



Northwest (HHS Region 10)

MHTTC

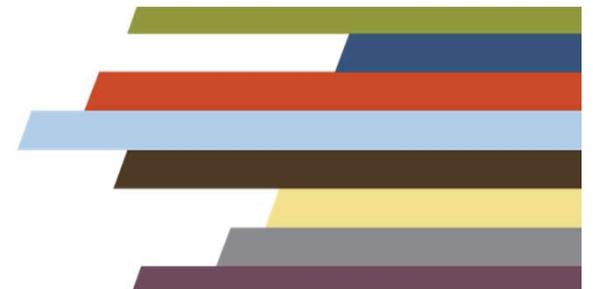
Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Psychological First Aid: Increasing Resiliency During COVID-19

May 19, 2020

SAMHSA
Substance Abuse and Mental Health
Services Administration



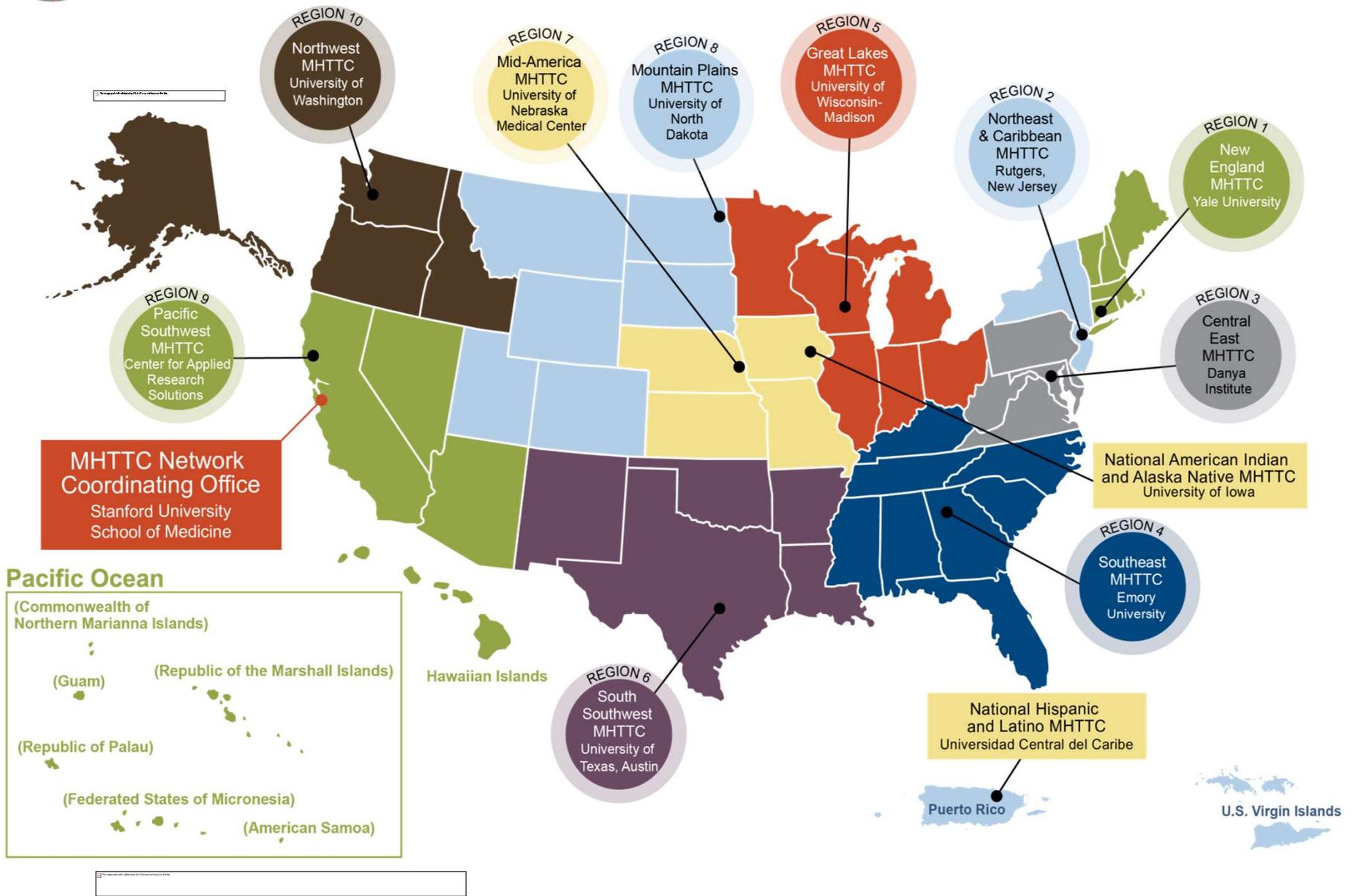


MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

MHTTC Network



Northwest Mental Health Technology Transfer Center

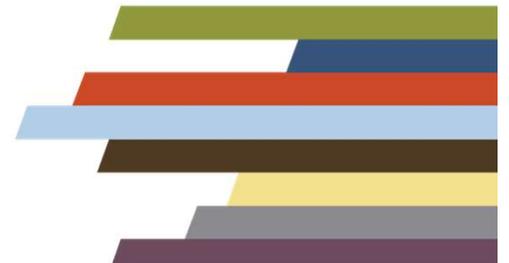
Our Role:

Provide training and technical assistance (TA) in evidence-based practices (EBP) to behavioral health and primary care providers, and school and social service staff whose work has the potential to improve behavioral health outcomes for individuals with or at risk of developing serious mental illness in SAMHSA's Region 10 (Alaska, Idaho, Oregon, and Washington).

