

## Stress First Aid Training for Site Champions



Led by the RAND Corporation in partnership with Vizient/CDN, funded by the Patient-Centered Outcomes Research Institute (PCORI)

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### Agenda

1. Welcome and introductions
2. Project overview and timeline
3. Review of the Stress First Aid Model
4. What makes an effective champion?
5. Implementing SFA at your Site
6. Facilitating SFA training
7. Group discussion

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### COVER-HCW project aims



Test the comparative effectiveness of Stress First Aid versus Usual Care (support the hospital/clinic already provides) on mental and physical well-being



Understand and document any Usual Care activities to support HCWs' well-being before implementing Stress First Aid across sites



Assess the experiences of HCWs with Stress First Aid

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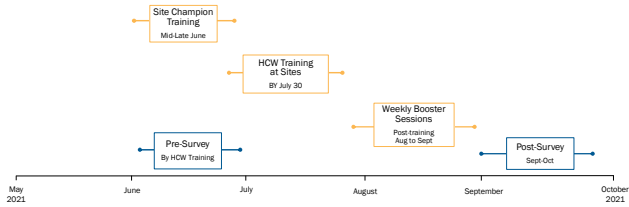
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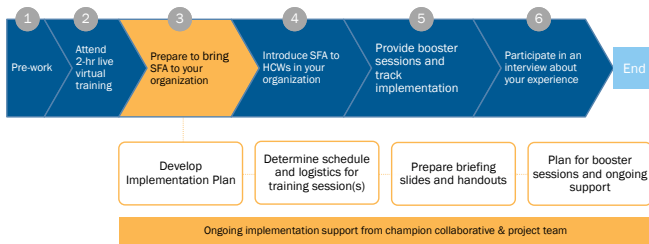
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### Project timeline (Cohort 2)



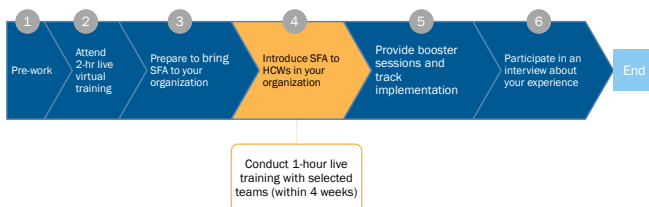
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### Critical steps: Planning



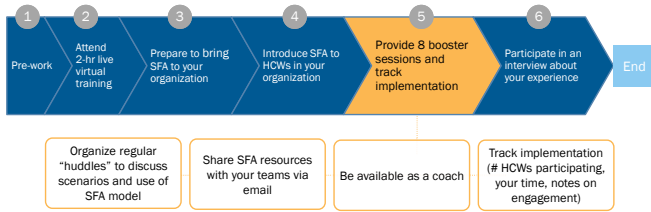
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### Critical steps: Training



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### Critical steps: Booster sessions



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### Site Champion Materials (Available Online)

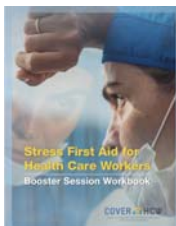
- **Site Champion Training Materials**
  - Links to SFA training videos on YouTube
  - COVER-SFA Implementation Guide
  - Slides from today's training
- **Local Staff SFA Training Materials**
  - Presentation slide deck for 1-hour HCW training in SFA and accompanying instructor talking points
  - Booster session workbook
  - SFA handouts on special topics
- **Additional Resources**
  - .mp4 versions of the SFA training videos
  - Extra resources from the National Center for PTSD

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### Mailed materials



Implementation Guide  
(for site champions)

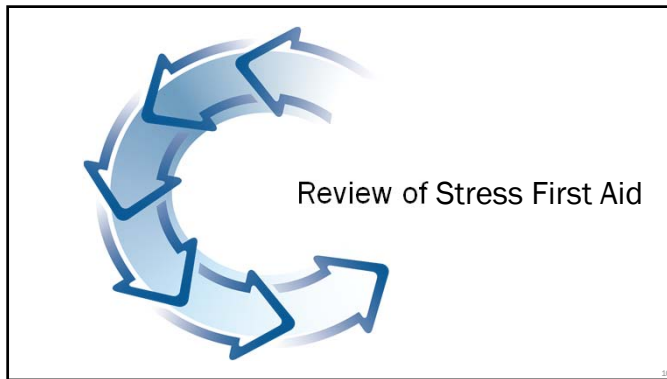


Booster Session Workbooks  
(to hand out to staff when training)



