctors in Greece. “The one who stayed away saved all the rest”
We are inundated by a plethora of information on COVID-19 pandemic—through news broadcasting as well as through social media, guidelines from various professional associations, advocacy groups, state and governmental agencies, universities, etc.

Besides the COVID-19 pandemic, the world is also facing an “infodemic” that has emerged out of misinformation online. Please refer to (http://covid19misinfo.org). With a tagline of “Come for the misinformation, stay for the facts,” the site offers a real-time information dashboard to help users track the veracity of current coronavirus claims.

Since the available information is scattered all over the place and it has become hard to find the source of information, I thought I should put together a compilation of as many of the authentic sources as possible.

This collection represents a broad spectrum of a variety of recent publications about COVID-19, with the primary focus on related mental health issues. This by no means is exhaustive. This was compiled very rapidly or in a short-order, just to have some relevant material on this topic that is easily available to the reader.

These materials represent a multidisciplinary perspective and are compiled with an international perspective. The contents are reprinted in their entirety wherever possible. This compilation will be made available online to the reader. The Table of Contents is just that; the list is not topic-wise and is poorly arranged. The contributors come from a variety of international institutions and organizations.

The compiler wants to take no credit for the contents, and the credit goes to individuals or groups who put together the subject matter in such a timely manner while addressing this pandemic of our lifetime. I dedicate this compilation to each and every one of them—the worried ones, the affected ones, the individuals and families who are suffering and dealing with this unseen enemy, the families who have lost their loved ones because of this pandemic, and individuals, professionals, and agencies representing various disciplines and walks of life, who are working on this malady affecting humanity in an ongoing and tireless manner.

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I don’t have health insurance or a regular doctor – how can I get care?
What if I’m quarantined and can’t get my medication? Will there be a shortage?
My business is suffering as a result of the Coronavirus. What assistance programs are available to help?
Are people who have a mental illness at a greater risk of contracting COVID-19?
Is there a vaccine or cure for COVID-19?
I lost a loved one to Coronavirus. Where can I find support?
I’m a smoker. Am I more likely to catch COVID-19? What should I do?
How does homelessness increase risk of contracting COVID-19?
My loved one is incarcerated, are they at increased risk for exposure to COVID-19?
I’m the aging parent of an adult child living with a serious mental illness. I want to be sure they are taken care of.
Are there any online support resources for people with substance use disorders?

National Alliance on Mental Illness (NAMI)
COVID-19 Resource and Information Guide

Summary:
General information and resources on coping with anxiety, distress, and mental health in relation to the COVID-19 circumstances.

Download and read it here
Recommended Resource:

The Hindu

The Pandemic Notebook: A handy guide from The Hindu on understanding the coronavirus pandemic and staying protected against COVID-19

Summary:

A general and comprehensive guide about COVID-19 and how to stay protected. It is both detailed with research and easy to understand.

Contents:

- Introduction
- What are coronaviruses?
- A closer look at SARS-CoV-2
- Understanding the disease
- Protecting yourself against COVID-19
- Some common queries answered
- National and State helplines

Download and read it here

(links to: https://creatives.thehindu.com/covid_19_ebook.pdf)
Recommended Resource:

**Substance Abuse and Mental Health Services Administration (SAMHSA)**

Taking Care of Your Behavioral Health: Tips for Social Distancing, Quarantine, And Isolation During An Infectious Disease Outbreak

**Summary:**

A comprehensive guide to supporting mental wellness during times of social distancing and quarantine.

**Contents:**

- What To Expect: Typical Reactions
- Ways To Support Yourself During Social Distancing, Quarantine, and Isolation

(Links to: [https://www.samhsa.gov/sites/default/files/tips-social-distancing-quarantine-isolation-031620.pdf](https://www.samhsa.gov/sites/default/files/tips-social-distancing-quarantine-isolation-031620.pdf))
American Psychological Association (APA)
Keeping Your Distance to Stay Safe

Summary:
Psychologists offer insights on how to practice social distancing, while still getting the social support you need.

Contents:
• What to Expect
• Vulnerable Populations
• How to Cope
• What Happens Next
• Tools and Resources

(links to: https://www.apa.org/practice/programs/dmh/research-information/social-distancing)
Recommended Resource:

The National Child Traumatic Stress Network

Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 (COVID-19)

Summary:

A resource to help families cope physically and emotionally with the COVID-19 outbreak.

Contents:

- What You Should Know
- Preparing your Family for a Potential Infectious Disease Outbreak
- Reducing Your Family’s Risk: Hygiene, Medical Care & Supplies
- Coping with the Stress of an Infectious Disease Outbreak like COVID-19
- Helping Children Cope
- Seeking Additional Help

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

Download and read it here
Recommended Resource:

The American Psychiatric Association (APA)

Coronavirus and Mental Health: Taking Care of Ourselves During Infectious Disease Outbreaks
by Joshua Morganstein, M.D.

Summary:

An article for the general public and healthcare workers. This text provides guidelines and recommended actions for managing fear, anxiety, and distress, as well as coping with mental health issues exacerbated by the outbreak.

Download and read it here

Recommended Resource:

Massachusetts General Hospital Department of Psychiatry

MGH Psychiatry Guide to Mental Health Resources for COVID-19

Summary:
A curated list of resources for healthcare providers, patients, families, and children.

Contents:

General Mental Health & Coping

Specific Mental Health Conditions

For Families & Children

For Health Care Providers

Mindfulness & Other Tools

(Read it here: https://www.massgeneral.org/psychiatry/guide-to-mental-health-resources/)
Recommended Resource:

**Dr. Kate Castle**

*Psychological resilience through the pandemic*

**Summary:**

A 12-page booklet by Dr. Kate Castle, providing “evidence-based, self-help information and tips for getting through the coronavirus pandemic, based on psychology, neuroscience, resilience research and Cognitive Behaviour Therapy (CBT).”

(Links to: https://img1.wsimg.com/blobby/go/1627c96f-a696-4499-8816-51c7ba902ba6/downloads/Resilience%20through%20the%20pandemic.pdf?ver=1585153793947)

Contents:

**Developing psychological resilience**
- Tolerating uncertainty and managing worry
- Problem solving
- Building resilience
- Realistic optimism
- Use your strengths
- Gratitude and kindness

**Looking after ourselves**
- Connecting with others
- Managing media influence
- Working from home
- Routine and structure

**Managing other issues**
- Managing a mental health crisis
- Managing anxiety
- Managing conflict
- Managing sleep problems
- Managing loss and low mood

**Managing kids at home**
- Home schooling kids

**Making the most of the situation**
- Final thoughts

Download and read it here
Summary:

Chris Westfall interviews Anita Rao, M.D., a resident psychiatrist at a major research hospital in Chicago, who describes the importance of a “healthy anxiety.” Quoting the article, this is “a kind of balanced fear that can keep us away from danger, without falling into the sort of panic that removes all logic and clarity.”

Article dated 3/23/2020

(links to: https://www.forbes.com/sites/chriswestfall/2020/03/23/preparing-for-the-future-psychiatrist-advocates-for-healthy-anxiety/#9537e769d453)
Recommended Resource:

**Substance Abuse and Mental Health Services Administration (SAMHSA)**

Training and Technical Assistance Related to COVID-19

Summary:

A list of resource links to articles, recorded webinars, and online trainings that teach strategies on coping with psychological effects resulting from the COVID-19 outbreak.

Contents:

- Resources from MHTTC
- ATTC Resources
- PCSS Resources
- ORN Resources

Download and read it here

Health.mil News

Coronavirus: What providers, patients should know

Summary:

Guidelines and information about the COVID-19 outbreak, quoting advice from U.S. Public Health Service Commissioned Corps Dr. (Lt. Cmdr.) David Shih, a preventive medicine physician and epidemiologist with the Clinical Support Division, Defense Health Agency.

Article dated 1/24/2020

(links to: https://www.health.mil/News/Articles/2020/01/24/Coronavirus)
Many Americans Anxious Over COVID-19, APA Poll Finds

Summary:

Describes how the COVID-19 outbreak is affecting mental health in the American population.

