COVID-19 MENTAL HEALTH ISSUES

A COMPILATION

Compiled by:

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Credits

Compiled by the National Network of Depression Centers India Foundation (NNDCIF) www.nndcifoundation.org

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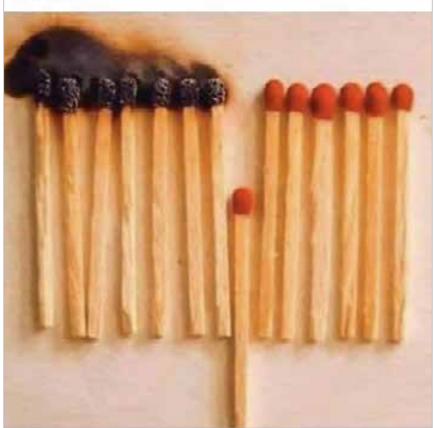
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The compiler takes no credit for the materials in this guide and serves solely as a curator of the information.

Updated 4.24.2020

This photo has been shared by doctors in Greece. "The one who stayed away saved all the rest"



PREFACE

by Murali Rao, MD, FACLP, DABAM, DLFAPA Professor and Chair, Department of Psychiatry & Behavioral Neurosciences, Stritch School of Medicine, Loyola University Chicago, Founding Chair, NNDCIF

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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Center for the Study of Traumatic Stress (CSTS) Caring for Patients' Mental Well-Being During Coronavirus and Other Emerging Infectious Diseases: A Guide for Clinicians
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The Lancet The psychological impact of quarantine and how to reduce it: rapid review of the evidence
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A Review of Coronavirus Disease-2019 (COVID-19)
JAMA Network Factors Associated With Mental Health Outcomes Among Health Care Workers Exposed to Coronavirus Disease 2019

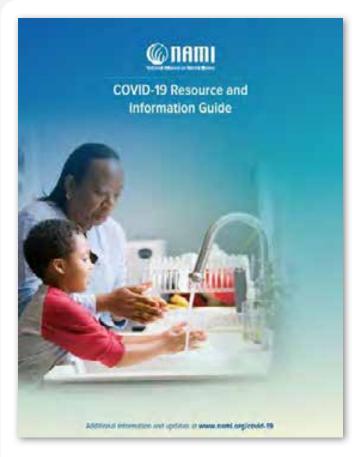
Infographics	
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Food to be eaten to make your immune system stronger
NNDCIF The Math Behind Social Distancing
Why the corona virus is triggering mental health issues
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General Overview: Articles and Resources for Patients & Families



National Alliance on Mental Illness (NAMI)

COVID-19 Resource and Information Guide

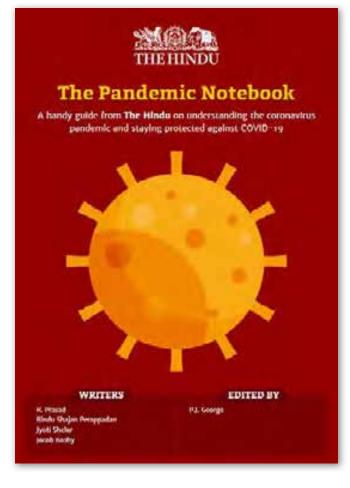
Summary:

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

Contents:

- I'm having a lot of anxiety because of the coronavirus. Please help.
- I'm quarantined or working from home lonely and isolated even further what can I do?
- 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?





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

U 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.

SAMHSA TAKING CARE OF YOUR BEHAVIORAL HEALTH

Tips For Social Distancing, Quarantine, And Isolation During An Infectious Disease Outbreak



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

Recommended Resource:



Contents:

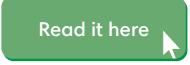
- What to Expect
- Vulnerable Populations
- How to Cope
- What Happens Next
- Tools and Resources

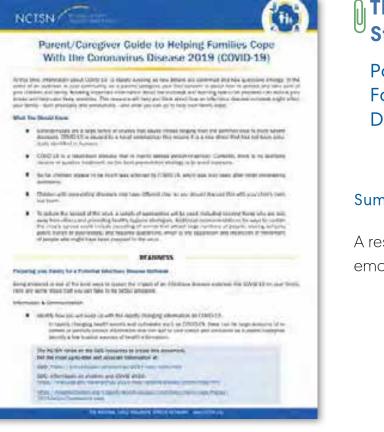
American Psychological Association (APA)

Keeping Your Distance to Stay Safe

Summary:

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





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



The American Psychiatric Association (APA)

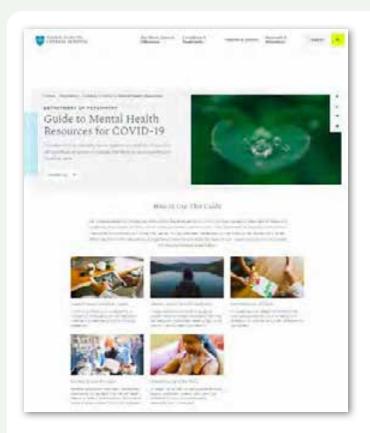
Coronavirus and Mental Health: Taking Care of Ourselves During Infectious Disease Outbreaks

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.

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



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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

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)."

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

Weather Car

Preparing For The Future: Psychiatrist Advocates For 'Healthy Anxiety'



The parameter and all pressions in part family. 141

In the middle of the confusion around the coronavirus, questions about how best to propare for the future are rampant. While we know that sheltering in place is the current solution (or the law, depending on where you're reading this post), how can we maintain our sanity when surrounded by uncertainty? Beyond washing our hands and keeping our distance, how can we get closer to a mental state that allows us to utay safe, productive and prepared?

Anita Rao, M.D., is a resident psychiatrist at a major research hospital in Chicago. From her office, overlooking the nearly-deserted Magnificent Mile, she describes the importance of a "healthy andety"

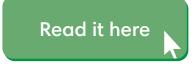
Forbes

Preparing For The Future: Psychiatrist Advocates For 'Healthy Anxiety'

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)



Contents:

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

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.