Pocket cards and pins  
(for trained staff)

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**What is Stress First Aid (SFA)?**

- A flexible framework of actions that foster resilience and recovery in high-stress jobs
- Evidence informed
- Validates existing supports and resources
- Practical
- Makes sense

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Potential sources of distress in healthcare

<b>Burnout</b> Emotional exhaustion, loss of compassion, loss of professional satisfaction	<b>Empathic Distress</b> Sharing the pain and suffering of others	<b>Moral Distress</b> Being prevented from delivering the best possible care
<b>Grief &amp; Loss</b> Separation from cherished people, places, or things, including parts of oneself	<b>Physical Distress</b> Physical pain, fatigue, or loss of function due to a physical injury or illness	<b>Social Distress</b> Social isolation or being unable to find solitude; conflicts with coworkers

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## Stress continuum: Circumstances and features

READY	REACTING	INJURED	ILL
<b>DEFINITION</b>			
<ul style="list-style-type: none"> <li>• Rested</li> <li>• Restored</li> <li>• Relaxed</li> </ul>	<ul style="list-style-type: none"> <li>• Strained</li> <li>• Able to recover</li> <li>• Good pain</li> </ul>	<ul style="list-style-type: none"> <li>• Harmed by stress</li> <li>• Bad pain</li> </ul>	<ul style="list-style-type: none"> <li>• Disease</li> <li>• Loss of quality of life</li> </ul>
<b>CAUSES</b>			
<ul style="list-style-type: none"> <li>• Rest &amp; relaxation</li> <li>• Play</li> <li>• Time for self care</li> <li>• Many resources</li> </ul>	<ul style="list-style-type: none"> <li>• Normal daily stress</li> <li>• Not being pushed too far or too hard</li> </ul>	<ul style="list-style-type: none"> <li>• Life threat</li> <li>• Loss</li> <li>• Moral injury</li> <li>• Wear &amp; tear</li> </ul>	<ul style="list-style-type: none"> <li>• Unhealed injuries</li> <li>• Inflammation</li> <li>• Secondary conditions</li> </ul>
<b>ACTIONS</b>			
<ul style="list-style-type: none"> <li>• Access resources</li> <li>• Care for self</li> <li>• Care for others</li> </ul>	<ul style="list-style-type: none"> <li>• Alternate exertion with rest</li> <li>• Monitor well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize stress injuries early</li> <li>• Use Stress First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Seek medical care</li> <li>• Recover</li> <li>• Return</li> </ul>

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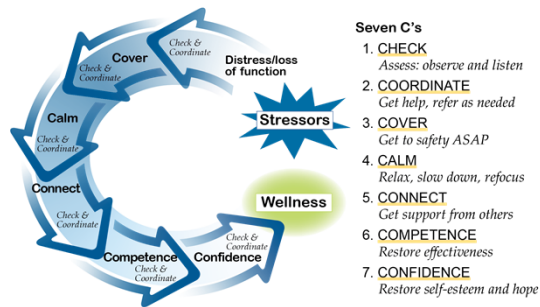
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## Stress First Aid model



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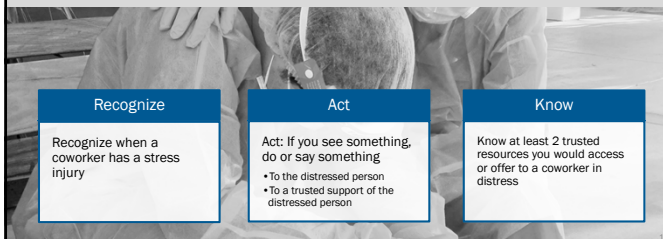
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## Essential SFA skills