Our Goals:

- Ensure availability and delivery of free, publicly-available training and TA to Region 10 providers.
- Heighten awareness, knowledge, and skills of the workforce addressing the needs of individuals with mental illness.
- Accelerate adoption and implementation of mental health-related EBPs across Region 10.
- Foster alliances among culturally diverse mental health providers, policy makers, family members, and clients.

www.mhttcnetwork.org/northwest



The use of affirming language inspires hope and advances recovery.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The MHTTC uses affirming language to promote the promises of recovery by advancing evidence-based and culturally informed practices.





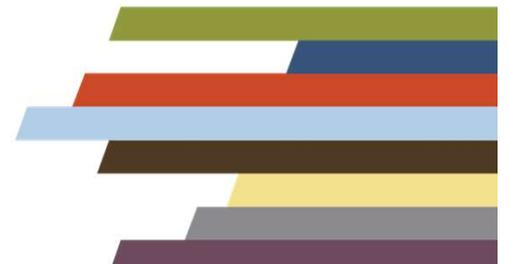
Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

CHAT Box

- > We'll share info about logistics
- > Let us know if you are having tech issues
- > To you: from our training team
- > From you: only visible to hosts/panelists
- > NOT for content-related questions (see next slide)





Northwest (HHS Region 10)

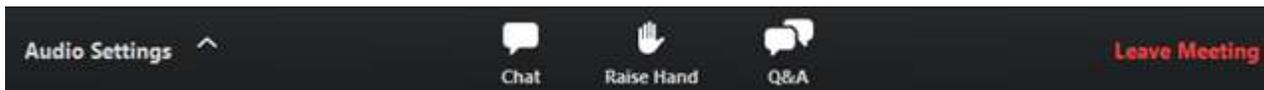
MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Questions – 2 options (participants are muted):

1. Type your question into the Q&A box.



OR

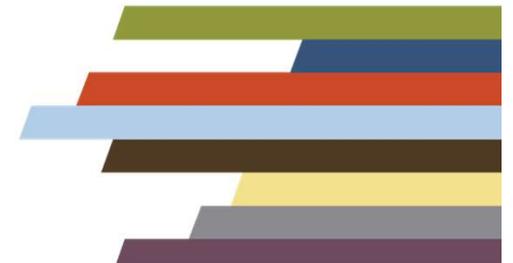
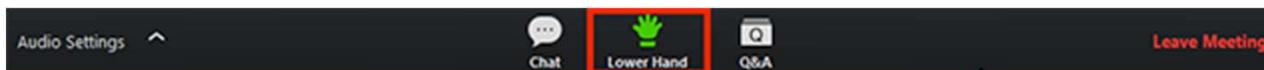
2. Raise hand (*will be called on/unmuted in order*)

Click **Raise Hand** in the Webinar Controls.



The host will be notified that you've raised your hand.

Click **Lower Hand** to lower it if needed.





Northwest (HHS Region 10)

MHTTC

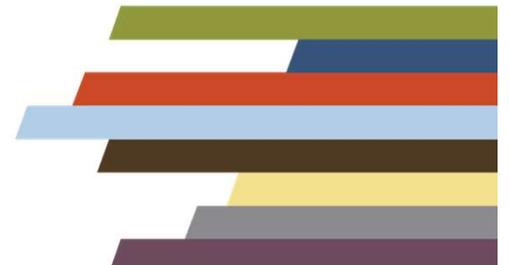
Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

After today's session

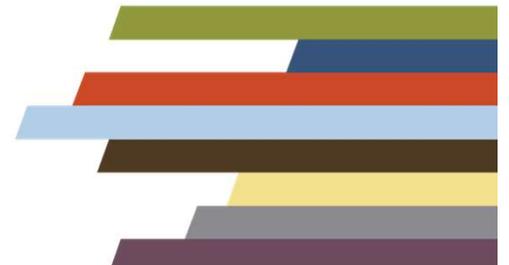
Please complete the evaluation survey (LINK):

- > Will be shared in the chat box near the end & also emailed
- > Helps the presenters plan future sessions
- *There will NOT be certificates or CEUs for this series.*
- *Slides, recording of webinar & resources WILL be posted after the session*



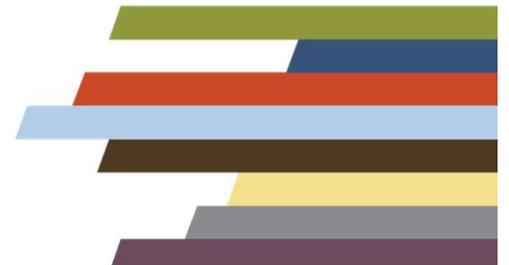
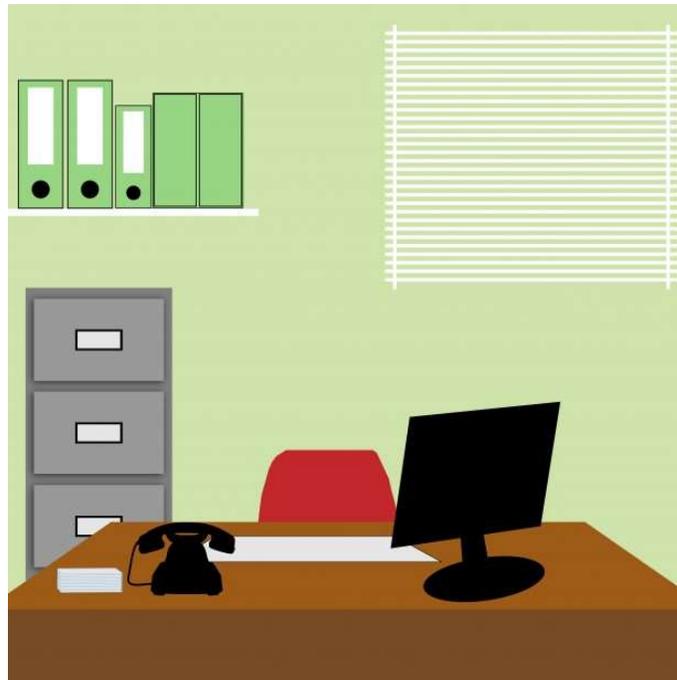
POLL #1:

Tell us about your role



POLL #2:

*Tell us about your (usual)
work setting*



Today's Presenters

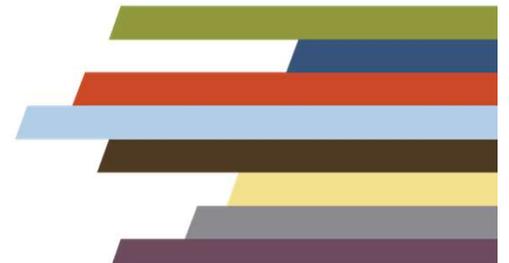
- **Michele Bedard-Gilligan, PhD**

Associate Professor, University of Washington
Department of Psychiatry and Behavioral Sciences



- **Emily Dworkin, PhD**

Acting Assistant Professor, University of Washington
Department of Psychiatry and Behavioral Sciences





Psychological First Aid: Increasing Resiliency During COVID-19

May 19, 2020

Michele Bedard-Gilligan, Emily Dworkin, & Kristen Lindgren

UW Department of Psychiatry & Behavioral Sciences

Trauma Recovery Innovations

UNIVERSITY *of* WASHINGTON

ACKNOWLEDGMENTS

> Adapted from:

- World Health Organization *Psychological First Aid: Guide for Field Workers* and *Psychological First Aid Adapted for the Ebola Outbreak*
- National Child Traumatic Stress Network *PFA Manual, 2nd edition*
- Materials developed by Dr. Debra Kaysen, Stanford University

> Thanks to:

- UW Department of Psychiatry and Behavioral Sciences
- UW COVID-19 Mental Health Working Group
- Faculty and staff at Northwest MHTTC
- SAMHSA

TRAINING OBJECTIVES: WHY, WHAT, WHEN, WHO, & HOW OF PSYCHOLOGICAL FIRST AID (PFA)

- > **WHY:** The need for resilience training following a pandemic
- > **WHAT:** The foundations of PFA, what it is and is not
- > **WHEN:** The timing of PFA delivery
- > **WHO:** Identifying those who are most likely to benefit from PFA
- > **HOW:** Delivery of PFA, strategies and tips

PFA: THE WHY

UNIVERSITY *of* WASHINGTON

Resilience is the process of adapting well in the face of adversity or significant sources of stress



- Resilience is ordinary & common, not extraordinary.
- Being resilient does not mean the absence of difficulty or distress.
- Resilience is not a trait -- it can be learned and acquired.

SITUATIONAL RISK FACTORS

General Risk Factor	Pandemic Examples Of High-Risk Health Care Workers
Severity of Event	Those working directly on COVID units, the ER, or ICU Those who have observed patients die Those with possible exposure themselves Those who develop active infections
Life Stress	Those with loved ones who are ill or vulnerable Those with numerous competing demands (childcare, financial concerns)
Social Support	Those with limited contact with supportive loved ones Those with partners who are limited in their ability to provide support due to their own life demands Those with loved ones who are negatively judging response to pandemic

PRE-EXISTING RISK FACTORS

General Risk Factor	Pandemic Examples Of High-Risk Health Care Workers
Previous Experiences	Those who have past trauma exposure, especially those who continue to struggle from that exposure
Mental health problems	Those with prior or ongoing mental health problems (example: depression, anxiety, PTSD, substance use problems)
Maladaptive coping strategies	Those with prior or ongoing maladaptive coping strategies (example: using alcohol or other substances to cope)

HOW MIGHT COVID-19 AFFECT THOSE MORE DIRECTLY EXPOSED?

- High workload and increased stress
- Possible loss of coworkers
- Anxiety about their coworkers, patients, and families
- Distress about decisions about prioritizing & allocating care to others or themselves

WHAT HAPPENS DURING THE ACUTE AND CHRONIC STRESS PHASES MATTERS FOR WHO RECOVERS



UNIVERSITY *of* WASHINGTON

PFA: THE WHAT

UNIVERSITY *of* WASHINGTON

Psychological First Aid (PFA) is a humane, supportive response to someone suffering



Acute intervention to reduce initial distress caused by traumatic events



Evidence informed



Increase sense of safety, connection, calmness, and hope



Increase access to social, physical and emotional support



Increase self-efficacy

PFA differs from traditional treatment

- PFA is not therapy
- It will not look like your standard therapy setting or structure
 - It will not be the time or place to offer interpretations, do exposure, or dig into past learning experiences
- It is NOT psychological debriefing

General PFA guidelines



Operate within a framework of an **organized response system (part of a team)**



Maintain **confidentiality**



Respect their **right to make their own well-informed decisions**



Be **culturally sensitive** and aware



Remain within **scope of your expertise, role, and training**



Practice self-care and be aware of your own physical and emotional reactions

PFA provides a way to structure responses to acute crisis reactions

Used as a stand-alone intervention

Integrated into a larger treatment plan

PFA CORE THEMES: Provide practical care and support, which does not intrude



**COMMUNICATE
CALM, COMPASSION,
AND RESPECT**



**LISTEN TO
PEOPLE WHO
WANT TO SHARE**



**GIVE
ACCURATE
INFORMATION**



**HELP PEOPLE
COPE IN
HEALTHY WAYS**



**CONNECT PEOPLE
WITH SERVICES &
SOCIAL SUPPORTS**



**TEACH SHORT-TERM
WAYS TO MANAGE
STRONG EMOTIONS**

PFA: THE WHEN

UNIVERSITY *of* WASHINGTON

PFA CAN BE DELIVERED

- ✓ **During** a mass disaster
- ✓ In the **immediate aftermath**

PFA can serve as a framework for intervention sessions that occur during the acute COVID crisis; it's an approach to prioritizing and responding to needs in times of crisis