Download and read it here

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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



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Psychiatric News, APA

Many Americans Anxious Over COVID-19, APA Poll Finds

Summary:

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

Article dated 3/25/2020





U 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



The Talking Complete, 2020-22

Introduction: We are inside used, a knowledge price of the walks of the CONN_TON con-Collectures outprice. At times the these we must additional care for our mental and encoderal extenses. We have controlled the document to their some work? Introducts for personal and community welfares because we all care do with a some some tool introducts the additional additional solutions and their two welfares control and to be to be personal and hold uses the additional welfares to addition. We will be a control of the best to determine the addition to extend of theory are introductions, we means to encode more interaction of our unsputy and of theory are an advantations. Convert. This is not a registration of the age or counterling methor is this a redesition for particular and appoint multicular particular (approximate advice. The spirate limit have are substitute) to appoint on the appoint and one payments or particular proximation and its heap transwho mont have additional mattern systems. They have been complete an environmental and maniputer Thakes do name suffice a feature monter factors protosomer 4 years for experienceing. source that meets with monitol and construct heads. If you want to committeed investing, with In the party document (Shung one Advanty - Inclusionals, Strategies and Exercises Control American Information Control America (Communication 2) 213-21 Convention Controller Challenging attained threads Enderster forgunsels, and pre Laund with Anuty Anuty working working Anuty working to the processing Anuty subscreek to work the Anuty Endet Running working working and the Anuty 15 Star water for an and a Conneck main to serve and both 10 Connection Access Connecket (Serve Later and International) Contract Revenue and the Art Strategies at the to the structure and well there is and Contraction and the Interfactories Technologies and the structure and the Interfactories Technologies and the structure at the Interfactories and the structure at the structure at the structure at the Interfactories and the structure at the We apply the most were the functioner. If any more and datasetters for the state the two sectors ⁴⁴ Explorations Amonto Engrey with Items, Proc. and Uncertainty.

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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.

Recommended Resource:

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Centers for Disease Control and Prevention (CDC)

Stress and Coping

Summary:

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



(links to: https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov-%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety.html)



TAKING CARE OF YOUR FAMILY DURING **CORONAVIRUS AND OTHER EMERGING** INFECTIOUS DISEASE OUTBREAKS

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

Infectious disease outbreaks, including Coronavirus (COVID-19) that was first identified in China in December 2019, create a call to action for individuals and families to take responsibility for their health. Although leaders in science medicine, and government closely monitor and seek solutions for

... the best way to protect one's 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,

- American Red Cross:
 www.redcross.org
 Local American Red Cross:
 www.redcross.org/where/chapts.ag
 Information about infectious diseases for children:
 CDC:
 www.redcross.org/where/chapts.ag
 CBC:
 www.redcross.org/where/chapts.ag
 CDC:
 www.ag.org/en-us/advocary-and-policy/aga-health
 Schools are a reliable source of up-to-clate health information about specific school recommendations and term are in our and the control of the charter in the event of school color.
 Make sure everyone in your house has a terciou and information about specific school recommendations and emergency plans. Plan for children in the event of school color.
 Make sure everyone in your house has a tree in our around the pole might not worry a snuch about it, however, it is an important preventive behavior.
 Provide additional support to children with special needs. CDC: www.edc.gov/childrenindisasters/index.html
 American Academy of Pediatrics: www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/children-and-Disasters/Pages/default.aspx
 Schools are a reliable source of up-to-date health information about specific School recommendations and emergency plans. Plan for childcare in the event of school closure, which may involve taking leave or finding alternate care plans.

Good Basic Hygiene and Preventive Measures ■ Avoid close contact with people who might be sick.

to protect one's 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

disease outbreaks, the best way

- Viruses spread mainly person-to-person through coughing or sneezing of infected people.
 Over your nose and mouth with a tissue or sleeve when coughing or sneezing, and dispose of the tissue after use. If a tissue sint available, cough or sneeze into worr show not your hands.

- Taking precautions to stay healthy is particularly important for at-risk groups, such as very young

Center for the Study of **Traumatic Stress (CSTS)**

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

Summary:

A 2-page fact sheet with guidance on taking care of your family during COVID-19 and other infectious disease outbreaks.

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



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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 unpiesant 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



- 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. happening in their lamiles, schools and neighborhoods. Develop avid misconceptions and confusion. Be honest and about coronavirus, what it is and is not, remembering that younger children are likely to look to their parents and siblings for guidance and reassurance. Reassure children that if anyone in their family become 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
- 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.
 Use drawings or doits and nguies to exponention.
 Can spread. These re-enactments can also be used demonstrate the precautions needed to protect at portuitions, such as older adults.
 Create games or sing songs that promote healthy hygiene habits around the household.

- standing, it is 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.
- 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 rotutines are required. Assess their level of understanding, and then provide further explanations to avoid misconceptions and confision. Be honest and direct when answering their questions.
- Addressents and young address (1) year outs +) nave 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 c leave). Encourage children to keep a journal about their experiences.
- Communication safty and consistery 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 hytepice can be described as fun activities for
 - Continued

Center for the Study of **Traumatic Stress (CSTS)**

Discussing Coronavirus with Your Children

Summary:

A 2-page fact sheet with guidance on how to discuss Coronavirus with your children.

Contents:

- Goals of Speaking with Children About Coronavirus
- Communicating with Children at Different Developmental Levels
- Opportunities/Activities To Engage Your Children
- Additional References

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



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FINDING THE RIGHT WORDS TO TALK WITH CHILDREN AND TEENS ABOUT CORONAVIRUS

Help children of all ages understand

basic information about what

the coronavirus is and why it is

currently such an important topic.

When talking to children about Coronavirus (COVID-19), it is important for parents to use developmentally-appropriate explanations tailored to the child's age, verbal ability, and cognitive understanding. Suggestions for talking to children of different ages about coronavirus are provided below.

