

The Zoom Interface

The screenshot shows the Zoom Webinar interface with several key elements and annotations:

- Header:** "Zoom Webinar" window title, "You are viewing David Terry's screen", and "View Options" dropdown.
- Main Content:** "TTC Technology Transfer Centers" logo, "Funded by Substance Abuse and Mental Health Services Administration", and a large "Thank you for joining us today!" message. Below it, it states "You will not be on video during today's session".
- Q&A Window:** A "Question and Answer" window is open, showing a "Type your question here..." input field and a list of questions. Annotations explain that users can switch between "All questions (1)" and "My questions (1)", and that the Q&A feature allows asking questions of the host and presenters.
- Chat Window:** A "Zoom Webinar Chat" window is open on the right. Annotations explain that the chat feature allows talking with other people, that the "To" field indicates who will receive the message, and that text is only visible to panelists.
- Bottom Bar:** Contains "Audio Settings" (with a callout to "Click Here to adjust your audio settings"), "Chat", "Raise Hand", "Q&A", "Click here to leave the session", and a "Leave" button.
- Speaker Selection:** A "Select a Speaker" menu is visible, showing "Speakers (Realtek(R) Audio)" selected.

All attendees are muted. Today's session will be recorded.

Peer Support Approaches for Healthcare Providers

Session 4: Peer Support Skills and Competencies (Part 2)

Peggy Swarbrick, PhD, FAOTA

December 14, 2021



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

About Us ...

The Northeast and Caribbean MHTTC received 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

Supplemental funding to:

- Support school teachers and staff to address student mental health
- Support healthcare providers in wellness and self-care activities



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We Want Your Feedback!

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!

Video Recording Information

Please Note:

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

Disclaimer

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

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Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Note: your question is visible to all participants.

Chat and Polls

- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

**STRENGTHS-BASED
AND HOPEFUL**

**INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES**

**HEALING-CENTERED AND
TRAUMA-RESPONSIVE**

**INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS**

**PERSON-FIRST AND
FREE OF LABELS**

**NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS**

**RESPECTFUL, CLEAR
AND UNDERSTANDABLE**

**CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS**

Our Presenter:



Peggy Swarbrick, PhD, FAOTA



Is peer support for you?
Time to find out...

Review:

Peer Support Skills and Competencies Part 1

Why Peer Support
& Benefits

Core Peer Support
Competencies

Peer Support flow

Strengths-based
focus

Blocks to
connecting and
skills for effective
engagement

Today: *Peer Support Skills & Competencies, Part 2*

Core listening skills: focus on strengths and support self-care

How to linkage to wellness/self-care resources

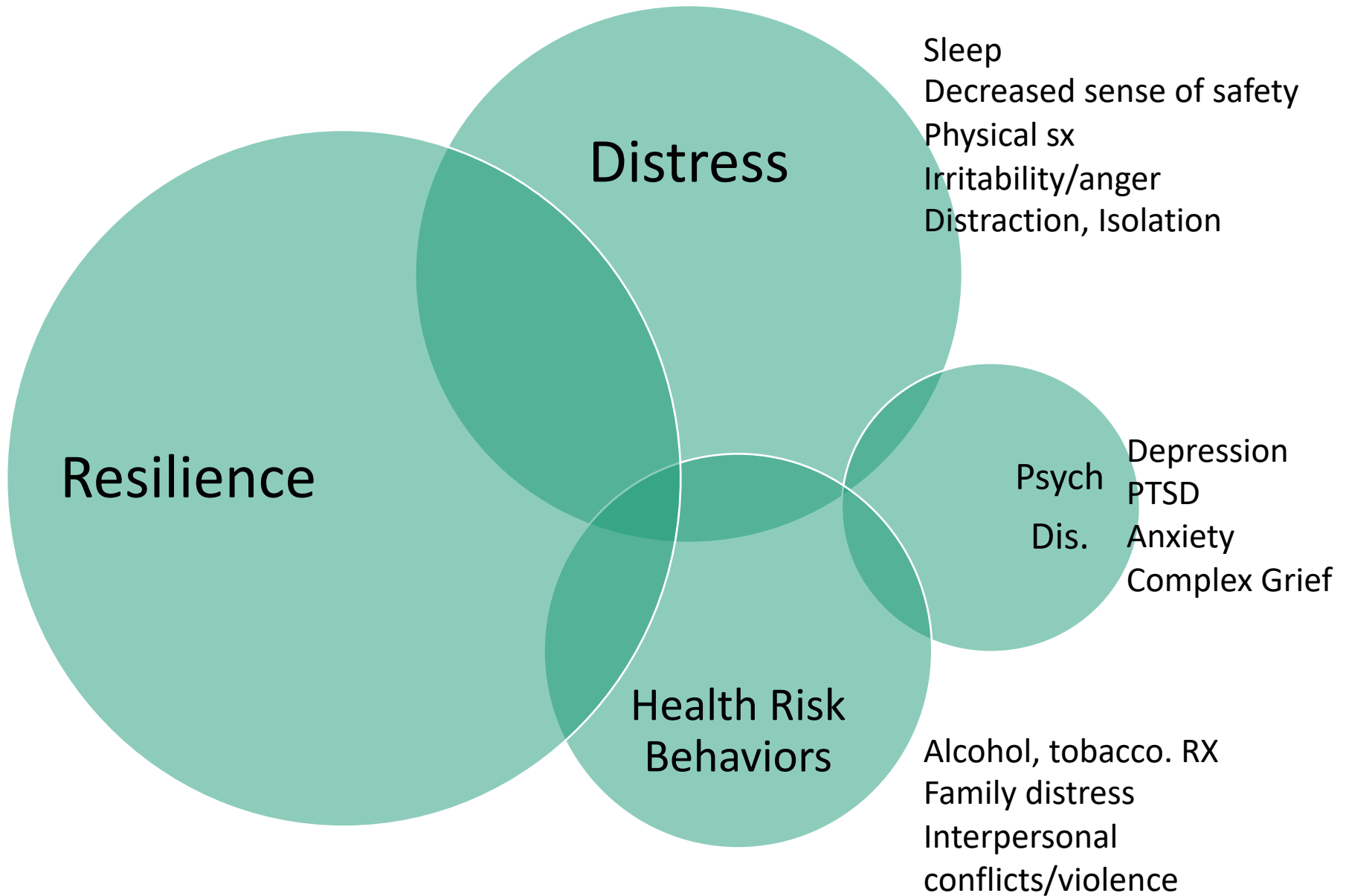
Strategies for becoming a workplace wellness champion.

Supporting Caregivers During COVID-19: Transforming Compassionate Care From a Way of Doing to Being

The expectation by colleagues that fellow clinicians deftly manage the stresses of practice often predisposes healthcare professionals involved in an adverse event to experience isolation, blame, and shame. The peer support model has since been recognized as an important component of institutional wellness and follows a well-described and structured method. Although peer support programs have traditionally been established to support caregivers involved in

adverse medical events, the relevance and applicability of these programs have found substantial traction across broader crisis domains. Interventions, including peer support, help mitigate the 3 components of burnout: emotional exhaustion, depersonalization (cynicism), and reduced efficacy.

Keywords: Burnout, COVID-19, intervention, substance abuse, wellness.