PFA: THE WHO

UNIVERSITY *of* WASHINGTON

PFA DOES NOT REQUIRE A MENTAL HEALTH SPECIALIST FOR DELIVERY AND CAN BE HELPFUL TO RANGE OF INDIVIDUALS

Providers

Do not need to have a mental health background

Do need to be trained in PFA

Do need to have met their own needs first

Recipients

Do need to express interest in support and/or stabilization

Are often those at higher risk for developing negative outcomes due to proximity to crisis and/or other risk factors

There may be situations when someone needs more advanced mental health support



Know your limits



Know when and where to refer

PFA: THE HOW

UNIVERSITY *of* WASHINGTON

PFA is comprised of 8 core actions that are:



Not necessarily sequential



Flexible



Based on the person's specific needs and concerns

PFA has 8 core actions:



1. Contact and engagement



2. Safety and comfort



3. Stabilization



4. Information gathering



5. Practical assistance



6. Links to Social Supports



7. Information on coping



8. Links to services

PFA CORE ACTIONS:

1. CONTACT & ENGAGEMENT

2. SUPPORT SAFETY AND COMFORT

GOALS:

- Build rapport
- Support and enhance emotional and physical safety
- COVID-19 context
 - Concerns about safety and wellbeing of self, loved ones, patients, & coworkers

PRO-TIP: ATTENDING TO BASIC NEEDS

SAFETY &
COMFORT

Food

Shelter

Medical
needs

YOU do not have to
meet these needs

Problem-solving
Mobilizing resources
Providing options

PFA: Good Communication in Crisis



Be calm and show understanding to help individuals in distress feel more safe and secure, understood, respected and cared for appropriately



Focus on what they want to tell you and how you can be of help



Allow some silence to give the person space and encourage them to share with you if they wish



Use **simple, concrete terms** without jargon



Acknowledge what they have done already to take care of themselves and others

PRO-TIP: RESPONDING TO STRONG EMOTIONS

Sit with emotions

Provide a safe place for individual to experience emotions

Let them tell you what they feel and need

Remain calm, control your own emotions, and don't rush things

Remember: You can't take away their pain and you don't need to

PRO-TIP: RESPONDING TO STRONG EMOTIONS

Validate emotions

Remind them there is no single or correct way to feel

Acknowledge they will probably continue to feel a range of up and down emotions for a while

Expect widely varying reactions to a crisis and do not judge

Help support parents and caregivers about how to talk to their children about the crisis

PRO-TIP: RESPONDING TO ACUTE GRIEF DURING COVID-19

Typical grief processes, rituals, and supports are interrupted

Acknowledge potential departures from

- Cultural, religious, and/or spiritual rituals
- One's own or loved one's wishes

Help them identify

- Achievable rituals
- Ways to engage virtual supports and comfort

PFA CORE ACTION

3. Stabilization

Goal:

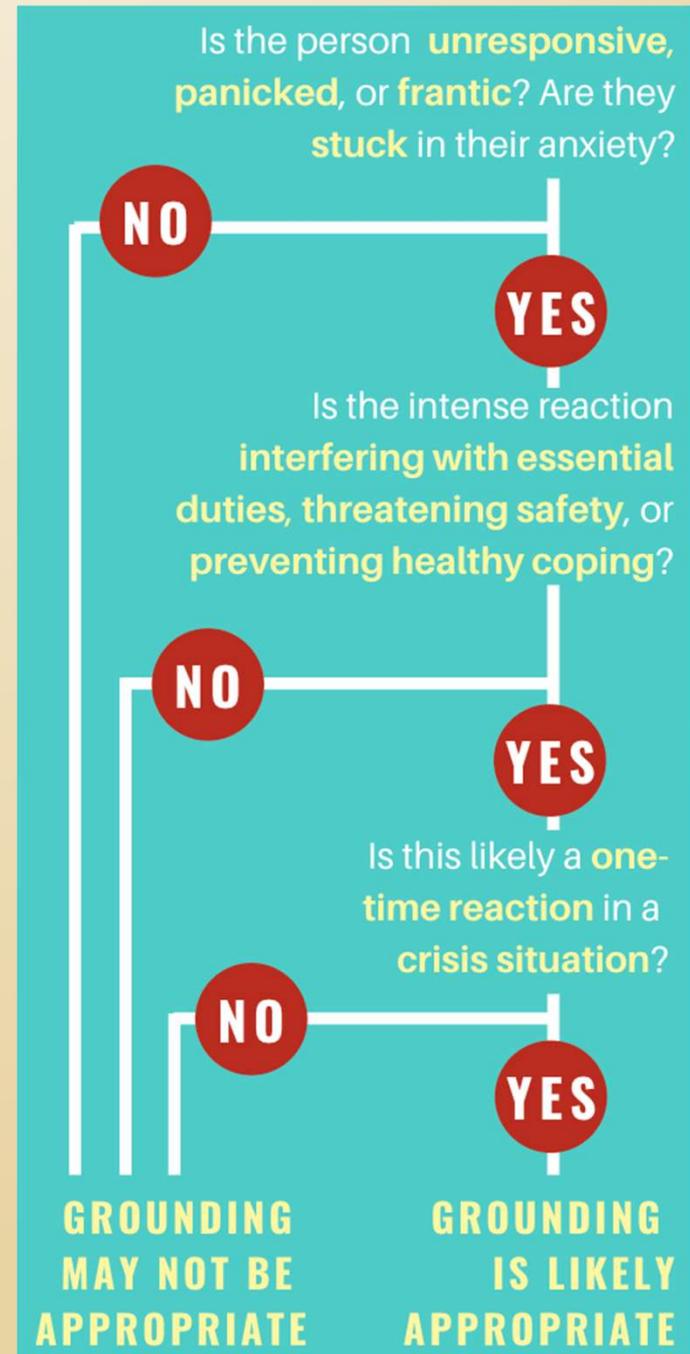
To calm and orient
emotionally
overwhelmed/
disoriented survivors

- Not all individuals will need stabilization
- Pay attention to individuals whose reactions are so **intense and persistent** that it is impacting their **ability to function**

PRO-TIP FOR STABILIZATION: WHEN TO USE GROUNDING



UNIVERSITY *of* WASHINGTON



PRO-TIP FOR STABILIZATION: HOW TO USE GROUNDING



Sit comfortably and **breathe** slowly and deeply

1

Name 5 non-distressing things you can **see**.