Explain What Coronavirus Is Help children of all ages understand basic information about what the coronavirus is and why it is currently such an important topic. In addition, explain what coronavirus is NOT. 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-aae children

"Coronavirus is a new gern that spreads from person-to-person like a cold. Most people just 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 medication to treat it yet but they are working on it. This may take a long time — maybe several months or even a

Teenagers "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 it off with our immune systems."

"The precautions we are taking now, like staying away from friends or not going to parties, will help prevent the virus from spreading. Even if you don't get sick from the virus, it's possible that you could spread it to others in the community or in our family, like grandma."

"Scientists are working on medications to treat coronavirus, but it could take several months until they find one."

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 seleep 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." "Let's practice coughing into our elbow and waving at each other so we don't spread our germs to others."

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." Continued

Center for the Study of Traumatic Stress (CSTS)

Finding the Right Words to Talk with Children and Teens about Coronavirus

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).

Contents:

- Explain What Coronavirus Is
- Explain How We Protect Ourselves
- Explain How We Protect People Who are at Risk

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

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HELPING HOMEBOUND CHILDREN DURING THE COVID-19 OUTBREAK

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 inside. The lifestyle s may also contribute m peers and teachers, ion among family a lack of personal it home. I be home and inside. The lifesty 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 scapecoats specific populations can further increase a child's and family's sense of isolation. (Inicians and parents can consider the following approaches to better manage homebound periods for children and families. 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.

Communicate Openly

- Support the Family Structure while Homebound To prepare, families can develop plans of action together. When appropriate, include children in the family planning and preventive 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 mouths when coughing and sneezing, avoiding constraints for an another statement of the statement of the statement and the statement of the statemen
- ontact 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
 Care if they become ill.
 Check in with children frequently to address newly

- Encourage children's participation in household chores to facilitate their sens 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 enti-bousehold.
 Engage in relaxation techniques to reduce stress.
 Engage in relaxation techniques to reduce stress.
 Check in with children frequently to address newly encouped and the stress incoarce stress.
 Inter and close the stress of alcohol or tobacco.
 Fa usual fine activity consider attending relievoirs Maintain a positive mood.
 Practice partice 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 to 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.
- understand. Create an environment where children feel comfortable
- Create an environment where children feel comfortable expressing their concerns and asking questions. Remind children that being homebound is temporary. Promote children is 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 cons of the whoreave all

Continued

Center for the Study of **Traumatic Stress (CSTS)**

Helping Homebound Children during the COVID-19 Outbreak

Summary:

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

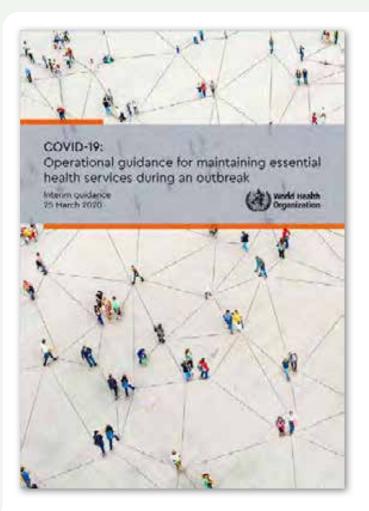
Contents:

- Support the Family Structure while Homebound
- Communicate Openly
- Connect to Helpful Support
- Resources

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



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



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)

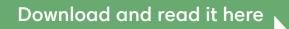
II. INTRODUCTION

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



	Organization
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Getting your workplace ready for COVID-19 kw COVID-19 amads	
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Simple ways to prevent the (preval of COVID-19 in your reprints) inter-to-manage COVID-19 induced and one preventings and Things to consider where we had your employees them? Genting your workplace many in case (COVID-19 aniwed in your)	and a
2. Simple ways to prevent the spread of COVID 19 in your	r workg/aco
The sole-cost measures before will be proven the spread of information to and stomach hugs, and protect your containing, contraining, and eng	
Imployers should start doing these things now, over if COVID-13 has altern they operate. These measures the control or working days had do pread of COVID-19 if it across at one of your working cars.	
 Make suce your successfulness are rises and hygions 	
Surfaces (in all down and satilies) and sobjects (in all trieghts with disinfection regularly	tern, keyboards) read to be legad
 Why? Because combamination an last searched by en the main ways that COVID-19 specials. 	nployees and colubrians in one of

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
- 4. Getting your workplace ready in case COVID-19 arrives in your community.

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

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.

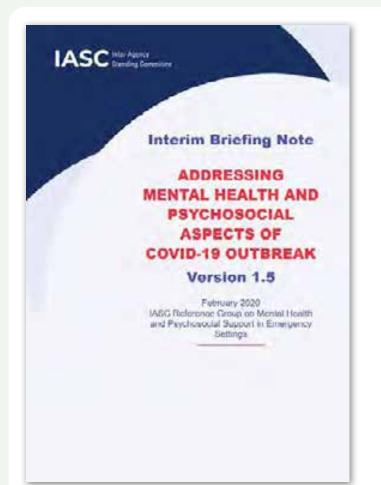
Contents:

- 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

Download and read it here

(links to: https://interagencystandingcommittee.org/system/files/2020-03/COVID-19%20-%20How%20to%20include%20marginalized%20and%20vulner-able%20people%20in%20risk%20communication%20and%20community%20engagement.pdf)



Inter-Agency Standing Committee (IASC)

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

Summary:

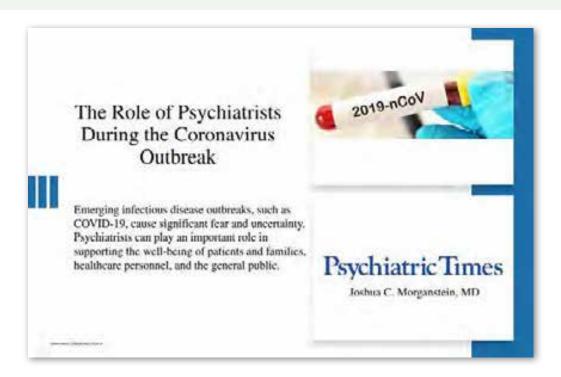
A summary of key mental health and psychosocial support (MHPSS) guidelines in relation to the COVID-19 outbreak.