Burnout

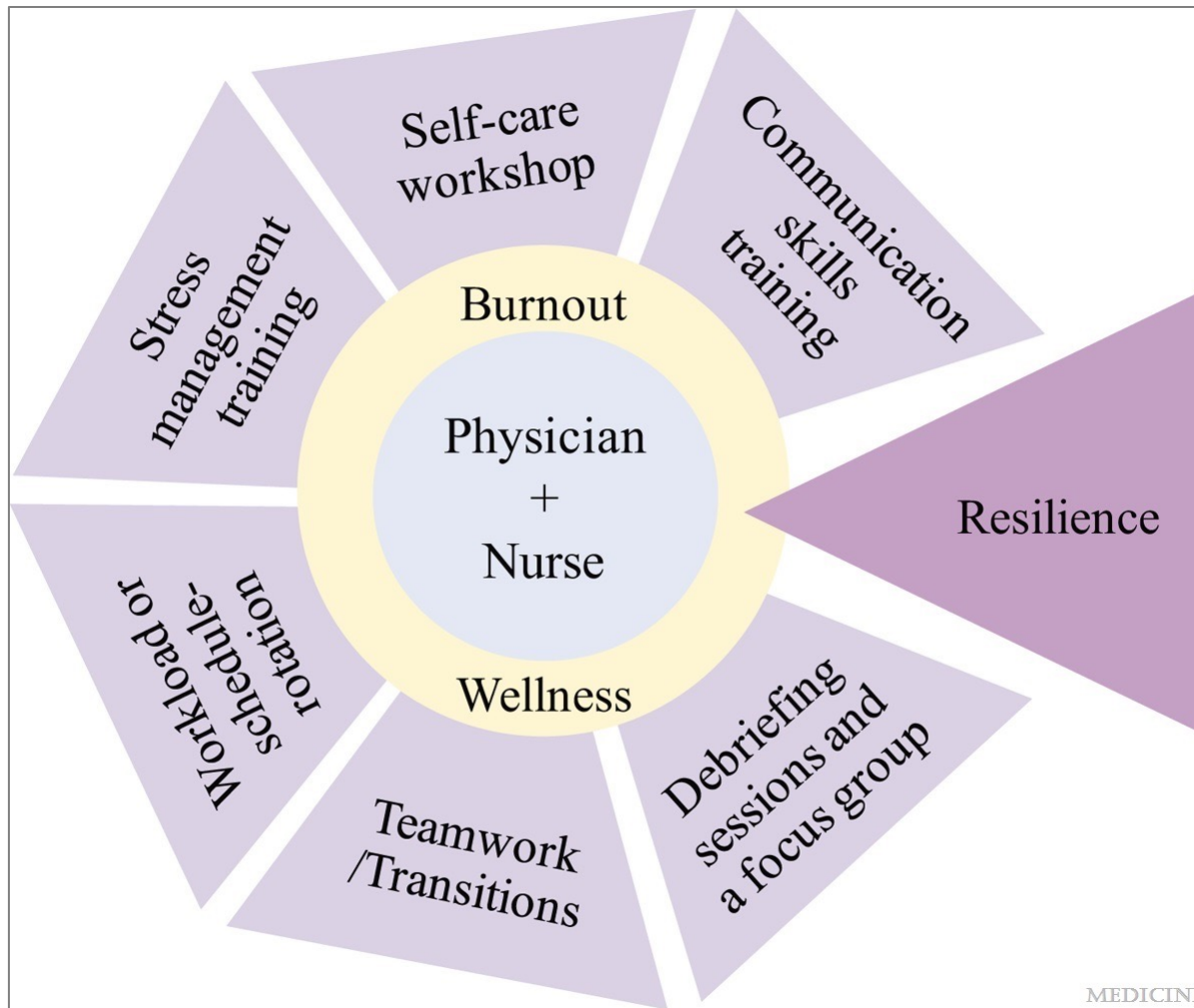
has reached rampant levels among United States (US) healthcare professionals, with over one-half of physicians and one-third of nurses experiencing symptoms.

is detrimental to individuals, families, communities and populations.

Interventions

- Often focus on self-care focus such as mindfulness training, cognitive behavioral therapy, and exercise –(yoga).
 - System level focused on generating a positive work environment – such as ensuring favorable work conditions to improve workflow.
- Godfrey CM, Rodgers J, Pare GC, Alsius A, Ross-White A, Belbin S, Sears K. (2021). Healthcare Provider Burnout: A Rapid Scoping Review. SPOR Evidence Alliance.

Figure 2



[Interventions to reduce burnout of physicians and nurses: An overview of systematic reviews and meta-analyses](#)

Zhang, Xiu-jie; Song, Yingqian; Jiang, Tongtong; Ding, Ning; Shi, Tie-ying
Medicine99(26):e20992, June 26, 2020.
doi: 10.1097/MD.0000000000020992


The path of bundle strategy to reduce burnout of physicians and nurses.

Peer Support defined/competencies continued-

Peer-ness is based on role and shared challenges /vulnerabilities/experiences in that role



Colleagues meet, as equals to give each other connection and support on a reciprocal basis



A peer is in a position to offer support by virtue of relevant experience because and can relate to others who are now in a similar situation

Peer support is reciprocal, transformative and healing.

- *Connection, sharing information, and resilience-building are key tasks.*
- *The core of peer support comes from your heart — connecting with people through similar experiences and situations.*