Pause and **breathe**.

2

Name 5 non-distressing sounds you can **hear**.



Pause and **breathe**.

3

Name 5 non-distressing things you can **feel**.



Pause and **breathe**.

PFA CORE ACTIONS:

4. Information Gathering

5. Practical Assistance

Goals:

1) Identify immediate needs & concerns, gather information, & prioritize

2) Clarify needs & develop action plan

PRO-TIPS

- PFA **is not** one-size fits all
- Use active listening skills
- Prioritization should be collaborative
- Know what resources are available and/or know how to find out

PRO-TIP: PROBLEM SOLVING FOR MAKING A PLAN



PFA CORE ACTION:

6. Connection with Social Supports

Goal:

Links to Social
Supports

- Help establish brief or ongoing contacts with primary support persons and other sources of support
 - *family*
 - *friends*
 - *community*

PRO-TIP: SOCIAL SUPPORT HAS MANY FORMS

Support for
needs

Emotional
support

Social
connection

Feeling
needed

Reassurance
of self-worth

Reliable
support

Advice and
information

Physical
assistance

Material
assistance

PFA CORE ACTION

7. Coping

Goals:

Provide information about

- stress reactions
- practical ways to cope, reduce stress, and promote adaptive functioning

REMEMBER: Any information you provide and skills you introduce or teach will be tailored to the individual's concerns and priorities

PRO-TIP: Common Stress Reactions

Intrusive Reactions

- Ways the event comes back to mind

Avoidance

- Attempts to remove themselves from or protect themselves from distress

Physical arousal & reactions

- The body reacts as if danger is still present
- Rapid heartbeat, hyperventilation, headaches, dizziness, muscle aches,

Grief

- Response to death of loved ones

Depressive Symptoms

- Sleep problems, fatigue, worthlessness/guilt, suicidality

Reactions to Quarantine

Exhaustion

Low mood

Detachment

Poor concentration,
indecisiveness

Anxiety

Reluctance to work

Irritability

Insomnia

PRO-TIP: Normalize & Develop a Plan for Common Stress Reactions

- These reactions are **natural, expected, and common**
- Develop a plan to manage reminders of traumatic events, losses, & life changes

It may be time to get more help if they:



continue
more than 2
months

worsen and
impair
functioning

PRO-TIP: Identify existing coping strategies and potential new coping strategies

Talking to others

Positive
distracting
activities

Resting and
eating healthy
meals

Keeping a normal
schedule

Taking regular
breaks

Using humor

Scheduling
pleasant activities

Focusing on
something
practical you can
do right now

Using relaxation
methods

Engaging in
support
groups/counseling

Exercising

Journaling

DEVELOPING A COPING PLAN

In teaching good nutrition we ask people to pick a balance of foods from different groups.

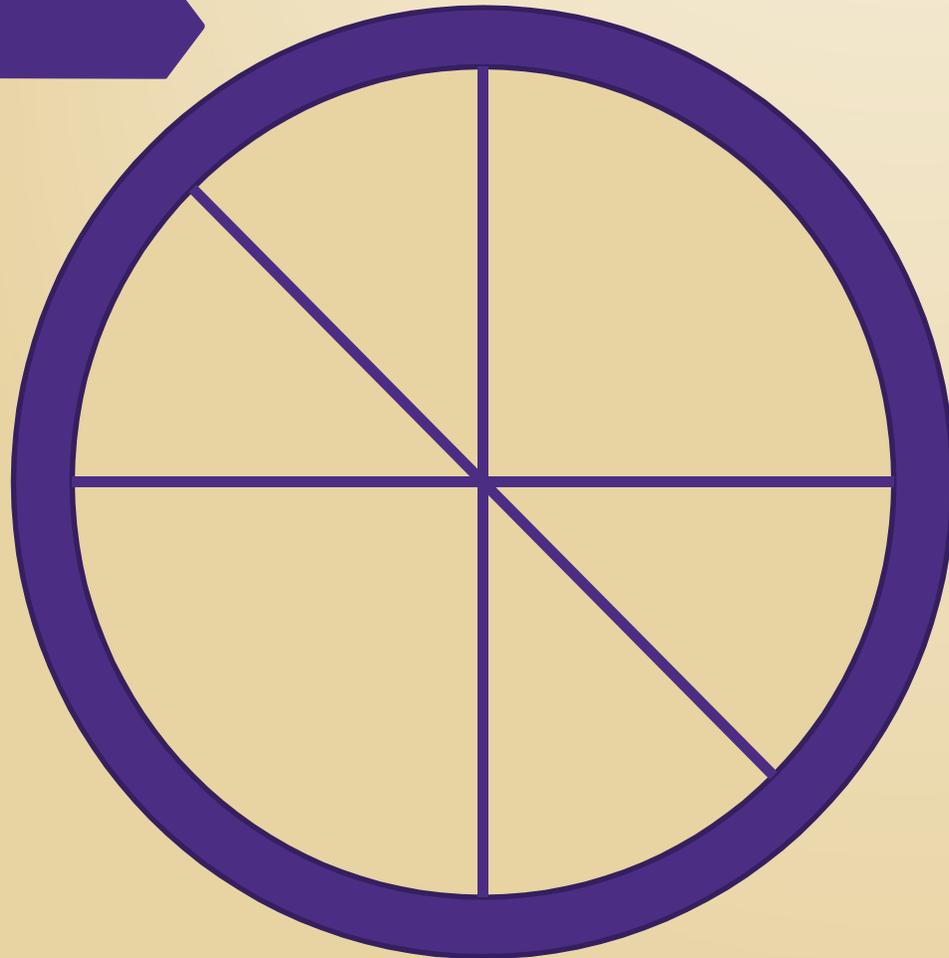
Do the same thing in terms of activities.