Contents:

- Context
- Mental Health and Psychosocial Support (MHPSS)
- Mental Health and Psychosocial Responses to COVID19
- 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

(links to: https://www.mhinnovation.net/sites/default/files/downloads/resource/IASC%20Interim%20Briefing%20Note%20On%20COVID-19%20Outbreak%20Readiness%20and%20Response%20Operations%20-%20MHPSS.pdf)



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.

CORONAVIRUS DISEASE 2019 (COVID-19)

Coping with COVID-19: Tips and Strategies to Assist in Coping



Audience: All Colleagues

Revision Date: 3/25/2020

Version: Version #1

Tips and Strategies to Assist in Coping with COVID-19

Why are Healthcare providers uniquely at risk? Healthcare providers are the direct frontline in combating the spread and impact of COVD-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. <u>If asking for help is hard, then clearly it takes strength do so.</u> 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 instinc,t 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





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CARING FOR PATIENTS' MENTAL WELL-BEING DURING CORONAVIRUS AND OTHER EMERGING INFECTIOUS DISEASES: A GUIDE FOR CLINICIANS

As our world becomes increasingly interconnected, the potential for rapid and far-reaching spread of new infectious diseases is a growing threa. 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 score and impact. This may lead

Especially in the early stages of an emerging infectious disease outbreak, there is frequently a great deal of uncertainty about the nature of the disease, its spread, and its scope and impact.

great cash or 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

- During emerging infectious disease outbreaks, both
 Stav informed. Obtain the latest information about the
- 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.
- in order to provide accurate information to your patients.
 2. Educate. Healthcare providers are on the front lines of medical intervention and in a positon to influence patient behaviors for protecting individual, family, and public health. Patient education plays a critical role in both containing the disease and mitigating emotional distress during outbreaks. Depending on the nature of the outbreak, this can range from education about basic hygiene such as hand-washing and cough etiquette to more complex medical resummedations 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 miniformation. In this age of social media,
- reduce the risk of exposure. S. Correct missionranation. In this age of social media, misinformation can spread quickly and easily, causing unnecessary alarn. If patients present you with inaccurate information related to the outbreak, correct their misconceptions and direct them to vetted public health resources.

early staged of an isease outbreak, there isease outbreak and isease and impact. In the outbreak and its impact on them, their families, and their communities. Providers should achrowledge uncertainty about energing diseases and help patients mentional comports the patients recommendations for promoting patients' mential wellbeing during emerging infectious disease outbreaks:

medical and mental health

- 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 comsule about stress reactions. Emotional distress is common in the context of uncertain and potentially life-interating situations, such as outbreaks.
 - such as outbreaks.
 a. A good first step for mitigating your patients' stress is to acknowledge that it exists and help normalize it ("1 see that you're stressed, and that's understandable. Many people are feeling this way right now.")
- understandable. Many people are teeling this way right now? by the teach patients to recognize the signs of distress, including worry. fear, insomain, difficulty concentrating, interpersonal problems, avoiding certain situations at work or in daily living, unexplained physical symptoms, and increased use of alcohol or tobacco. This will help them become more aware of the state of their mental health

Center for the Study of Traumatic Stress (CSTS)

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.

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



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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, creates many psychological stressors. Some are known and understood, allowing for preparation and training. As these events evolve, novel mechanisms of injury and harm increase fear and uncertainty

Community members can be best prepared through timely, accurate, and updated public health education information, which is best delivered using effective, ongoing risk communication.

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

- Utilize effective risk communication principles, including provide information on a regular and timely basis, share what is known about the threat, avoid speculation, always be truthful, avoid false promises, provide updated information when available, and
- anticipate the need to repeat messages.

 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.

 Encourage families and community members to work
- 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.
 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.
- risks, as well as decisions, actions or policies aimed at managing the risks. Effective risk communication builds trust and collaboration, reduces stress, and allows community members to better focus on performing their roles at home and work. Leaders can enhance the ability of community members to manage the unique psychological stressors of emerging public health threats through the following:

an organization or community. For healthcare and community leaders,

sharing information about risks, the

significance and meaning of those

risk communication involves

- 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.
- 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.
- tor children. 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 these individuals.
- Additional Resources

Leadership Communication: Anticipating and

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

Center for the Study of **Traumatic Stress (CSTS)**

Leaders' Guide to Risk Communication in the Face of Coronavirus and Other Emerging Public Health Threats

Summary:

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

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



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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 chancinges around public health communication, preparedness, and response. Healthcare personnel play a significant role in medical intervention (disease around " intervention (disease surveillance, identification, and treatment) and

Public health emergencies, such as COVID-19 and others involving a global pandemic, create numerous opportunities and challenges around public health communication, preparedness, and response.

in influencing patient behaviors for health and the h protecting individual, family, and public health. This can be families and children is very important.

Unique Characteristics of Military Family Life

- Unique Characteristics of Military Family Life The military community is apopulation on 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 to healthcare access and continuity. As lamities 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
- stressors and issues that relate to military family 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 will worry about their loved ones back home.
 Single parent families (resulting from deployment) offen include young caretakers who may lack experience in the role of protecting their family's health, especially during mybili health crites.