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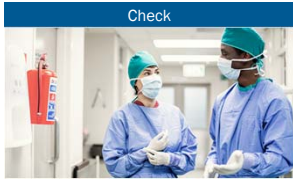
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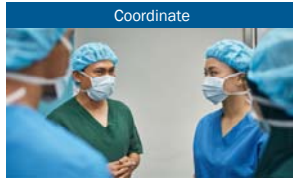
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## Check and Coordinate are foundational and continuous processes



Check

- Becoming more aware of changes in behavior that result from stress.
- Those who are stressed may not be aware of their reactions or risk, or not willing or able to reach out.



Coordinate

- Collaborating with others who can help, or who need to know.
- SFA is not meant to address all ranges of issues.

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## Cover actions

- Get control of any out-of-control situations
- Stand by ready to reassure/assist
- Get the person to a physically and emotionally safe place (e.g., not being on display)
- Keep others safe
- Make eye contact
- Provide physical assistance
- Reduce perceived threat



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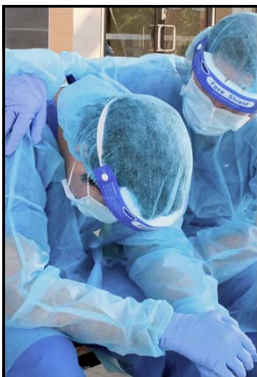
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## Calm actions

- Reassure by authority and presence
- Draw attention outwards to increase composure
- Get to a quiet, peaceful place
- Listen with understanding and validate concerns
- Encourage the person to:
  - Sit, relax
  - Eat or drink something
  - Practice slow, deep breathing
  - Get grounded (e.g., counting, reciting, singing)
  - Listen to music or a podcast



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### Connect actions

- Provide support:
  - Listen empathically
  - Be authentic
  - Communicate compassion and respect
- Promote connection with others
  - Help mobilize existing social supports (e.g., by engaging family members)
  - Help create new opportunities for social support (e.g., unit-level social activities)
- Address potential negative social influences



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### Competence actions

- Assess how stress has affected occupational and personal functioning
  - Has the person become less effective at work or home?
  - Are they less able to master their own behavior, emotions, or thoughts than before?
- If decrements in competence are observed, remediate them via training and practice
- If competence cannot be restored in current roles:
  - Look for alternate but equally meaningful roles
  - Temporarily suspend key job duties and reintegrate back into duties when possible



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### Confidence actions

- Assess how relationships of trust may have been breached
  - Trust in one's peers or leadership
  - Trust in oneself
- Repair or replace damaged self-confidence or relationships of trust (e.g., through honest, respectful communication)
- Engineer success experiences
- Facilitate meaning-making
  - To understand anything bad that happens
  - To remind each other why we love what we do
- Celebrate



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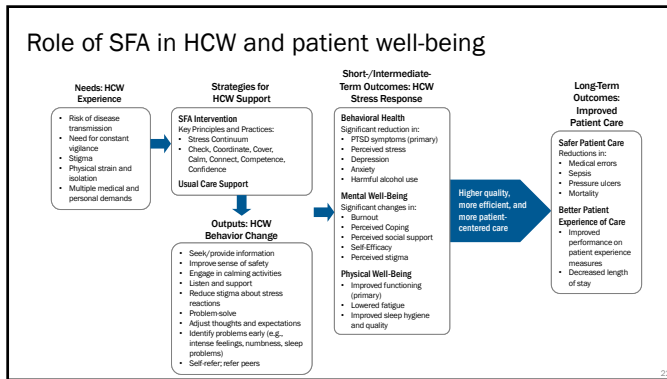
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### SFA can improve employee wellbeing with better self-care, coworker support, and leadership

**Reduces stigma and increases longevity**

**Helps employees feel supported by leadership**

**Improves an organization's ability to identify issues, come together, and problem solve solutions**

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### What makes an effective champion?