Article dated 3/25/2020

(links to: http://alert.psychnews.org/2020/03/many-americans-anxious-over-covid-19.html)
Recommended Resource:

![Image](https://www.nytimes.com/2020/03/17/opinion/coronavirus-1918-spanish-flu.html)

**The New York Times**

The Single Most Important Lesson From the 1918 Influenza

Summary:

John M. Barry discusses what happened in 1918 and what we can learn from the Spanish Flu to combat the current pandemic. Mr. Barry is the author of “The Great Influenza: The Story of the Deadliest Pandemic in History.”

Article dated 3/17/20
Recommended Resource:

**The Talking Compass, Therapy & Counseling**

**COVID-19 Mental Health Resources List**

**Summary:**

A 4-page (continuously updated) list of links and resources such as relaxation strategies, anxiety guidebooks for children and teens, self-care guides, and guided meditations.

(links to: https://docs.google.com/document/d/12unLJKU06HAolN4s4L1Naq8HCmk29DbrmWSmeeodFHfY/edit)
Recommended Resource:

Centers for Disease Control and Prevention (CDC)

Stress and Coping

Summary:

The CDC’s recommendations for coping with stress during the COVID-19 pandemic.

Taking Care of Your Family During Coronavirus and Other Emerging Infectious Disease Outbreaks

Infectious disease outbreaks, including Coronavirus (COVID-19) that was first identified in China in December 2019, are a call to action for individuals and families to take responsibility for their own health. Although leaders in science, medicine, and government monitor and seek solutions for disease outbreaks, the best way to protect each family is through staying informed, practicing good basic hygiene and preventive measures, engaging in strategies to help manage stress, and learning ways to involve your children in family health care.

Staying Informed

Reliable sources of information during an infectious disease outbreak help ensure family members are taking appropriate steps to stay healthy and address uncertainty about where to find accurate information. Up-to-date, accurate recommendations regarding disease prevention, self and family care, and travel guidance can be found at the following websites:

- Centers for Disease Control and Prevention (CDC): www.cdc.gov
- American Red Cross: www.redcross.org
- Local American Red Cross chapter: www.redcross.org/where/chapts.asp

Information about infectious diseases for children:

- CDC: www.cdc.gov/childrenindisasters/index.html
- Schools are a reliable source of up-to-date health information about specific school recommendations and emergency plans. Plan for your child in the event of school closure, which may involve taking leaves or finding alternate care plans.

Good Basic Hygiene and Preventive Measures

- Avoid close contact with people who might be sick.
- Viruses spread mostly protects to persons through coughing or sneezing of infected people.
- Cover your nose and mouth with a tissue or sleeve when coughing or sneezing, and dispose of the tissue after use. If a tissue isn’t available, cough or sneeze into your elbow, not your hands.
- Avoid touching your eyes, nose, or mouth. Germs spread that way.
- Wash your hands regularly with soap and warm water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer.
- Wash your hands after coming home from public places, such as a school or playground.
- Clean frequently touched household surfaces with a disinfectant spray or wipes.
- If you get sick, stay home from work or school and limit contact with others to keep from infecting them.
- Eat a balanced, nutritious diet and get enough sleep every night.
- Engage in exercise for overall good health, and it may help reduce stress.
- Make sure everyone in your house has received a flu shot. Because we are more familiar with the flu, people might not worry as much about it, however, it is an important preventive behavior.
- Provide additional support to children with special needs.
- Taking precautions to stay healthy is particularly important for at-risk groups, such as very young children and others who have an underlying medical condition.

Contents:

- Staying Informed
- Good Basic Hygiene and Preventive Measures
- Strategies to Help Stay Calm
- Ways to Involve Your Children in Family Health Care

All CSTS Fact Sheets can be viewed at: https://www.cstsonline.org/resources/resource-master-list/coronavirus-and-emerging-infectious-disease-outbreaks-response

Download and read it here

(link to: https://www.cstsonline.org/assets/media/documents/CSTS_FS_Corona_Taking_Care_of_Your_Family.pdf)
Discussing Coronavirus with Your Children

Like any tough subject, Coronavirus (COVID-19) can be challenging for parents to talk about with their children. It is natural to want to protect children from overwhelming information. However, young children, even infants and toddlers, pick up on emotional changes in the family, and at times assume the worst. Most children have questions they need answered. When talking with children about coronavirus, parents should find a relaxed time and place, and provide sensitive and responsive caregiving while addressing their children’s questions and concerns. When parents feel calm and clear in their own understanding, it is easier to be calm and clear when explaining tough topics to children.

Goals of Speaking with Children About Coronavirus

- Provide basic information to help children understand what they may be seeing and hearing about the outbreak, and help them make sense of the changes happening in their families, schools and neighborhoods.
- Develop a “shared understanding” within the family about the virus, where it is and how it is spread, reassuring children that younger children are likely to look to their parents and siblings for guidance and reassurance.
- Reassure children that if anyone in their family becomes sick, they will receive the medical care they need.
- Use developmentally-appropriate explanations tailored to your child’s age, verbal ability, and cognitive understanding.

Communicating with Children at Different Developmental Levels

- The amount, type, and complexity of information sharing is different depending on the age and developmental level of each child.
- Communication with infants and toddlers involves communicating safety and consistency through physical presence and touch, and by maintaining family routines and schedules.
- Preschool children (3-5 year olds) are less likely to understand and will have had minimal exposure to the news. Staying home, using physical distancing, and promoting hygiene can be described as fun activities for preschool children.
- School aged children (6-12 year olds) may have a basic understanding of what the virus is and understand it is dangerous, but they may not understand why changes in their routines are required. Assess their level of understanding, and then provide further explanations to avoid misconceptions and confusion. Be honest and direct when answering their questions.
- Adolescents and young adults (13 year olds+) have a broader understanding of coronavirus, but may not fully comprehend the severity of the situation. They are exposed to social media more frequently, and are therefore more likely to receive inaccurate information. Address misconceptions and ensure access to reliable sources for up-to-date information. Be honest and direct.

Opportunities/Activities To Engage Your Children

Preschool and early school-aged children:

- Present home isolation as an adventure (e.g., a trip to Mars where their house is a spaceship and they cannot leave). Encourage children to keep a journal about their experiences.
- Encourage educational activities that promote home isolation as an opportunity to “learn at home.” Use drawings or dolls and figures to explain how germs can spread. These re-enactments can also be used to demonstrate the precautions needed to protect at-risk populations, such as older adults.
- Create games or songs that promote healthy hygiene habits around the household.

School aged children (6-12 year olds) may have a basic understanding of what the virus is and understand it is dangerous, but they may not understand why changes in their routines are required. Assess their level of understanding, and then provide further explanations to avoid misconceptions and confusion. Be honest and direct when answering their questions.

Download and read it here

(https://www.cstsonline.org/assets/media/documents/CSTS_FS_Discussing_Coronavirus_w_Your_Children.pdf)
Finding the Right Words to Talk with Children and Teens about Coronavirus

Explain What Coronavirus Is
Help children at all ages understand basic information about what the coronavirus is and why it is currently such an important topic. For example, children or certain groups of people should not be blamed for it. Although it is serious, it is not something to panic about.

Preschoolers
"Coronavirus is a new germ. Germs can spread from one person to another and make them sick."
"If Maria has the germ and coughs on Sebastian, then Sebastian could get the germ. Then Sebastian could spread the germ to his family and friends by sneezing near them."
"Not everyone has the germ, so don’t be scared. People are working on medicines to kill the germ, but this can take a long time."

School-age children
"Coronavirus is a new germ that spreads from person to person like a cold. Most people feel like they have a cold, but some people have trouble breathing and get other serious symptoms."
"Because coronavirus is caused by a new germ, scientists don’t have a medicine to treat it yet but they are working on it. This may take a long time—maybe several months or even a year."

Explain How We Protect Ourselves
Help children understand that proper hygiene (e.g., thoroughly washing hands, coughing and sneezing into elbows instead of hands, avoiding touching one’s face), maintaining a healthy diet, and good sleep habits are critical to preventing the spread of coronavirus. In addition, it is important to explain the reason why we need to maintain physical distance to avoid contagion.

Preschoolers
"When we sing the alphabet song together while we wash our hands, we make sure we wash long enough to get rid of any germs."

School-age children
"We make it harder for the germ to spread by washing our hands often, coughing into our elbows, and not touching other people."