DEVELOP A COPING PLAN

Think about
roles and
values.

- Work?
- Health?
- Family?
- Friends?
- Religion/spirituality?
- Community service?
- Hobbies?



What's on your plate?

PRO-TIP: Addressing Sleep

Establish

a regular sleep schedule and limit daytime naps

Reduce

alcohol

Eliminate

afternoon/evening caffeine

Increase

regular exercise

Cultivate

relaxation before bedtime by doing something calming

PRO-TIP: Addressing Problematic Substance Use

Ask them about the positives and negatives of using substances to cope

- Together, identify alternatives for use

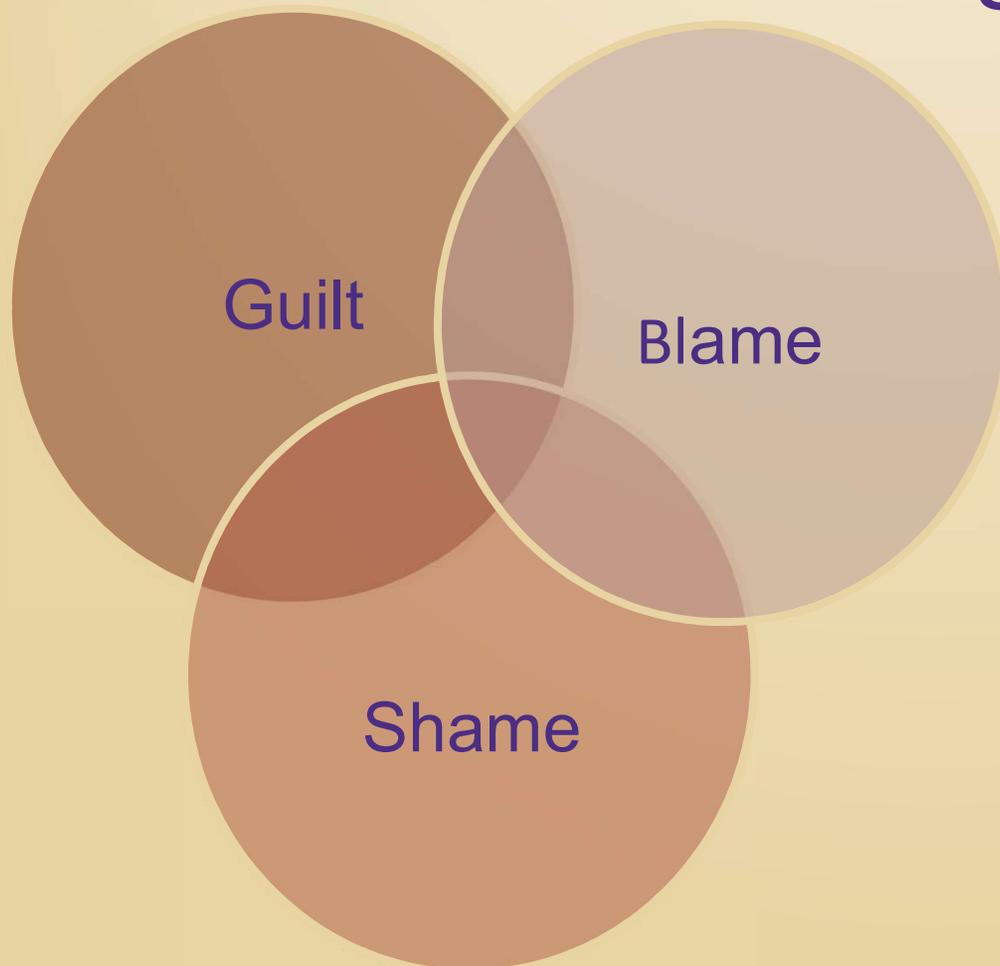
Discuss

- their goals for use
- difficulties in changing use

Refer for treatment

- if appropriate and desired by them

PRO-TIP: Addressing Unhelpful Thoughts



Gentle, curious questions can help address unhelpful thoughts and the strong emotions linked to them:

- What would your kindest self say about this?
- What are other ways to look at this situation?

PFA CORE ACTION

8. Link with other services

Key Action:

Connect

- to additional resources or services to address current needs **as needed**

Know

- what is available
- how to connect them to services (or who to ask)

Collaborate

- to identify what they need

Offer

- to follow up and check-in

PFA is a Framework for Building Resilience: Apply as Self-Care



UNIVERSITY *of* WASHINGTON

General Resources & References

Detailed PFA training

<https://learn.nctsn.org/course/index.php?categoryid=11>

PFA skills training manual

https://www.ptsd.va.gov/professional/treat/type/SPR/SPR_Manual.pdf

The PFA Mobile App

<https://mobile.va.gov/app/pfa-mobile>

PTSD Coach

<https://www.ptsd.va.gov/apps/ptsdcoachonline/default.html>

<https://mobile.va.gov/app/ptsd-coach>

UW Specific Resources

Psychiatry Dept Website

<https://psychiatry.uw.edu/clinical-care-consultation/covid-19-resources-for-mental-well-being/>

PSYCHOLOGICAL FIRST AID

FOR THOSE AFFECTED BY THE COVID-19 PANDEMIC

It's normal for people affected by a pandemic to have a wide range of reactions, but not all will develop long-term problems.