**TRAINER**  
Teach and engage HCWs in your organization

**SUPPORTER**  
Foster trust and encourage reaching out

**CONNECTOR**  
Connect trainees to each other and resources and foster leadership involvement

**LEADER**  
Take responsibility for the welfare of your team

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## Implementing SFA in complex systems

- Build informal networks rather than formal systems
- Create an endoskeleton of core principles that allows for emergence, growth, and adaptation
- The more uncertain you are, the more you'll need latitude and flexibility around the endoskeleton
- Small units are more successful
- Identify naturally occurring narratives and emphasize the ones which are going in right direction naturally – don't try to build a positive narrative
  - How can I create more stories like these rather than stories like those?
- Scale up or down in a complex system by decomposition and recombination (DNA)
- Work out the optimal instructional units, then create hopeful connectivity between those units, so novel forms (which are more resilient) can emerge.

(Cynefin model, Snowden, 2020)



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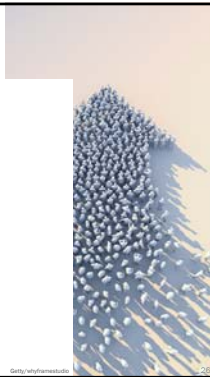
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## Smoothing the way for SFA

- Site leadership is already engaged in the study
- May need to get buy-in from unit/department leadership
- Talking points:
  - SFA is a way to improve how you're already working – not adding a new burden or replacing anything
  - Goals are to create opportunities for people to access resources that already exist.
  - SFA can improve enhance natural skills and processes that are already in place
  - SFA requires engagement by peers and leaders – it is not a solo activity! It is designed to improve how we work together and support each other, top to bottom and side to side.



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## Train HCWs at your site

- Use the SFA briefing slide set to choose which way to brief teams/units on the model
  - One 60-minute briefing
  - Two 30-minute briefings
- Provide HCWs with SFA materials
  - SFA Workbook
  - Handouts on special topics
- Tell HCWs about booster sessions
- Pass out SFA Campaign Materials
  - Pocket cards
  - Pins



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## Think about how you will kick off SFA training

### An Example:

We are starting to use the Stress First Aid Model to talk about the work we do. You will be hearing more about stress on a continuum and a way to support each other.

To help me understand your team I am going to ask three questions.

Over the past [time frame]:

1. What has been your greatest challenges, hassles, or frustrations?
2. What has been your greatest reward, success, or positive experience?
3. What does it mean to be a [name role] in this unit?

Discuss the stress continuum model

Discuss how SFA can address stress reactions




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## SFA champion briefing role play

Role play a 5-minute briefing on SFA

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## Facilitating an SFA training

- Ask trainees what they think would be valuable about learning SFA
- Encourage everyone to participate
- Show enthusiasm and interest
- Be flexible
- Maintain participants' attention
- Encourage participation but be sure to stay on schedule
- Hand out SFA pins and pocket cards



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### Keep the discussion going

- Regularly add tips or actions that support green zone functioning to staff meetings.
- Determine stress levels with questions such as:
  - “What does a green shift look or feel like here?”
  - “How about a yellow shift, or an orange shift?”
- Look for opportunities to embed a brief (2-5 minute) SFA action into unit meeting or activity
- Give SFA-related information in ongoing newsletters or other routine communications

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### Conduct booster sessions

- **Conduct 8 weekly 20-30-minute booster sessions virtually or in person**
  - Use workbook to guide content of booster sessions
  - Review SFA core actions
  - Discuss continuous SFA actions of Check and Coordinate
  - Practice scenarios or discuss SFA in the context of current work experiences
  - Review and next steps
- Booster session guide included in the SFA implementation guide
- Track attendance and keep a log of how you implement the booster sessions and your experience



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### Gather resources

Compile information on hotlines and other resources, such as:

- Organizational resources
- NCPSTSD SFA toolkit
- Hotlines
- Schwartz Center for Compassionate Care
- EAP resources
- Childcare support
- Chaplains and Mental Health Support
- National Suicide Lifeline



Set a critical incident response policy, such as a unit-based group check-in or discussion, to allow staff to share emotions, connect with each other, determine needs, and instill hope

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