Explain How We Protect People Who are at Risk
"Where did you hear about coronavirus? What do you already know about it? Do you have any questions?"
"Coronavirus is a new virus, or one that humans haven’t experienced yet. So it is harder for some people to fight off with our immune system."

Summary:
A 2-page fact sheet with guidance on finding the right words to talk with children and teens about Coronavirus based on their age (preschoolers, school-age children, and teenagers).

Download and read it here
(links to: https://www.cstsonline.org/assets/media/documents/CSTS_FS_Finding_Right_Words_Talk_Children_Teens_Coronavirus.pdf)
Emergency measures, such as requiring that children remain at home are critical methods to limit the spread of infection from the coronavirus (COVID-19) outbreak. Despite its positive public health benefits, for an individual child, being homebound can serve as an opportunity to spend time with family; but also can result in insufficient physical activity, irregular sleep patterns, weight gain, and decreased fitness. As many parents know, boredom and frustration are common during time required to be home and isolate. The lifestyle changes may also contribute to social isolation from peers and teachers, anxiety, and tension among family members due to a lack of personal space at home.

Importantly, public fear about COVID-19 that stigmatizes and scapegoats specific populations can further increase a child’s and family’s sense of isolation. Clinicians and parents can consider the following approaches to better manage homebound periods for children and families.

### Support the Family Structure while Homebound

To prepare, families can develop plans of action together when appropriate, include children in the family planning and prepare behaviors to help support their sense of agency and control.

- Plan physical activities that can be done while homebound.
- Maintain a healthy diet, good sleeping habits, and proper hygiene practices (e.g., regularly washing hands, covering mouth when coughing and sneezing, avoiding contact with face).
- Maintain routines related to bedtimes, meals, and exercise.
- Ensure basic supplies (e.g., food, water, soap, first aid provisions) and medications are readily available while homebound.
- Encourage children’s participation in household chores to facilitate their sense of accomplishment.
- Plan enjoyable family activities, such as games, movies, and exercise.
- Maintain a positive mood.
- Practice patience and tolerance, which can be difficult during this time and model healthy habits for the entire household.
- Engage in relaxation techniques to reduce stress.
- Avoid increased use of alcohol or tobacco.
- If a usual family activity, consider attending religious services online.

### Communicate Openly

During times of uncertainty, open communication is critical in helping children feel safe and secure.

- Stay informed.
- Explain COVID-19 and the purpose of being homebound in an age-appropriate and positive manner to children. Parents must gauge what their children can understand.
- Create an environment where children feel comfortable expressing their concerns and asking questions.
- Remind children that being homebound is temporary.
- Promote children’s sense of goodness, or “altruism,” by explaining that being homebound helps to keep other members of their community safe.
- Reassure children they will receive appropriate medical care if they become ill.
- Check in with children frequently to address newly emerging fears and misconceptions.
- Limit and closely monitor children’s use of media to reduce potential confusion, worry, and fear.
- Address misconceptions regarding stigma. For example, avoid terms other than “coronavirus,” such as “Chinese virus,” as these increase stigma and perpetuate misconceptions about the disease.
- Clarify what is known and what is unknown to prevent the spread of misinformation.

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**Summary:**

A 2-page fact sheet with guidance on supporting homebound children through the lifestyle changes of isolation from peers and teachers.

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Resources & Guides for Healthcare and Mental Health Professionals, Administrators, and Leaders
World Health Organization

COVID-19: Operational guidance for maintaining essential health services during an outbreak

Summary:

A guide for healthcare workers and administrators, this booklet offers critical strategic planning and coordinated action to ensure the maintenance of essential health service delivery, while reducing the risk of system collapse.

This booklet provides guidance on targeted immediate actions that countries should consider at national, regional, and local levels.

Contents:

Section 1: Establish simplified purpose-designed governance and coordination mechanisms to complement response protocols
Section 2: Identify context-relevant essential services
Section 3: Optimize service delivery settings and platforms
Section 4: Establish effective patient flow (screening, triage, and targeted referral) at all levels
Section 5: Rapidly re-distribute health workforce capacity, including by re-assignment and task sharing
Section 6: Identify mechanisms to maintain availability of essential medications, equipment and supplies

Download and read it here
(links to: https://www.who.int/publications-detail/covid-19-operational-guidance-for-maintaining-essential-health-services-during-an-outbreak)
World Health Organization & UNICEF

Key Messages and Actions for COVID-19 Prevention and Control in Schools

Summary:

A guide for teachers, school administrators, school staff, parents/caregivers, and community members. This booklet provides key messages and actions for early detection and control of COVID-19 in schools.

Recommended Resource:

World Health Organization & UNICEF

Key Messages and Actions for COVID-19 Prevention and Control in Schools

Summary:

A guide for teachers, school administrators, school staff, parents/caregivers, and community members. This booklet provides key messages and actions for early detection and control of COVID-19 in schools.

Contents:

I. FACTS ABOUT COVID-19: COVID-19, Non-Pharmaceutical Interventions (NPIs)

II. INTRODUCTION

III. SCHOOL ADMINISTRATORS, TEACHERS AND STAFF
• Key Messages & Actions
• Checklist

IV. PARENTS/CAREGIVERS AND COMMUNITY MEMBERS
• Key Messages & Actions
• Checklist

V. STUDENTS AND CHILDREN
• Checklist
• Age-specific health education
  - Preschool
  - Primary School
  - Lower Secondary School
  - Upper Secondary School

Download and read it here

Recommended Resource:

World Health Organization

Getting your workplace ready for COVID-19

Summary:

A guide for all sectors of society, providing key actions for containing the COVID-19 outbreak.

This guide is for both businesses and employees, as both have specific roles in stopping the disease.

Contents:

1. Simple ways to prevent the spread of COVID-19 in your workplace
2. How to manage COVID-19 risks when organizing meetings and events
3. Things to consider when you and your employees travel

Download and read it here

(links to: https://www.who.int/docs/default-source/coronaviruse/advice-for-workplace-clean-19-03-2020.pdf)
**Recommended Resource:**

*Inter-Agency Standing Committee (IASC)*

**COVID-19: How to include marginalized and vulnerable people in risk communication and community engagement**

**Summary:**

Marginalized people, such as the elderly, youth, children, persons with disabilities, refugees, and minorities, become even more vulnerable during emergencies. This guide provides actions for helping these populations.

**Contents:**

1. Children
2. Persons With Disabilities
3. Women and Girls
4. Pregnant Women
5. People Living With HIV
6. Gender-Based Violence Survivors
7. Refugees and Migrants
8. Elderly
9. People Living In Existing Humanitarian Emergencies
10. People With Preexisting Medical Conditions
11. Sexual and Gender Minorities
12. Ethnic Minorities
13. Key Protection, Gender, and Inclusion Actions for Risk Communications and Community Engagement

Recommended Resource:

Inter-Agency Standing Committee (IASC)

Interim Briefing Note: Addressing Mental Health and Psychosocial Aspects of COVID-19 Outbreak

Summary:

A summary of key mental health and psychosocial support (MHPSS) guidelines in relation to the COVID-19 outbreak.

Contents:

- Context
- Mental Health and Psychosocial Support (MHPSS)
- Mental Health and Psychosocial Responses to COVID-19
- Overarching Principles for an MHPSS Response to COVID-19
- Globally Recommended Activities
- Helping Older Adults Cope With Stress During the COVID-19 Outbreak
- Supporting the Needs of People With Disabilities During a COVID-19 Outbreak
- Messages & Activities for Helping Children Deal With Stress During the COVID-19 Outbreak
- MHPSS Activities for Adults in Isolation/Quarantine
- Supporting People Working in the COVID-19 Response
- Community MHPSS Messages During the COVID-19 Outbreak

Download and read it here

Psychiatric Times

The Role of Psychiatrists During the Coronavirus Outbreak

by Joshua Morganstein, M.D.

Summary:

A presentation explaining the role of psychiatrists during the COVID-19 outbreak, by Dr. Morganstein, Chair of the American Psychiatric Association Committee on the Psychiatric Dimensions of Disaster.