- In the tool opticating truth raises, strainty strainty optically during public health crises.
 Military families with special needs children who may require additional medical and emotional support.
 Families, especially those affected by combat injury,

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 whose children live with grandparents who may be

in-place or evacuation.

in the form of education about basic

hygiene such as hand-washing and cough etiquette to more complex disaster behaviors such as shelter-

Public health emergencies such

- 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 travel limitations and quarantine. 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
- connectedness, and nope or optimism. The bolowing 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. Continued

Center for the Study of **Traumatic Stress (CSTS)**

Coronavirus and Emerging Infectious Disease Outbreaks: How Healthcare Personnel Can Support Military Families and their Health

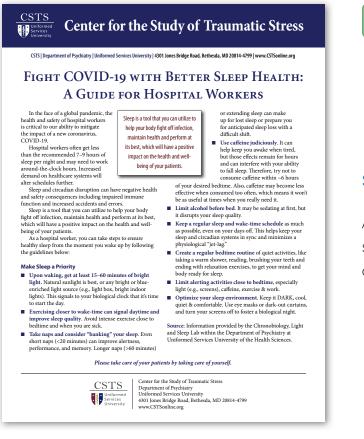
Summary:

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

Contents:

- Unique Characteristics of Military Family Life
- Supporting the Psychological Wellbeing of Patients

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



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

Summary:

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

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



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CORONAVIRUS PREPAREDNESS & RESPONSE: Critical Elements for Business Planning

... pandemic planning must address the

extreme health and mental health impact assumptions and containment strategies projected for a severe pandemic.

Preparing for and responding to infectious outbreaks, such as Coronavirus (COVID-19) is a shared responsibility involving governation (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 confirmed and the virus has spread to multiple countries on several confirmed and the virus has spread to multiple countries on several confirmed and the virus has spread to multiple countries on several confirmed and the virus has spread to multiple countries on several confirmed and the virus has spread to multiple countries on several confirmed and the virus has spread to multiple containces trategies projected for a severe pandemic. A pandemic will likely reduce dramatically the number of available workers in all sectors, and significantly disrupt

- of available workers in all sectors, and significantly disrupt 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 envitoins and behaviors to be mitigated include worry, fear, insomia, difficulty concentrating, avoiding certains ituations at work, and increased use of alcohol or tobacco. These do not constitute disease but nonetheless disrupt and diminish social and occupational functioning. 2. Employee health protective behaviors will impact productivity. All workers/workforces are not the same. Small basistness oftend on thave internal or employee health assistance workplaces may have. Smallercompanies do not necessarily have access to professional security, occupational health or employee assistance programs. 4. Sustained support over the "trajectory" of a pandemic will requir considerable resources and a shifting of emphasis over time. The effects of a pandemic outbreak are not the same as a sing e-vent disaster and requires planning for a prolonged or extended impact. 5. Family care and support are critical to business/ human

ing must address the metal health impact ntainment strategies evere pandemix. The strategies of the distance of the strategies of the strategies of the strategies of the distance of the strategies of the strate

- 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 preparedness, prevention, and grief management are necessary for success. Grief will be a significant component of the overall emotional cost of a pandemic. Acknowledging grif within the workplace and making time for employees to address this through various rituals and activities strengthens organizations.
 7. Business-community integration and pooling of resources must be explored. Businesses must identify who will comprise their human response teams to conduct critical incident needs assessment (CINAT) during a pandemic and facilitate adaptive response.
 8. Knowledge of and delivery of Psychological First Aid (PFA), an evidence-information interventing favored over debriefing in the imvediate aftermath of a disaster, must be considered in 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 infractivity. Sut an important contributor to the sustained mental health of our population.

Center for the Study of **Traumatic Stress (CSTS)**

Coronavirus Preparedness & Response: Critical Elements for Business Planning

Summary:

A 1-page fact sheet with 9 tips for pandemic planning and response in the workplace.

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)



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MENTAL HEALTH AND BEHAVIORAL GUIDELINES FOR PREPAREDNESS AND RESPONSE TO **CORONAVIRUS AND OTHER EMERGING INFECTIOUS OUTBREAKS**

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

community distress...

Several global infectious disease outbreaks, such as Coronavirus (COVID-19), can help inform psychological and behavioral responses to these events as well as

appropriate interventions. Since the highly lethal pandemic outbreak of influenza in 1918, there have been few

(increased use of alcohol and tobacco, work/life imbalance manifested by extreme over-dedication in the workplace to alleviate distress), and may also result in psychiatric disorders, such as PTSD, depression, and anxiety. Infectious outbreaks have unique characteristics that increase fear and uncertainty, due to the imperceptibility of the infectious agent, uncertainty about infection, and early tage symptoms that are often easily mistaken for more well-known, benign illnesses. As a result, pandemics manifest unique individual and community responses, including scapespoating and blaming, fear of infection, and high levels of somatic (bpy)sical) symptoms. Community responses to outbreaks is governed by perception of risk (not actual risk) with a variety of factors impacting community distress, including: fear of infection, concerne about adequate supplies and efficacy of prophylactic and treatment medications, and the emergence of pathogens that are difficult to detect or treat, spread in norde ways, or cause unfamiliar or extreme symptoms will increase community distress. Most large-scale community distress, result in predictable phase of community behavior that tunfold over time. After an event such as an earthquake or hurricane, community members typically come together to help with evence efforts

members typically come together to help with rescue efforts and bond over the shared adversity caused by the catastrophe. This "honeymoon" phase is often helpful for people to begin

the process of recovery. In contrast, recommendations during infectious outbreaks include avoiding public places, social distancing, limiting contact with potentially infected individuals and other measures that diminish social connections and amplify feelings of isolation. In

communy determination of the result is provided important lessons to inform preparedness of the result is prevention of adapting technical connections and angling technical

medication. The first step in preventing undesirable psychological, emotional, and behavioral response is an effective public health program of risk assessment and communication, public health prevention, and consequence management. These

Center for the Study of **Traumatic Stress (CSTS)**

Mental Health and Behavioral Guidelines for Preparedness and Response to Coronavirus and other **Emerging Infectious Outbreaks**

Summary:

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

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



PSYCHOLOGICAL EFFECTS OF QUARANTINE DURING THE CORONAVIRUS OUTBREAK: What Public Health Leaders Need to Know

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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 III and to reduce their risk 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 for thric to its in China, to isolation in government-run facilities, to self-isolation at home. While quarantine can Quarantine is defined as the

While quarantine can broadly serve the public good, it is also associated with psychological challenges for those guarantined, their loved ones, and the healthcare workers caring for them.