People supporting those affected by a pandemic can play a key role in promoting their resilience and emotional healing.



COMMUNICATE CALM, COMPASSION, AND RESPECT

through what you do, what you say, and how you say it. Don't rush; meet them where they are.



LISTEN TO PEOPLE WHO WANT TO SHARE

without pressuring them to share. There is no right or wrong way to feel or react.



GIVE ACCURATE INFORMATION

without giving false promises or reassurances, like "it will be OK" or "at least things aren't worse."



HELP PEOPLE COPE IN HEALTHY WAYS

such as prioritizing and focusing on what's in their control, and identifying and using existing coping skills.



CONNECT PEOPLE WITH SERVICES & SOCIAL SUPPORTS

that are tailored to what they need. Assess what they need rather than making assumptions.

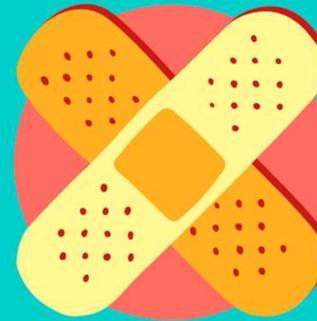


TEACH SHORT-TERM WAYS TO MANAGE STRONG EMOTIONS

like grounding or deep breathing, if emotions interfere with functioning or prevent healthy coping.

GROUNDING

A SHORT-TERM COPING SKILL FOR INTENSE REACTIONS



IS GROUNDING APPROPRIATE?

Is the person unresponsive, panicked, or frantic? Are they stuck in their anxiety?

NO

YES

Is the intense reaction interfering with essential duties, threatening safety, or preventing healthy coping?

NO

YES

Is this likely a one-time reaction in a crisis situation?

NO

YES

GROUNDING
MAY NOT BE
APPROPRIATE

GROUNDING
IS LIKELY
APPROPRIATE

HOW TO PRACTICE GROUNDING



Sit comfortably and **breathe** slowly and deeply into your belly.

1

Name 5 non-distressing things you can **see** around you.



Pause and **breathe**.

2

Name 5 non-distressing sounds you can **hear** around you.



Pause and **breathe**.

3

Name 5 non-distressing things you can **feel** against your skin.

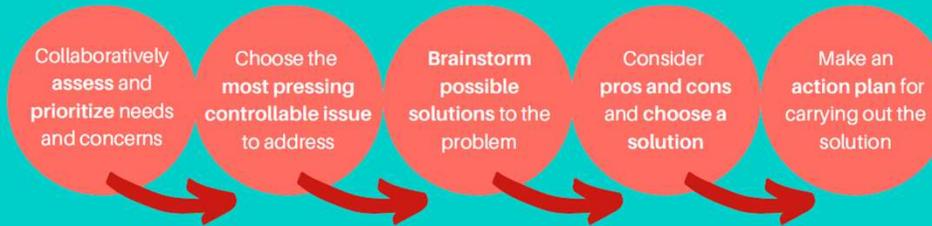


Pause and **breathe**.

HELPING PEOPLE COPE IN HEALTHY WAYS



Use a problem-solving approach to define the problem and make a coping plan.



HEALTHY COPING IS...

Consistently meeting basic needs for sleep, nutrition, and health

Reaching out to others and finding ways to connect, even at a distance

Expressing your feelings (e.g., journaling, crying, talking to supportive people)

Doing daily activities that give a sense of pleasure or achievement (e.g., exercise)

Trying to maintain a normal schedule as much as possible, or creating a new routine

Using calming and compassionate self-talk

Focusing on things you can control and what you can do about those things

...RATHER THAN

Sleeping, eating, or taking medicine inconsistently or on an irregular schedule

Withdrawing from family and friends or waiting for others to reach out to you

Suppressing negative feelings, including with drugs or alcohol

Withdrawing from activities or focusing only on activities that aren't possible at the moment

Working too many hours or avoiding responsibilities

Using negative self-talk or treating worries like they're facts

Ruminating about things you can't control or hypothetical situations

PSYCHOLOGICAL FIRST AID FOR THE COVID-19 PANDEMIC

Psychological First Aid is a strategy for promoting resilience and well-being in a crisis. This document is intended to serve as a quick reference guide for individuals conducting peer support calls with healthcare workers at UW.



1 SETUP

- Identify a private place
- Use the HIPAA-compliant version of Zoom, if conducting a video call

2 CONTACT & ENGAGEMENT

- Introduce yourself and your organizational affiliation
- Confirm that person is in a private setting
- Orient to the purpose of the contact (i.e., providing supportive listening and/or practical coping skills and resources, not therapy or a crisis line)
- Set a time expectation
 - Build rapport and communicate calm, respect, and compassion

3 GATHER INFORMATION

- Collaboratively assess needs and priorities without making assumptions

4 ADDRESS SPECIFIC NEEDS

- If the person is overwhelmed by many different issues
 - PROVIDE PRACTICAL ASSISTANCE**
Collaboratively prioritize needs and concerns, select an issue to focus on, develop an action plan

- If the person shares negative emotions or thoughts
 - LISTEN AND PROVIDE COMFORT**
Use active listening, sit with and validate emotions, ask gentle and curious questions about negative thoughts

- If the person is having a serious distress reaction that interferes with duties, risks safety, or prevents coping
 - PROVIDE STABILIZATION**
With permission, teach short-term coping strategies like grounding or deep breathing