Download and read it here

(links to: https://www.psychiatrictimes.com/sites/default/files/legacy/mm/digital/media/03Mar_PTMorganstein_Coronavirus_PDF_V2.pdf)
Why are Healthcare providers uniquely at risk? Healthcare providers are the direct frontline in combating the spread and impact of COVID-19. Besides the obvious consequences of stress incurred in going towards rather than away from a feared situation, there are direct and indirect challenges to wellness. The demands of medical care result in competing demands of caring for patients, your own family and friends and yourself. In addition, those called to serve in healthcare are strongly committed to service and altruism, all of which may place you at risk for minimizing your own distress in order to care for others.

Differentiate helpful and problematic stress: It’s okay to feel stressed! Anxiety and stress are normal, expected reactions to crisis. In manageable amounts, stress can serve to increase focus, allow for clear prioritization of needs and protect resources. However, when stress peaks and hits the ‘turning point’, it can lead to physical and emotional distress. It may be harder to identify your emotional distress so check in with physical symptoms (muscle tension, hand tremors, poor appetite, sweating palms) which may better reveal your stress level. If you notice any of these things, please reach out for support!

Peer support: It’s okay to ask for help! Anxiety is a normal human response and is indicative that you care about your job and take it seriously. This is a difficult time. Research indicates that peer support is instrumental in surmounting these barriers and allowing healthcare workers to give and receive the support they need. If asking for help is hard, then clearly it takes strength do so. By reaching out to peers, you can change the culture within your team and department.

Ask for professional support: It’s okay to need professional support! Although the focus in traumatic situations is on the individual at the center of the trauma (in this context, the patient); others involved in the situation can also experience the effects of that trauma, including medical providers treating the patient. During or in the immediate aftermath of a trauma, healthcare providers and first responders are at risk for acute stress symptoms which include hypervigilance (startle reflex), feeling irritable and/or unable to feel happy, recurrent thoughts or intrusive images of the trauma or considerable efforts to avoid thinking of the trauma. If you experience any of these symptoms, please reach out to your manager or human resources for additional support.

Grounding: It’s okay to pause! Utilize each of your five senses to ground yourself in the moment (What am I seeing? What am I hearing? What am I feeling?). This can be done at the beginning or end of your shift as a transition point, it can be done before or after walking into a patient room to center yourself or at any point you feel yourself losing connection to the immediate present.

Focus on what is in your control: It’s okay to separate what you can and cannot control! Differentiate aspects that are within your control and those that are not. Behaviors are often easier to control than thoughts and emotions so focusing on doing something in the present can be helpful. Select one small task that is do-able and will promote a sense of accomplishment.
Labeling: It’s okay to think about your feelings! It may sound simple, but the act of labeling how you feel can be powerful in anchoring you within your experience rather than leaving you feeling overwhelmed. An important distinction to make is to identify it as an emotion. Notice the ways the following two statements sound different: “I am scared” versus “I am feeling scared.” In the first phrase, the emotion becomes your identity whereas in the second, it implies that is an emotion, something transient and change-able. Try checking in with yourself several times a day with the following prompt: “I am currently feeling.....”

Focus on the present moment: It’s okay to redirect to the present! At times within healthcare settings, it may be necessary to attempt to predict scenarios, which may occur in order to better able implement the appropriate response if it does. There are also times the sense of being on autopilot and responding based on training and instinct also seems beneficial in acute medical events. However, it is important to recognize when the ‘what ifs’ are no longer productive and instead increase anxiety. Offer opportunities to be in the present by feeling the sensation of pushing your feet into the floor, slowly stretching or focusing on regulating your breathing with slow, even breaths.

Breathing: It’s okay to take a breather! Focusing on slowing down your breath can decrease autonomic arousal. One way to do this is diaphragmatic breathing. Focus on breathing into your abdomen rather than your chest—your belly will rise while your chest remains still. Pause between each inhale and exhale. Sometimes counting the breaths can be useful to ensure the exhale is as long or longer than the inhale. One way of counting is to inhale for a count of 4, pause for a count of 4, exhale for count of 4, pause for count of 4. Repeat.

Humor: It’s okay to laugh! Humor is an incredible coping skill. Having a laugh with coworkers, watching funny movies, singing and dancing, and finding comical content online can all serve as breaks and lighten the heaviness of the work.

Accept help: It’s okay to ask for and allow help outside of work, too! Brainstorm a list of tasks your support network can help with and feel comfortable replying to their offers. People want to help! You have a unique skill set that many others do not and it is being used to care for those most in need. People want to feel useful – let them pick up groceries for you, drop off a gift certificate to your family, or provide distractions in the form of puzzles and games for your family (ensuring proper distancing and precautions).

Strategies to Cope with COVID-19 related mood symptoms

When having catastrophic thoughts:
- Ask yourself, “what is the probability of what I am worrying about to occur?”
- Ask yourself, “How could I cope with the most realistic outcome?”
- When having scary thoughts, refocus onto what is important to you. Center yourself on what you are grateful for and appreciative of in the present moment.

When Feeling anxious, down, or panicked:
- You have control over what you do next including reading a book, taking a walk, calling a loved one, listening to music, etc.
- Belly Breathing: Take a slow deep breath into your nose for a count of 4 seconds, hold for 4 seconds, and slowly exhale through your mouth for 4 seconds. Watching your belly rise with the breath in and fall with the breath out. Try counting your breaths at same time!
- Try a Meditation app including Headspace, Insight Timer, Calm, and Buddhify
- Engage in physical activity including a walk outside, exercise video, dancing to music
- Reach out to a loved one via phone (audio or FaceTime)

Daily Healthy Lifestyle Behaviors:
1) Keep regular sleep/wake cycle (e.g getting up at same time and going to bed at same time; 7-9 hours per night)
2) Eating nutritious foods (fruits, vegetables, plant-based protein, fish, etc.) every 4-5 hours
3) Mindfulness meditation (using an app or YouTube video)
4) Social support (calling or FaceTiming friends and loved ones)
5) Self hygiene (e.g. shower, brushing teeth, getting dressed, etc.)

Developed by Loyola Medicine
Caring for Patients’ Mental Well-Being During Coronavirus and Other Emerging Infectious Diseases: A Guide for Clinicians

Summary:
A 2-page fact sheet with guidance on caring for patients’ mental well-being during Coronavirus and other infectious diseases.

Download and read it here
(links: https://www.cstsonline.org/assets/media/documents/CSTS_FS_Caring_for_Patients_Mental_WellBeing_during_Coronavirus.pdf)

CSTS Department of Psychiatry | Uniformed Services University | 4301 Jones Bridge Road, Bethesda, MD 20814-4799 | www.CSTSonline.org

As our world becomes increasingly interconnected, the potential for rapid and far-reaching spread of new infectious diseases is a growing threat. Especially in the early stages of an emerging infectious disease outbreak such as Coronavirus (COVID-19), there is frequently a great deal of uncertainty about the nature of the disease, its spread, and its scope and impact. This may lead to significant and understandable emotional distress, even among those who have not been, and don’t know if they will be, directly exposed to the disease.

During emerging infectious disease outbreaks, both medical and mental health clinicians are likely to encounter patients who are experiencing various levels of emotional distress about the outbreak and its impact on them, their families, and their communities. Providers should acknowledge uncertainty about emerging diseases and help patients understand that there is often an emotional component to potential health concerns.

In addition, providers should consider the following recommendations for promoting patients’ mental well-being during emerging infectious disease outbreaks:

1. Stay informed. Obtain the latest information about the outbreak from credible public health resources, such as the Centers for Disease Control and Prevention (CDC), in order to provide accurate information to your patients.
2. Educate. Healthcare providers are on the front lines of medical intervention and in a position to influence patient behaviors for protecting individual, family, and public health. Patient education plays a critical role in containing the disease and mitigating emotional distress during outbreaks. Depending on the nature of the outbreak, this can range from basic hygiene measures such as hand-washing and cough etiquette to more complex medical recommendations for prevention, diagnosis, and treatment. Let patients know what you, your office, or your organization is doing to reduce the risk of exposure.
3. Correct misinformation. In this age of social media, misinformation can spread quickly and easily, causing unnecessary alarm. If patients present you with inaccurate information related to the outbreak, correct their misconceptions and direct them to vetted public health resources.
4. Limit media exposure. Today’s 24-hour news cycle can make it difficult to turn away from the TV, radio, or news feed, but research has shown that excess media exposure to coverage of stressful events can result in negative mental health outcomes. Use trusted media outlets to gather the information you need, then turn them off—and advise your patients to do the same.
5. Anticipate and counsel about stress reactions. Emotional distress is common in the context of uncertainty and potentially life-threatening situations, such as outbreaks.
   a. A good first step for mitigating your patients’ stress is to acknowledge that it exists and help normalize it (“I see that you’re stressed, and that’s understandable. Many people are feeling this way right now.”)
   b. Teach patients to recognize the signs of distress, including worry, fear, insomnia, difficulty concentrating, interpersonal problems, avoiding certain situations, unexplained physical symptoms, and increased use of alcohol or tobacco. This will help them become more aware of the state of their mental health.