3.

Stressors of Quarantine and their Psychological Effects

Effects Quarantine can expose individuals to stressors both during and after the quarantine period and may result in adverse acute and long-term psychological outcomes. Effects of quarantine can include symptoms of postraumatic stress, anxiety, and depression, and responses such as fear, anger/irritability, insomnia, futigue, detachment and avoidance behaviors, impaired concentration, and diminished work performance. More information on the nature of stressors during and after unarantine as well as enidance on how to provide care th quarantine, as well as guidance on how to provide care that promotes mental wellbeing, can be found in the resources section of this document.

Tasks for Public Health Leaders (Specific to Psychological Effects and Factors)

 Gather and utilize knowledge and expertise — Behavioral health factors in disasters and other extreme events is a very specialized area within the behavioral sciences. Public health leaders are encouraged to seek such expertise within their own systems as well as from leaders in academia and other governmental entities. Once identified, strategies are needed to ensure the

e can broadly serve It is also associated with psychological challenges for those quarantined, challenges for those quarantined, their loved ones, and the healthcare workers caring for them. Much of the weight of professional, administrative, political, and programmatic factors of quarantine rests upon public health leaders. This fact sheet describes some of the factors sepecially relevant to senior public health officials, such as local, state, and tribal health authoritics, as they consider their roles in the range of psychological effects related to quarantine.

integration of their expertise into decision-making processes used by public health leaders.

processes used by public health leaders. 2. Monitor psychological directs — Psychological impact varies greatly depending on the nature of the event, event stage, geography, and other factors. In addition, these effects frequently change over time as a function of threat status and the impact and adaptation of strategies will help ensure that efforts are focused where most needed. These effects are experienced by diverse individuals such as those quarantined, their families, health and behavioral health care providers, and others. health and behavioral health care providers, and others. Assist in resource identification, provision, operations, adaptability, and integration — Leaders are frequently the seckers and gatekeepers of resource acquisition and deployment. They also play a central role in ensuring that resources are appropriately targeted and integrated with other related efforts. Integration of efforts and resources across professional cultures and organizational structures is circical to optimal programs, especially in potentially complex and controversial strategies, such as quarantine. At a minimum, in quarantine situations, important systems include behavioral health, public health, medical *Continuel*

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

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.

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



PSYCHOLOGICAL EFFECTS OF QUARANTINE DURING THE CORONAVIRUS OUTBREAK: What Healthcare Providers Need to Know

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Quarantine is defined as the 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, wavestie to keep the other outbreak quarantine has been used as a public health strategy to reduce disease transmission. COVID-19

Described here are the psychological effects of quarantine, as well as strategies for how healthcare providers can care for their patients' and their own mental well-being during periods of quarantine.

quarantine efforts have ranged from the mass quarantine of entire cities in China, to isolation in government-run

Stressors of Quarantine and their Psychological Effects

- ors durina auarantine include: Stress
- Frustration and boredom related to the isolation of quarantine, which involves loss of one's usual routine (e.g., regular home and work activities, shopping for necessities) and limited social and physical contact with others.
- Inadequate supplies and access to regular medical care, including food, water, or change of clothes as well as masks, prescriptions, and thermometers.
- as masks, prescriptions, and thermometers. A Insufficient information, such as lack of or delayed, information from public health authorities, often due to poor coordination among health and government officials unclear guidance; confusion about reasons for quarantine; and perceived lack of transparency. A Longer durations of quarantine (i.e., 10 days or longer), as well as extension of quarantine length.
- 5. Fears about becoming infected and/or infecting others, which can manifest as increased attention to and worry about one's health and physical symptoms, and may be particularly concerning for pregnant women and parents of young children.

facilities, to self-isolation at hom

- Stressors following quarantine include: Financial loss. Absence from work, healthcare costs, and other unanticipated financial burdens can result in socioeconomic distress, particularly among those with lower incomes.
- 2. Stigma from others. Stigmatization and rejection by neighbors, co-workers, friends, and even family members can manifest as being treated differently or
 - with fear and suspicion, being avoided or excluded from leisure, workplace, or school activities, and experiencing stigmatizing comments. Stigma can be exacerbated if quarantined individuals are members of a particular ethnic or religious group.
- comme or rengous group.
 So Getting back to one's "normal" routine. Returning to usual work and social routines may take anywhere from several days to several weeks or even months. Knowing that it might take time to get back into regular routines can help with concern, anxiety, and frustration.

Promoting Psychological Wellbeing During Quarantine

 Use communication as an intervention. Clear, understandable, and practical communication can reduce adverse psychological responses and increase behavioral adherence. Provide rapid, repeated, Continuea

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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

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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), require special attention to the needs of healthcare personnel. Taking care of	others to practice se	elf and encouraging elf-care sustains the or those in need.	time or are taking time to enjoy themselves when so many others are suffering. Recognize that taking appropriate rest leads to proper care of patients after your break
vourself and encouraging others to practice self-care sustains		Connect with Co	bleagues. Talk to your colleagues and
the ability to care for those in need.		receive support from one another. Infectious outbreaks can isolate people in fear and anxiety. Tell your story and	
Disease Outbreaks		 Communicate Constructively. Communicate with 	
 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. Bquiyment challenges. Equipment can be uncomfortable. limit mobility and communication, and be of uncertain benefit, shortges 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 settings. Helping those in need can be revariant, but also difficult as workers may experience far, grief, frustration, guilt, insomina an exhaustion. 		 Communicate orders activity. Communicate with colleagues clearly and man optimistic manner. Identify mistakes or dedicencies in a constructive manner and correct them. Complement each other—compliments can be powerful motivators and stress moderators. Share your frustrations and your solutions. Problem solving is a professional skill that often provides a feeling of accomplishment even for small problems. Contact Family. Contact your loved ones, if possible. They are an achor of support outside the bealthcare system. Sharing and staying connected may help them better support you. Respect Differences. Some people need to talk while others need to be alone. Recognize and respect these differences in yourself, your patients and your colleagues. Stay Update. Rey on trusted sources of information. Participate in meetings to stay informed of the situation, plans and events. 	