5 PROVIDE COPING INFORMATION & REFERRALS

- Provide basic information about common stress reactions (e.g., intrusive thoughts, avoidance, bodily symptoms, strong negative emotions)
- Work together to identify the person's existing helpful coping strategies and provide information about potential new coping strategies
- Provide referrals and other appropriate links to services if needed (e.g., UW CareLink)
- Encourage brief, ongoing contacts with social supports

6 WRAP UP

- Summarize key take-aways and next steps
- Offer a follow-up if indicated

DO • DON'T

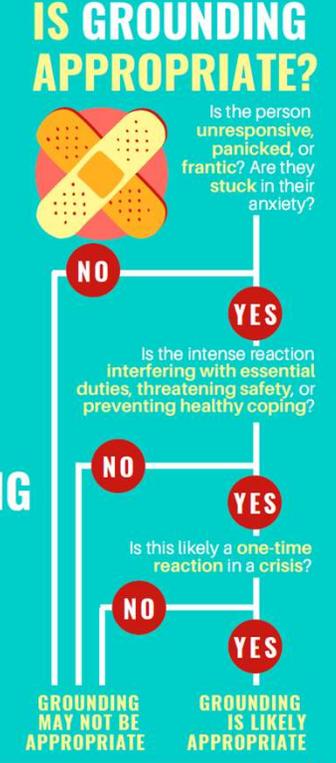
Collaboratively assess needs and priorities	• Make assumptions about their needs or priorities
Meet them where they are	• Pressure them into sharing details of their story
Share concrete, simple, factual information	• Make false promises or reassurances, use jargon
Communicate calm, compassion, and respect	• Rush the person or talk about your own troubles
Take the person's culture into account	• Assume their worldview or way of coping is the same as yours
Acknowledge strengths	• Judge their reactions, focus only on problems
Be aware of the limitations of your role	• Think or act as if you need to solve all of their problems
Sit with and acknowledge difficult emotions	• Try to take their pain away or cheer them up

HOW TO PRACTICE GROUNDING

- Sit comfortably and breathe slowly and deeply
- 1 Name 5 non-distressing things you can see.
- Pause and breathe.
- 2 Name 5 non-distressing sounds you can hear.
- Pause and breathe.
- 3 Name 5 non-distressing things you can feel.
- Pause and breathe.

ENHANCING COPING

- Collaboratively assess and prioritize needs and concerns
- Choose the most pressing controllable issue to address
- Brainstorm possible solutions to the problem
- Consider pros and cons and choose a solution
- Make an action plan for carrying out the solution



HEALTHY COPING IS... ..RATHER THAN

Consistently meeting basic needs for sleep, nutrition, and health	• Sleeping, eating, or taking medicine inconsistently
Reaching out to others and finding ways to connect, even at a distance	• Withdrawing from family and friends or waiting for others to reach out
Expressing feelings (e.g., journaling, crying, talking to supportive people)	• Suppressing negative feelings, including with drugs or alcohol
Doing daily activities that give a sense of pleasure or achievement (e.g., exercise)	• Withdrawing from activities or focusing on activities that aren't possible
Maintaining a normal schedule when possible, or creating a new routine	• Working too many hours or avoiding responsibilities
Using calming and compassionate self-talk	• Using negative self-talk or treating worries like they're facts
Focusing on what you can control and what you can do about those things	• Ruminating about things you can't control or hypothetical situations



QUESTIONS & DISCUSSION

UNIVERSITY *of* WASHINGTON

Your Feedback is Important:

Post-event surveys are *critical* to our work!

- Please complete the anonymous evaluation by following the link in the chat box & you'll get a reminder email also.
- Evaluation data is necessary for continued funding to offer programs

Please complete the survey below.

Thank you!

Participants - Please Write Your Unique Personal Code Here as Follows:

1) First Letter of Mother's First Name
2) First Letter of Mother's Maiden Name
3) First Digit of Social Security Number
4) Last Digit of Social Security Number

* must provide value

Please select the date of the meeting you attended.

* must provide value

What U.S. state or territory do you live in?

* must provide value

Burden Statement: This information is being collected to assist the Substance Abuse and Mental Health Services Administration (SAMHSA) for the purpose of program monitoring of the Technology Transfer Centers (TTC) Network Program. This voluntary information collected will be used at an aggregate level to determine the reach, consistency, and quality of the TTC Program. Under the Privacy Act of 1974 any personally identifying information obtained will be kept private to the extent of the law. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid Office of Management and Budget (OMB) control number. The OMB control number for this project is 0930-0383. Public reporting burden for this collection of information is estimated to average less than 10 minutes per encounter, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to SAMHSA Reports Clearance Officer, 5600 Fishers Ln, Room 15 6378, Rockville, MD 20857.

What is your gender?

Female
 Male
 Transgender
 None of these

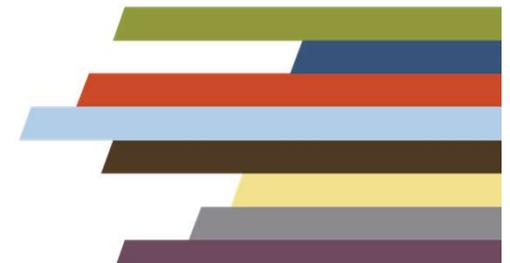
reset

What is your race? (Select one or more):

American Indian or Alaska Native
 Asian
 Black or African American
 Hispanic or Latino
 Native Hawaiian or Other Pacific Islander
 White

Your feedback helps us to improve and develop future programming.

We greatly appreciate your feedback!



Get in Touch



Visit us online:

www.mhttcnetwork.org/northwest



Follow us on social media:

[@NorthwestMHTTC](https://twitter.com/NorthwestMHTTC)



Email us:

northwest@mhttcnetwork.org

Find out about:

- Upcoming trainings
- New online trainings
- Resources and Research Updates