All CSTS Fact Sheets can be viewed at: https://www.cstsonline.org/resources/resource-master-list/coronavirus-and-emerging-infectious-disease-outbreaks-response
Leaders’ Guide to Risk Communication in the Face of Coronavirus and Other Emerging Public Health Threats

Emerging public health threats, such as Coronavirus (COVID-19) or other infectious disease outbreaks, create many psychological stressors. Some are known and understood, allowing for preparation and training. At these events, rapid mechanisms of injury and harm increase fear and uncertainty and can significantly diminish community wellbeing. Community members can be best prepared through timely, accurate, and updated public health education information, which is best delivered using effective, ongoing risk communication. Risk communication is a critical tool for optimizing the psychological and behavioral response of leaders and community members to public health threats.

Leaders can enhance the ability of community members to manage the unique psychological stressors of emerging public health threats through the following:

1. Utilize effective risk communication principles, including:
   a. Provide information on a regular and timely basis, share what is known about the threat, avoid false promises, provide updated information when available, and anticipate the need to repeat messages.
   b. Provide health education and resources that enable community members to take basic steps to prepare at home and in the workplace for new and emerging threats; this will enhance self- and community-efficacy and reduce fears.
   c. Encourage families and community members to work together on planning and preparing, so they can understand risks and share accurate information that provides reassurance and reduces uncertainty.
   d. Provide a mechanism for people to share concerns about new and emerging threats and get questions answered; the use of an 800-number information line and online resources, shared broadly and repeatedly, can reduce distress and empower community members to engage in self-care behaviors.

2. Deliver education on risk communication as part of leadership training at all levels. Provide community leaders with tools and information on the current status of emerging public health threats and resources to assist with effective communication.

3. Educate family members on the potential adverse effects of continuous or ongoing exposure to media coverage of the emerging threat, which increases stress, particularly for children.

4. Anticipate that distress over new threats presents a particular challenge to individuals who have not previously experienced them; targeted messaging and education may enhance wellbeing for those individuals.

**Additional Resources**

Leadership Communication: Anticipating and Responding to Stressful Events. Center for the Study of Traumatic Stress. 
https://www.cstsonline.org/assets/media/documents/CSTS_FS_Leadership_Communication_Anticipating_Responding_to_Stressful_Events.pdf

**Summary:**

A 1-page fact sheet presenting tips for leaders and community members on being best prepared to deliver effective risk communication.

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All CSTS Fact Sheets can be viewed at: https://www.cstsonline.org/resources/resource-master-list/coronavirus-and-emerging-infectious-disease-outbreaks-response
Coronavirus and Emerging Infectious Disease Outbreaks: How Healthcare Personnel Can Support Military Families and their Health

Unique Characteristics of Military Family Life
The military community is a population in the move. Families may relocate multiple times within short periods of time within or outside of the country. Relocation, especially during times of public health emergencies, may increase exposure to disease. Moving also can be a barrier to healthcare access and continuity. As families move to new areas, healthcare personnel may not be as familiar with these new families and their specific health needs. During times of public health crisis, military healthcare personnel need to be especially sensitive and alert to stressors and issues that relate to military families and military family life. These include:

- Raised anxiety about the health and wellbeing of loved ones who are deployed. Likewise, those who are deployed are worried about their loved ones back home.
- Single parent families (resulting from deployment) often include young caretakers who may lack experience in the role of protecting their family’s health, especially during public health crises.
- Families with special needs children who may require additional medical and emotional support.
- Families, especially those affected by combat injury, whose children live with grandparents who may be more vulnerable to contracting illness.
- Families of the combat injured who may be concerned about health risks visiting loved ones in hospitals or rehabilitation facilities.
- The changing nature of public health emergencies may create the need for additional public health interventions such as novel limitations and quarantines. These can produce more anxiety in families already experiencing stress.

Supporting the Psychological Wellbeing of Patients
Healthcare personnel can support patient wellbeing and reduce distress by providing guidance and recommendations to patients that serve to enhance feelings of safety, calming, self- and community-efficacy, social connectedness, and hope or optimism. The following are helpful practices:

- Proactively provide consistent, easy to understand, and updated messages about steps your healthcare clinic or facility are taking to reduce risk to patients and provide care to those who are ill.

Summary:
A 2-page fact sheet with guidance for healthcare personnel on supporting military families and their health.

Recommended Resource:
Center for the Study of Traumatic Stress (CSTS)
Coronavirus and Emerging Infectious Disease Outbreaks: How Healthcare Personnel Can Support Military Families and their Health

Public health emergencies, such as Coronavirus (COVID-19) and others involving a global pandemic, create numerous opportunities and challenges around public health communication, preparedness, and response. Healthcare personnel play a significant role in medical intervention (disease surveillance, identification, and treatment) and in influencing patient behaviors for protecting individual, family, and public health. This can be in the form of education about basic hygiene such as hand-washing and cough etiquette to more complex disaster behaviors such as shelter-in-place or evacuation.

Public health emergencies such as COVID-19 always involve issues of homeland security and defense. Because our military plays a central role in our national security, their health and the health of their families and children is very important.

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All CSTS Fact Sheets can be viewed at: https://www.cstsonline.org/resources/resource-master-list/coronavirus-and-emerging-infectious-disease-outbreaks-response

Download and read it here
(links to: https://www.cstsonline.org/assets/media/documents/CSTS_FS_Coronavirus_Outbreaks_Healthcare_Support_military.pdf)
Fight COVID-19 with Better Sleep Health: A Guide for Hospital Workers

In the face of a global pandemic, the health and safety of hospital workers is critical to our ability to mitigate the impact of a new coronavirus, COVID-19. Hospital workers often get less than the recommended 7–9 hours of sleep per night and may need to work around the clock hours. Increased demand on healthcare systems will alter schedules further. Sleep and circadian disruption can have negative health and safety consequences including impaired immune function and increased accidents and errors. Sleep is a tool that you can utilize to help your body fight off infection, maintain health and perform at its best, which will have a positive impact on the health and well-being of your patients.

As a hospital worker, you can take steps to ensure healthy sleep from the moment you wake up by following the guidelines below:

- **Make Sleep a Priority**
  - Upon waking, get at least 15–60 minutes of bright light. Natural sunlight is best, or any bright or blue-enriched light source (e.g., light box, bright indoor lights). This signals to your biological clock that it’s time to start the day.
  - Exercising closer to wake-time can signal daytime and improve sleep quality. Avoid intense exercise close to bedtime and when you are sick.
  - Take naps and consider “banking” your sleep. Even short naps (<20 minutes) can improve alertness, performance, and memory. Longer naps (>60 minutes) or extending sleep can make up for lost sleep or prepare you for anticipated sleep loss with a difficult shift.
  - Use caffeine judiciously. It can help keep you awake when tired, but these effects remain for hours and can interfere with your ability to fall asleep. Therefore, try not to consume caffeine within 6 hours of your desired bedtime. Also, caffeine may become less effective when consumed too often, which means it won’t be as useful at times when you really need it.
  - Limit alcohol before bed. It may be sedating at first, but it disrupts your sleep quality.
  - Keep a regular sleep and wake-time schedule as much as possible, even on your days off. This helps keep your sleep and circadian systems in sync and minimizes a physiological “jet-lag.”
  - Create a regular bedtime routine of quiet activities, like taking a warm shower, reading, brushing your teeth and ending with relaxation exercises, to get your mind and body ready for sleep.
  - Limit alerting activities close to bedtime, especially light (e.g., screens), caffeine, exercise & work.
  - Optimize your sleep environment. Keep it DARK, cool, quiet and comfortable. Use eye masks or dark-out curtains, and turn your screens off to foster a biological night.