trategies 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
- Take Breaks. Give yoursel 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-

- plans and events
- plans and/versts.
 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, humbers with the to gene compension credy.
- sadness, difficulty sleeping, intrusive memories, hopelesmess. Talk to a peer, supervisor, or seek professional help if needed. Honor Your Service. Remind yourself that despite obstacles of frustrations, you are fulfilling a noble calling—taking care of those most in need. Recognize your colleagues—either formally or informally—for their service.

Center for the Study of **Traumatic Stress (CSTS)**

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

Summary:

A 1-page fact sheet with tips on sustaining well-being for healthcare personnel.

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



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TAKING CARE OF PATIENTS DURING THE CORONAVIRUS OUTBREAK: A GUIDE FOR PSYCHIATRISTS

The potential for the rapid spread of infec ous diseases is a gro threat. In the early stages of an infectious disease outbreak such as the novel Coronavirus (COVID-19), 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.

(COVD-19), there is frequent uncertainty about the novel Coronavirus (COVD-19), there is frequent uncertainty about the nature of the disease, its synch about the nature to emotional distress, even amount to emotional distress, even amount those who have not been directly exposed to the disease. Common psychological and behavioral responses include distress reactions (insomnia, anxiety, decreased presentation to healthcare due to fears of illness), health risk behaviors (increased use of achobil and tobacco, altered work/life balance, social isolation, increased functional distress, the amount of the social distress, and distressed, which can manifest in "misbehaviors", social isolation, or diminished academic performance. A minority of individuals will develop disorders, such as depression, markety, or postatruamatic stress, that require formal treatment.

anciety, or postraumatic stress, that require format treatment. During the COVID-19 outbreak, most patients with precisiting 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 outbreaks impact on them, their families, and their communities. In working with their patients, psychiatrists should: 1) acknowledge concerns and uncertainty about emerging disease, 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, paticularly

distress and subsamments 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 health care professionals support patients during COVID-19 and other infectious disease outbreaks: Stay informed. Obtain the latest and impact. 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

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respond by: Continued

Center for the Study of **Traumatic Stress (CSTS)**

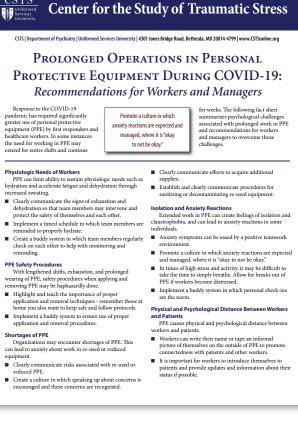
Taking Care of Patients During the Coronavirus Outbreak: A Guide for Psychiatrists

Summary:

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

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

equipment.



Center for the Study of **Traumatic Stress (CSTS)**

Prolonged Operations in Personal **Protective Equipment During** COVID-19: Recommendations for Workers and Managers

Summary:

A 1-page fact sheet on dealing with anxiety and stress caused by prolonged wear of personal protective equipment during the pandemic.

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



Academic Research Articles & Databases

Recommended Resource:



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

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Correspondence

U 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.



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.

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

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

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

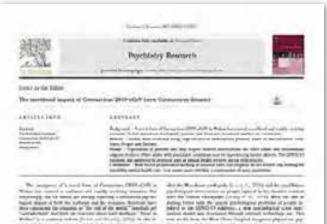
Correspondence

Summary:

The Lancet

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

Article dated 2/5/20.



of Hill Louis State, Std. ----

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.

Article dated 3/9/20.



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

The Indian Journal of Pediatrics A Review of Coronavirus Disease-2019

A Review of Coronavirus Disease-2019 (COVID-19)

Summary:

A comprehensive review of the Coronavirus Disease, origins, features, diagnosis, and treatments.

Network Open.

tion | Psychiatr

Factors Associated With Mental Health Outcomes Among Health Care Workers Exposed to Coronavirus Disease 2019

Jianbo Lai, MSc: Simeng Ma, MSc; Ying Wang, MSc; Zhongxiang Cai, MD; Jianbo Hu, MSc; Ning Wei, MD; Jiang Viu, MD; Hui Du, MD; Tingting Chen, MD; Ruiting Li, MD; Huawei Tan, MD; Lijun Kang, MSc; Lihua Yao, MD; Manli Huang, MD; Huafen Wang, BD; Gaohua Wang, MD; Zhongchun Liu, MD; Shaohua Hu, MD

Abstract

IMPORTANCE Health care workers exposed to coronavirus disease 2019 (COVID-19) could be psychologically stressed.

OBJECTIVE To assess the magnitude of mental health outcomes and associated factors among health care workers treating patients exposed to COVID-19 in China.

DESIGN, SETTINGS, AND PARTICIPANTS This cross-sectional, survey-based, region stratified study collected demographic data and mental health measurements from 1257 health care workers in 34 hospitals from Janary 28 2020, to February 3.2020, he fullow, Health care workers in hospitals equipped with free clinics or work for patients with COVID-19 were eligible.

MAN OUTCOMES AND MEASURES The degree of symptoms of depression, anxiety, insomnia, and datries was assessed by the Chinese versions of the 9 term Patient Health Questionnaire, the 7-item Generalized Analysi Dioderd scale, the 7-term Insomnia Severity (index, and the 22-term Impact of Event Scale-Revised, respectively, Multivariable logistic regression analysis was performed to dentify factors associated with mealth barba outcomes.