Peer Support Skills /Competencies



Connection

Engage

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graph TD; Engage[Engage] --> Listen[Listen]; Listen --> Reflect[Reflect]; Reflect --> Respond[Respond]; Respond --> Exploring[Exploring];
```

Listen

Reflect

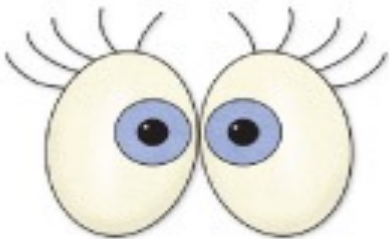
Respond

Exploring

Listen

I can LISTEN
with my...

EYES



EARS




HEART



Open ended Question

Open-ended questions require a person to pause, think, and reflect.



Answers include personal feelings, opinions, or ideas about a subject/experience .



Open-ended
questions
may begin
with the
following
words

- Why
- How
- What
- Describe
- Tell me about..., or What do you think about...

**Formats
for open-
ended
questions
and
indirect
leads:**

What are some things you like/dislike about (topic)?

Give me an example of a typical day (event, or situation). What exactly happened?

Walk me through what usually happens when (behavior, event, situation) occurs.

It can be hard to (.....). What makes it hard for you?*

Reframing

Reframing, helps us to see things as accurately as possible, including all the negatives and positives, but without often a distortion we may have when stressed.

Help Gain Perspective





Automatic thoughts that may get in the way

Emotional reasoning

Anticipate negative outcomes

All-or-nothing thinking

Personalization

Mental filter

Feelings are facts

The worst will happen

All good or all bad

Excess responsibility

Ignoring the positive

Example phrases

- “Thank you for taking the time to meet with me. I am here to support you. Please know that I am a trained volunteer and here to listen. The information that you provide me I will keep in confidence and will not be shared without your knowledge.”
- “I am thankful for your willingness to share your story.”
- “Hmm”; “Aha”; “It’s OK”; “I hear what you are saying.”
- “So, it sounds like ...”
- “Sounds like this may have created some feelings of anxiety in you.”
- “It is not unusual to feel the way you are feeling.”
- “So, it sounds like sleep has been difficult, and you are feeling anxious a lot.”
- “In the past, when you were stressed, what have you found helped you with sleep/anxiety?”
- “It sounds like jogging helps distract you and may help with sleep.”
- “Here is a list of available resources and contact information for you (Employee Assistance Program, Psychiatry Department, and Spiritual Care Department).”
- “Thank you for sharing your story. Would it be OK if I reached out sometime soon to see how you are doing?”

Peer Support Skills /Competencies


Linkage to
wellness/self-care
resources



STRESS

RELAX

Discuss self care, elicits personal coping strategies

A large blue downward-pointing arrow connects the first box to the second.


Help access resources and services if needed

A large teal downward-pointing arrow connects the second box to the third.


Be sure to listen to needs rather than impose your ideas/solution

Focus on Strengths/Self Care

Be kind to yourself and others. Take time to check in with your **physical and emotional weather** as you go through each day.



Notice how you are feeling—don't judge it as good or bad. Just be aware. Notice your thoughts. Are you being kind to yourself?



Mindfulness moments: stop and notice how your body feels right now; focus on something around you--the view from a window, an item you treasure...

**Strengths &
Needs**

Emotional

Financial

Environmental

Social

Intellectual

Spiritual

Physical

Occupational

Wellness Resources



Physical Wellness

The maintenance of a healthy body, good physical health habits, good nutrition and exercise, and obtaining needed healthcare.

Each wellness dimension has a page of resources



Peer Support Skills and Competencies

Become a
workplace wellness
champion.

THE
WORKPLACE
wellness
MOVEMENT



CHAMPION

Create a Culture of Wellness

Short connections are important and can be powerful

Create opportunities- place and spaces where people can share and support one another



Wellness Culture

*What did you do today for your own
Wellness Self-Care ?*



**Remember
to practice
self care.*

Champion

Check in

on your team members and encourage them to do the same with their colleagues to discuss work experiences.

Schedule

your time off and encourage colleagues to schedule time off work

Seek

regular supervision and consultation.



**TAKE CARE OF
YOURSELF**

Guided Reflection for Wellness

Throughout the day, think about your needs:

- Physical, like hunger (need to eat) or stiffness (need to stretch) or restlessness (need to move)
- Emotional, like wanting to share your feelings with someone else (or just to scream or laugh)
- Intellectual, like wanting to discuss your ideas or get more information
- Another type of need, like to attend to an urgent personal issue or work task

Wellness Reflection

- What could you do for your body, besides eat?
- What could you do to refill your heart?
- How could you give your mind what it needs?
- How can you use the break to meet your people needs—time with others or alone?
- What could you do to nurture your spirit?

Wellness Reflection

Pay attention to what you are experiencing.

- What does your body want right now?
- What does your heart want right now?
- What does your mind need right now?
- What do you need from other people?
- What does your spirit need?

References/Resources

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 - For more contact me at swarbrma@rutgers.edu
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Question and Answer



Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



Connect With Us

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