**Source:** Information provided by the Chronobiology, Light and Sleep Lab within the Department of Psychiatry at Uniformed Services University of the Health Sciences.

Please take care of your patients by taking care of yourself.

**Summary:**
A 1-page fact sheet on how to maintain good sleep habits for better resilience during the virus outbreak.

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**Recommended Resource:**
Center for the Study of Traumatic Stress (CSTS)

**Fight COVID-19 with Better Sleep Health: A Guide for Hospital Workers**

All CSTS Fact Sheets can be viewed at: https://www.cstsonline.org/resources/resource-master-list/coronavirus-and-emerging-infectious-disease-outbreaks-response

Download and read it here

(links to: https://www.cstsonline.org/assets/media/documents/CSTS_FS_Fight_COVID19_w_Better_Sleep_Health.pdf)
Coronavirus Preparedness & Response: Critical Elements for Business Planning

Preparing for and responding to infectious outbreaks, such as Coronavirus (COVID-19), is shared responsibility involving government (local, state and federal) and the private sector. Human-to-human transmission has been confirmed and the virus has spread to multiple countries on several continents.

Though many businesses have extensive contingency plans in response to threats from diverse natural and manmade disasters, pandemic planning must address the potential for developing and implementing appropriate and containment strategies projected for a severe pandemic.

A pandemic will likely reduce dramatically the number of available workers in all sectors, and significantly disrupt the movement of people and goods, which will strain essential services and operations within and across our nation as well as around the world. The ability to implement effective pandemic preparedness plans, continuously monitor all business activities, and effect rapid adjustments based upon observed and anticipated impacts will be the hallmark of the business that copes most effectively during a pandemic.

The following points related to an organization’s human continuity are often forgotten and must be incorporated into workplace pandemic planning to sustain employee health, mental health and productivity.

Pandemic Planning and Response for Human Continuity in the Workplace
1. Distress behaviors and resilience, not just illness, are critical targets for workplace planning and response efforts. Health risk emotions and behaviors to be mitigated include worry, fear, insomnia, difficulty concentrating, avoiding certain situations at work, and increased use of alcohol or tobacco. These do not constitute disease but nonetheless disrupt and diminish social and occupational functioning.
2. Simple health protective behaviors such as movement restriction or “home quarantine” must be encouraged to reduce disease spread, but these behaviors will impact productivity.
3. All workers/workforces are not the same. Small businesses often do not have internal or employee health assistance vendor resources for psychosocial support that larger workplaces may have. Smaller companies may not necessarily have access to professional security, occupational health or employee assistance programs.
4. Sustained support over the “trajectory” of a pandemic will require considerable resources and a shifting of emphasis over time. The effects of a pandemic outbreak are not the same as a single-event disaster and requires planning for a prolonged or extended impact.
5. Family care and support are critical to business human capital continuity. Employees who feel reassured about the well-being of their family are more likely to come to work and when present, function productively.
6. Leadership endorsement of and participation in preparation, prevention, and grief management are necessary for success. Grief will be a significant component of the overall emotional cost of a pandemic. Acknowledging grief within the workplace and making time for employees to address it through various rituals and activities strengthens organizations.
7. Business-community partnerships and pooling of resources must also be developed. Mutual aid agreements (mutual aid or mutual assistance agreements) who will coordinate human response teams are critical to continuity and readiness.
8. Knowledge of and delivery of Psychological First Aid (PFA), an evidence-informed intervention favored over debriefing in the immediate aftermath of a disaster, must be incorporated into workplace pandemic planning and response. PFA involves enhancing feelings of safety, calming, social connectedness, self- and organizational-efficacy, and hope/optimism.
9. Continuation of worker productivity is not only important to national infrastructure/security, but an important contributor to the sustained mental health of our population.

Summary:

All CSTS Fact Sheets can be viewed at: https://www.cstsonline.org/resources/resource-master-list/coronavirus-and-emerging-infectious-disease-outbreaks-response

Download and read it here
(links to: https://www.cstsonline.org/assets/media/documents/CSTS_FS_Coronavirus_Preparedness_Response.pdf)
Mental Health and Behavioral Guidelines for Preparedness and Response to Coronavirus and other Emerging Infectious Outbreaks

Several global infectious disease outbreaks, such as Coronavirus (COVID-19), can help inform psychological and behavioral response to these events as well as future events. Since the highly lethal pandemic outbreak of influenza in 1918, there have been few global threats from infectious agents. Small outbreaks in Asia and Canada, as well as HIV, SIV, Ebola virus and Zika virus have provided important lessons in terms of preparedness and response.

Infectious outbreaks have unique characteristics that result in predictable ranges of distress reactions: (1) the emergence and dissemination of an infectious agent, (2) uncertainty about infection, and high levels of exposure (physical) symptoms. Community response to outbreaks is governed by perception of risk (not actual risk) with a variety of factors impacting community distress. These include (1) the role of risk communication; (2) the risk of safety-communication through public-privacy collaborations; (3) psychological, emotional, and behavioral responses to public education, public health surveillance, and early detection efforts; (4) psychological, emotional, and behavioral responses to public education, public health surveillance, and early detection efforts; (5) psychological, emotional, and behavioral responses to public education, public health surveillance, and early detection efforts; and (6) responses to public education, public health surveillance, and early detection efforts. Areas of special attention include: (1) the role of risk communication; (2) the role of safety-communication through public-privacy collaborations; (3) psychological, emotional, and behavioral responses to public education, public health surveillance, and early detection efforts; (4) psychological, emotional, and behavioral responses to public education, public health surveillance, and early detection efforts; and (5) responses to public education, public health surveillance, and early detection efforts. These

Community response to outbreaks is governed by perception of risk (not actual risk) with a variety of factors impacting community distress.

Contents:

- Preparedness
- Early Pandemic Response
- Later Response and Recovery
- Mental Health Intervention Planning

All CSTS Fact Sheets can be viewed at: https://www.cstsonline.org/resources/resource-master-list/coronavirus-and-emerging-infectious-disease-outbreaks-response

Summary:

A 3-page face sheet with guidelines for mental health issues during pandemic response.

Download and read it here

(https://www.cstsonline.org/assets/media/documents/CSTS_FS_Mental_Health_Behavioral_Guidelines_Response_to_Coronavirus_Outbreaks.pdf)
**Psychological Effects of Quarantine During the Coronavirus Outbreak: What Public Health Leaders Need to Know**

Quarantine is defined as the separation of individuals who may have been exposed to an infectious disease from the rest of the population to determine if they are ill and to reduce their risk of infecting others. During the coronavirus (COVID-19) outbreak, quarantine has been used as a public health strategy to reduce disease transmission. COVID-19 quarantine efforts have ranged from the mass quarantine of entire cities in China, to isolation in government.run facilities, to self-isolation at home. While quarantine can broadly serve the public good, it is also associated with psychological challenges for those quarantined, their loved ones, and the healthcare workers caring for them.

**Summary:**

A 2-page fact sheet describing the psychological effects of quarantine and strategies for public health leaders in caring for healthcare workers and those that are quarantined.

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**Download and read it here**

(links to: https://www.cstsonline.org/assets/media/documents/CSTS_FS_Psychological_Effects_Quarantine_During_Coronavirus_Outbreak_Leaders.pdf)

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**Recommended Resource:**

Center for the Study of Traumatic Stress (CSTS)

**Psychological Effects of Quarantine During the Coronavirus Outbreak: What Public Health Leaders Need to Know**

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**Download and read it here**

(links to: https://www.cstsonline.org/assets/media/documents/CSTS_FS_Psychological_Effects_Quarantine_During_Coronavirus_Outbreak_Leaders.pdf)
Recommended Resource:

Center for the Study of Traumatic Stress (CSTS)

Psychological Effects of Quarantine During the Coronavirus Outbreak: What Healthcare Providers Need to Know

Summary:

A 2-page fact sheet describing the psychological effects of quarantine and strategies for healthcare providers in caring for themselves and their patients.