RESUTS A total of 1257 of 1830 contacted individuals completed the survey, with a participation rate of 687%. A total of 813 (477%) were aged 26 to 40 years, and 964 (76.7%) were women. Of all participants, 764 (6088) were nurse, and 4893 (122%) were physican. 766 (005%) worked in hospitalis in Whain, and 522 (1475%) were fortile in Head 193. 20%) were physican. 766 (005%) worked in hospitalis in Whain, and 522 (1475%). Nurse, women, fortile head in zerowises, and those working in Whain, and 522 (1475%). Nurse, women, fortile head in zerowises, and those working in Whain, and 522 (1475%). Nurse, women, fortile head in zerowises, and those working in Whain, nurse, roter dim cense were degrees of all measurements of mental head hypothesis in the net head in zerowises (g, median JQR) patient Health Duestionnaite scores among physicians vomes. 40 (10. 270) 50 (20. 86. β) = -0.07, median [interguartile range (UQR) Generalized Anniety bioteches cases cances fortile v second line workers. 60 (20.410) (19.810); Nortice scale scores among men vis women. 20 (6.40) vol 0.10.50); 24.011, widan (1002) Illions in Seevity in weak cross among frome viscores. 108 (25.43); 19.810, [6.0-28.0] in hubbie oxiside Wuhan and 150 (40.24c) 0.0146 hibbie; 19.85.345; 19.180, [10.6-28.0] in hubbie oxiside Wuhan and 150 (40.24c) 0.0146 hibbie; 19.45, 20.95% (10.463.088, P - .008); Frontilme health care workers engaged in direct dargows); transment, and are of patients with those with those in Wuhan (odds ratio [04], 0.62; 95% (10.24.63, 0.8, P - .000); Frontilme health care workers engaged in direct dargows); transment; (B, 15.95%), (1.24.20, P - 0.00); meanning (102, 23.75%); 55%, (1.24.26, 0.7 - 0.0), and direct (80.(16.95%); (1.22.20, P - 0.00); meanning (102, 23.75%); 55%, (1.24.26, 0.7 - 0.0), and direct (80.(16.95%); (1.22.20, P - 0.00); meanning (102, 23.75%); 55%, (1.24.26, 0.7 - 0.0), and direct (80.(16.95%); (1.22.20, P - 0.00); meanning (102, 23.75%); 55%, (1.24.26, 0.7 - 0.0), and direct (80.(16.05%); 57%, (1.22.26, P - 0.0) Key Points Question Wult factors are associated with metal halo tocomes among habit ace workers in China who are trating patients with community disease 200 (COVD-197) Pendings in this cost scalad aduly of I257 habit ace workers in 34 hospitals equipped with free chics or wards for patients with COVD is number regions of China. a considerable proportion of Habita care workers reported agenericing symptoms of durates, expecually women, turkes, these in Wuhaa, and don't ine habit ace workers directly engaged in dupong, trating or providing nunsing ace to patients with suspected or continued COVD-10-8.

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Meaning: These findings suggest that, among Chinese health care workers exposed to COVID-19, women, nurses, those in Wuhan, and front-line health care workers have a high risk of developing unfavorable mental health outcomes and may need psychological support or interventions.

Invited Commentary
 Supplemental content
Author affiliations and article information
listed at the end of this article.

March 23, 2020 1/12

(continued

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JAMA Network Open. 2020;3(3):e203976. doi:10.1001/jamanetworkopen.2020.3976

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JAMA Network

Factors Associated With Mental Health Outcomes Among Health Care Workers Exposed to Coronavirus Disease 2019

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 front-line health care workers directly engaged in diagnosing, treating, or providing nursing care to patients with suspected or confirmed COVID-19."



Infographics

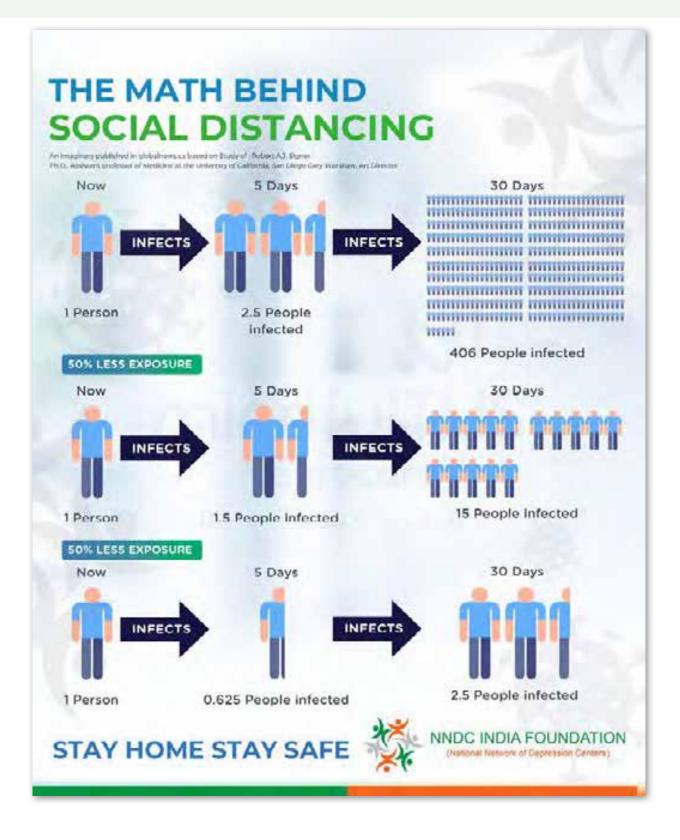
(Free to share. You can also find the originals and more graphics at NNDCIF's social media pages.)



Food to be eaten to make your immune system STRONGER









Why the corona virus 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





Source: WHO

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

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STOP THE SPREAD



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







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