All CSTS Fact Sheets can be viewed at: https://www.cstsonline.org/resources/resource-master-list/coronavirus-and-emerging-infectious-disease-outbreaks-response

(links to: https://www.cstsonline.org/assets/media/documents/CSTS_FS_Psychological_Effects_Quarantine_During_Coronavirus_Outbreak_Providers.pdf)

Download and read it here
Sustaining the Well-Being of Healthcare Personnel during Coronavirus and other Infectious Disease Outbreaks

Summary:

All CSTS Fact Sheets can be viewed at: https://www.cstsonline.org/resources/resource-master-list/coronavirus-and-emerging-infectious-disease-outbreaks-response

Recommended Resource:
Center for the Study of Traumatic Stress (CSTS)

Center for the Study of Traumatic Stress (CSTS)

Sustaining the Well-Being of Healthcare Personnel during Coronavirus and other Infectious Disease Outbreaks

The extreme stress, uncertainty, and often difficult medical nature of global infectious disease outbreaks, such as Coronavirus (COVID-19), requires special attention to the needs of healthcare personnel. Taking care of yourself and encouraging others to practice self-care sustains the ability to care for those around you.

Challenges for Healthcare Personnel During Infectious Disease Outbreaks

- Surge in care demands. Many more people present for care, while increased healthcare personnel are sick or caring for family.
- Ongoing risk of infection. Increased risk of contracting dreaded illness and passing it along to family, friends, and others at work.
- Equipment challenges. Equipment can be uncomfortable, limit mobility and communication, and be of uncertain benefit; shortages occur as a result of increased, and sometimes unnecessary, use.
- Providing support as well as medical care. Patient distress can be increasingly difficult for healthcare personnel to manage.
- Psychological stress in the outbreak setting. Helping those in need can be rewarding, but also difficult as workers may experience fear, grief, frustration, guilt, insomnia, and exhaustion.

Strategies for Sustaining Healthcare Personnel Well-being

- Meet Basic Needs. Be sure to eat, drink and sleep regularly. Becoming biologically deprived puts you at risk and may also compromise your ability to care for patients.
- Take Breaks. Give yourself a rest from tending to patients. Whenever possible, allow yourself to do something unrelated to work that you find comforting, fun or relaxing. Taking a walk, listening to music, reading a book, or talking with a friend can help. Some people may feel guilty if they are not working full time or are taking time to enjoy themselves when many others are suffering. Recognize that taking appropriate breaks to prop up patients after your break.
- Connect with Colleagues. Talk to your colleagues and receive support from one another. Infectious outbreaks can isolate people in fear and anxiety. Tell your story and listen to others.
- Communicate Constructively. Communicate with colleagues clearly and in an optimistic manner. Identify instances or difficulties in a constructive manner and correct them. Compliment each other—compliments can be powerful motivators and stress moderators. Share your frustrations and your solutions. Problems solving, in a positive manner, often provides a feeling of accomplishment even for small problems.
- Respect Differences. Some people need to talk while others need to be alone. Recognize and respect these differences to yourself, your patients and your colleagues.
- Stay Updated. Rely on trusted sources of information. Participate in meetings to stay informed of the situation, plans and events.
- Limit Media Exposure. Graphic imagery and worrisome messages will increase your stress and may reduce your effectiveness and overall wellbeing.
- Self Check-ins. Monitor yourself over time for any symptoms of depression or stress disorder: prolonged sadness, difficulty sleeping, intrusive memories, hopelessness. Talk to a peer, supervisor, or seek professional help if needed.
- Honor Your Service. Remind yourself that despite obstacles or frustrations, you are fulfilling a noble calling—taking care of those most in need. Recognize your colleagues—either formally or informally—for their service.


(links to: https://www.cstsonline.org/assets/media/documents/CSTS_FS_Sustaining_Well_Being_Healthcare_Personnel_during.pdf)
The potential for the rapid spread of infectious diseases is a growing threat. In the early stages of an infectious disease outbreak such as the novel Coronavirus (COVID-19), there is frequent uncertainty about the nature of the disease, its spread, scope, and impact. This often leads to emotional distress, even among those who have not been directly exposed to the disease. Common psychological and behavioral responses include distress reactions (insomnia, anxiety, increased perception of safety, anger, scapegoating, and increased preoccupation with health), health-risk behaviors (increased use of alcohol and tobacco, altered work-life balance, social isolation, increased family conflict, and violence). Children and adolescents may also become distressed, which can manifest in “misbehaviors,” social isolation, or decreased academic performance. A minority of individuals will develop disorders, such as depression, anxiety, or posttraumatic stress, that require formal treatment.

During the COVID-19 outbreak, most patients with preexisting mental health conditions will manage adequately and some may improve their functioning in the face of the challenges and needs of others. However, psychiatrists are likely to encounter some patients who have increased emotional distress resulting from the outbreak’s impact on them, their families, and their communities. In working with these patients, psychiatrists should: 1) acknowledge concerns and uncertainty about emerging diseases, 2) share medical knowledge that is accurate and timely, and 3) identify steps the patient can take to reduce distress and sustain normal health behaviors, particularly sleep. Psychiatrists can also play important roles in supporting healthcare providers, as well as consulting to community leaders on interventions that encourage healthy population behaviors and support the needs of critical community elements including police, firefighters, schools, and families.

The following can help healthcare providers manage patients during a pandemic. Having COVID-19 and other infectious disease outbreaks is a growing threat. Stay informed. Obtain the latest information about the outbreak from credible public health resources.

During the COVID-19 outbreak, most patients with preexisting mental health conditions will manage adequately and some may improve their functioning in the face of the challenges and needs of others. However, psychiatrists are likely to encounter some patients who have increased emotional distress resulting from the outbreak’s impact on them, their families, and their communities. In working with these patients, psychiatrists should: 1) acknowledge concerns and uncertainty about emerging diseases, 2) share medical knowledge that is accurate and timely, and 3) identify steps the patient can take to reduce distress and sustain normal health behaviors, particularly sleep. Psychiatrists can also play important roles in supporting healthcare providers, as well as consulting to community leaders on interventions that encourage healthy population behaviors and support the needs of critical community elements including police, firefighters, schools, and families.

The following can help healthcare providers manage patients during a pandemic. Having COVID-19 and other infectious disease outbreaks is a growing threat. Stay informed. Obtain the latest information about the outbreak from credible public health resources.

### Summary:

A 2-page fact sheet with guidelines and strategies for psychiatrists.

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Center for the Study of Traumatic Stress (CSTS)

Taking Care of Patients During the Coronavirus Outbreak: A Guide for Psychiatrists

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All CSTS Fact Sheets can be viewed at: https://www.cstsonline.org/resources/resource-master-list/coronavirus-and-emerging-infectious-disease-outbreaks-response
Promoted Operations in Personal Protective Equipment During COVID-19: Recommendations for Workers and Managers

Response to the COVID-19 pandemic has required significantly greater use of personal protective equipment (PPE) by first responders and healthcare workers. In some instances the need for working in PPE may extend across entire shifts and continue for weeks. The following fact sheet summarizes psychological challenges associated with prolonged work in PPE and recommendations for workers and managers to overcome these challenges.

Physiologic Needs of Workers
PPE can limit ability to sustain physiologic needs such as hydration and accelerate fatigue and dehydration through increased sweating.
- Clearly communicate the signs of exhaustion and dehydration so that team members may intervene and protect the safety of themselves and each other.
- Implement a timed schedule in which team members are reminded to properly hydrate.
- Create a buddy system in which team members regularly check on each other to help with monitoring and remaining.

PPE Safety Procedures
With lengthened shifts, exhaustion, and protracted wearing of PPE, safety procedures when applying and removing PPE may be haphazardly done.
- Highlight and teach the importance of proper application and removal techniques - remember those at home you also want to keep safe and follow protocols.
- Implement a buddy system to ensure use of proper application and removal procedures.

Shortages of PPE
Organizations may encounter shortages of PPE. This can lead to anxiety about work in re-used or reduced equipment.
- Clearly communicate risks associated with re-used or reduced PPE.
- Create a culture in which speaking up about concerns is encouraged and those concerns are recognized.
- Clearly communicate efforts to acquire additional supplies.
- Establish and clearly communicate procedures for sanitizing or decontaminating re-used equipment.

Isolation and Anxiety Reactions
Isolation from others and excessive exposure to patients with COVID-19 can cause stress and claustrophobia, and can lead to anxiety reactions in some individuals.
- Anxiety symptoms can be eased by a positive teamwork environment.
- Promote a culture in which anxiety reactions are expected and managed, where it is “okay to not be okay.”
- In times of high stress and activity, it may be difficult to take the time to simply breathe. Allow for breaks out of PPE if workers become distressed.
- Implement a buddy system in which personal check-ins are the norm.

Physical and Psychological Distance Between Workers and Patients
PPE causes physical and psychological distance between workers and patients.
- Workers can write their name or tape an informal picture of themselves on the outside of PPE to promote connection with patients and other workers.
- It is important for workers to introduce themselves to patients and provide updates and information about their status if possible.

All CSTS Fact Sheets can be viewed at: https://www.cstsonline.org/resources/resource-master-list/coronavirus-and-emerging-infectious-disease-outbreaks-response

Summary:
A 1-page fact sheet on dealing with anxiety and stress caused by prolonged wear of personal protective equipment during the pandemic.
Academic Research Articles & Databases
Recommended Resource:

Elsevier

Elsevier’s Novel Coronavirus Information Center

Summary:

20,000 expert and peer-reviewed free articles on the latest COVID-19 research, including guidelines for clinicians and patients.

The information database is continuously updated.

Access the database here

(links to: https://www.elsevier.com/connect/coronavirus-information-center)

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Recommended Resource:

The Lancet
Mitigate the effects of home confinement on children during the COVID-19 outbreak

Summary:
In China alone, The Ministry of Education estimates that more than 220 million children and adolescents are confined to their homes. This confinement threatens negative effects on children’s physical and mental health. This article provides research and guidance on what can be done to mitigate these effects.

Download and read it here

(links to: https://www.thelancet.com/action/showPdf?pii=S0140-6736%2820%2930547-X)
Contents:

• Why is this Review needed?
• The psychological impact of quarantine
• Prequarantine predictors of psychological impact
• Stressors during quarantine
• Stressors post quarantine
• What can be done to mitigate the consequences of quarantine?
• What we do not know

Recommended Resource:

The Lancet

The psychological impact of quarantine and how to reduce it: rapid review of the evidence

Summary:

Published by the research team at the Department of Psychological Medicine, King’s College London, London, UK, this is a comprehensive, 9-page review of the psychological impacts of isolation and how to reduce negative effects.

Download and read it here

(links to: https://www.thelancet.com/action/showPdf?pii=S0140-6736%2820%2930460-8)
Recommended Resource:

The Lancet

The mental health of medical workers in Wuhan, China dealing with the 2019 novel coronavirus

Summary:

Documented mental health responses of medical workers in Wuhan, China.

Article dated 2/5/20.

(Links to: https://www.thelancet.com/pdfs/journals/lanpsy/Piis2215-0366(20)30047-x.pdf)
Psychiatry Research

The emotional impact of Coronavirus 2019-nCoV (new Coronavirus disease)

Summary:

COVID-19 has “created a confused and rapidly evolving situation.” This article examines the mental health effects in Wuhan, China, and the conclusions to be made from the outcomes.

Contents:

• Introduction
• History
• Origin and Spread of COVID-19
• Epidemiology and Pathogenesis
• Clinical Features
• Diagnosis
• Differential Diagnosis
• Treatment
• Prevention
• Practice Points from an Indian Perspective
• Conclusions

Summary:

A comprehensive review of the Coronavirus Disease, origins, features, diagnosis, and treatments.
FACTORS ASSOCIATED WITH MENTAL HEALTH OUTCOMES AMONG HEALTH CARE WORKERS EXPOSED TO CORONAVIRUS DISEASE 2019

OBJECTIVE: To assess the magnitude of mental health outcomes and associated factors among health care workers working in hospitals equipped with fever clinics or wards for patients with COVID-19.

DESIGN, SETTINGS, AND PARTICIPANTS: A cross-sectional, survey-based, region-stratified study was conducted at 34 hospitals equipped with fever clinics or wards for patients with COVID-19 located in 8 regions of China.

MAIN OUTCOMES AND MEASURES: The degree of symptoms of depression, anxiety, insomnia, and stress was assessed by the Chinese versions of the 9-item Patient Health Questionnaire, the 7-item Generalized Anxiety Disorder scale, the 7-item Insomnia Severity Index, and the 22-item Impact of Event Scale–Revised, respectively. Multivariable logistic regression analysis was performed to identify factors associated with mental health outcomes.

RESULTS: A total of 1257 of 1830 contacted individuals completed the survey, with a participation rate of 68.7%. A total of 813 (64.7%) were aged 26 to 40 years, and 964 (76.7%) were women. A considerable proportion of health care workers in Wuhan, and 522 (41.5%) were frontline health care workers. A considerable proportion of participants reported symptoms of depression (634 [50.4%]), anxiety (560 [44.6%]), insomnia (427 [34.0%]), and distress (899 [71.5%]). Nurses, women, frontline health care workers, and those working in Wuhan reported more severe degrees of all measurements of mental health outcomes compared with those outside Wuhan. Nurses, women, those working in Wuhan, and frontline health care workers reported experiencing symptoms of depression, anxiety, insomnia, and distress more frequently than other health care workers.

INTERPRETATION: About half of health care workers directly engaged in diagnosing, treating or providing nursing care to patients with suspected or confirmed COVID-19 reported experiencing symptoms of depression, anxiety, insomnia, and distress, especially women, nurses, and those working in Wuhan and frontline health care workers have a high risk of developing unfavorable mental health outcomes and may need psychological support or interventions.

Meaning: These findings suggest that among Chinese health care workers exposed to COVID-19, women, nurses, those in Wuhan, and frontline health care workers may need psychological support or interventions to prevent or treat developing unfavorable mental health outcomes.

Summary: Quoted from the article: “In this cross-sectional study of 1257 health care workers in 34 hospitals equipped with fever clinics or wards for patients with COVID-19 in multiple regions of China, a considerable proportion of health care workers reported experiencing symptoms of depression, anxiety, insomnia, and distress, especially women, nurses, those in Wuhan, and frontline health care workers have a high risk of developing unfavorable mental health outcomes and may need psychological support or interventions.”
Infographics

(Free to share. You can also find the originals and more graphics at NNDCIF’s social media pages.)

nndcifoundation.org
Food to be eaten to make your immune system STRONGER

- Citrus fruits – like grapes, orange, lemon
- Broccoli
- Spinach
- Turmeric
- Garlic
- Sunflower seeds
- Curd / Yogurt
- Ginger
- Green tea
- Almonds
- Kiwi
- Shell-fish
- Papaya

Source: healthline.com
Consult your nutritionist for more details.

www.nndcifoundation.org
THE MATH BEHIND SOCIAL DISTANCING

An imaginary published in global news based on study of Robert A. Levine, PhD, associate professor of medicine at the University of California, San Diego Gary Witter, and Director.

Now

1 Person

5 Days

2.5 People infected

30 Days

406 People infected

50% LESS EXPOSURE

Now

1 Person

5 Days

1.5 People Infected

30 Days

15 People Infected

50% LESS EXPOSURE

Now

1 Person

5 Days

0.625 People infected

30 Days

2.5 People infected

STAY HOME STAY SAFE

NNDG INDIA FOUNDATION
(National Network of Depression Centers)

www.nndcifoundation.org

Facebook  Twitter  Instagram  LinkedIn

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Why the coronavirus is triggering mental health issues:

- Despair
- Mindset switch from “living” to “survival”
- Triggers feeling of hopelessness
- Increased health anxiety
- Decreased job security
- Fear for loved ones’ lives
- Promotes social withdrawal
- Decreased financial security
- Loneliness

Quarantine makes it more difficult to distract oneself from existing mental health issues.

Coronavirus isn’t just threatening our physical health, but our mental health too. Look after it.

Please share to raise awareness
Protect yourself and loved ones from coronavirus.

Wash your hands regularly with soap and water (20 Sec)

Avoid close contact with anyone who has a cold or flu-like symptoms

Cover your mouth and nose while sneezing or coughing

If you have fever, cough and difficulty breathing, seek medical care early

Source: WHO

www.nndcifoundation.org
STOP THE SPREAD

Help prevent the spread of respiratory diseases like COVID-19.

Avoid close contact with people who are sick.

Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

Clean and disinfect frequently touched objects and surfaces.

Avoid touching your eyes, nose, and mouth.

Stay home when you are sick, except to get medical care.

Wash your hands often with soap and water for at least 20 seconds.

Source: CDC

www.nndcifoundation.org

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