

Welcome to UVM/AHEC ECHO for School Nurses: Children's Mental Health

1-13-2022

Facilitators:

Liz Cote- UVM Project ECHO Lead

Core Faculty:

Stephanie Fosbenner, MD

Michael Hoffnung, DO

Kathy Mariani, MD, MPH

- RECORDING OF SESSION TO BEGIN



Wellness and Self Care

For Ourselves and Our Students

Michael A. Hoffnung, DO

Assistant Professor of Psychiatry
University of Vermont Larner College of Medicine
Attending Child Psychiatrist UVM Medical Center and
Vermont Center for Children Youth and Families



Agenda

- Introductions
- Objectives
- Didactic Presentation (20-25 min)
- Case presentation
 - Clarifying questions
 - Participants – then faculty panel
- Discussion
- Recommendations
- Summary
- Closing Announcements
 - Submission of new cases
 - Completion of evaluations



CME Disclosures

University of Vermont (UVM) Office of Continuing Medical and Interprofessional Education (CMIE) is approved as a provider of Continuing Medical Education (CME) by the ACCME. UVM designates this internet live activity for a maximum of 1.5 AMA PRA Category 1 Credits. Participants should claim only the credit commensurate with the extent of their participation in the activity.

Interest Disclosures:

- As an organization accredited by the ACCME to sponsor continuing medical education activities, UVMCMIE is required to disclose any real or apparent conflicts of interest (COI) that any speakers may have related to the content of their presentations.



Series Objectives

By the end of this **series**, the learners should be able to:

- Apply wellness and self-care techniques to personal and professional life.
- Describe best practices in managing anxiety, psychiatric emergencies, oppositionality and disruptive behaviors, and eating disorders.
- Identify ways to apply strategies learned about caring for mental health in the school setting to school nursing practice.
- Use the resources available in your community in school nursing practice.



Session Objectives

By the end of this activity, the learners should be able to:

- Describe elements of Wellness, and identify signs of Burnout
- Appreciate the impact of COVID-19 on these issues
- Identify and choose targets for a Wellness Plan
- Incorporate recommendations for promoting Wellness and Self Care in personal and professional life



Body Awareness Mindfulness Meditation



Wellness Defined

There is no one agreed upon definition: Some examples:

“A state of mind”, “A state of being”

“The state of being in good health, especially as an actively pursued goal” (Oxford Dictionary)

“Wellness is an active process through which people become aware of, and make choices toward, a more successful existence” (National Wellness Institute)



Wellness Domains



Physical



Occupational



Intellectual



Social



Emotional

Physical health (nutrition, sleep, healthy activities such as exercise and music, sleep)

Occupational health (creating positive life roles and career)

Intellectual/Spiritual health (continuing to grow, flourish, and find meaning as one's life progresses)

Social health (creating positive social relationships and having positive social encounters)

Emotional health (feeling positive emotions and managing distressing emotions effectively)



Why is Wellness Important?

For us

“At a cardiac arrest, the first procedure is to take your own pulse.” -The House of God, Samuel Shem, 1978

We are at our best at our roles when we are taking care of our own wellbeing.

For our Students:

As interventions-these are associated with no major side effects and can be a part of a balanced treatment plan



So, how are we doing?

Firstly- Let's do some normalizing

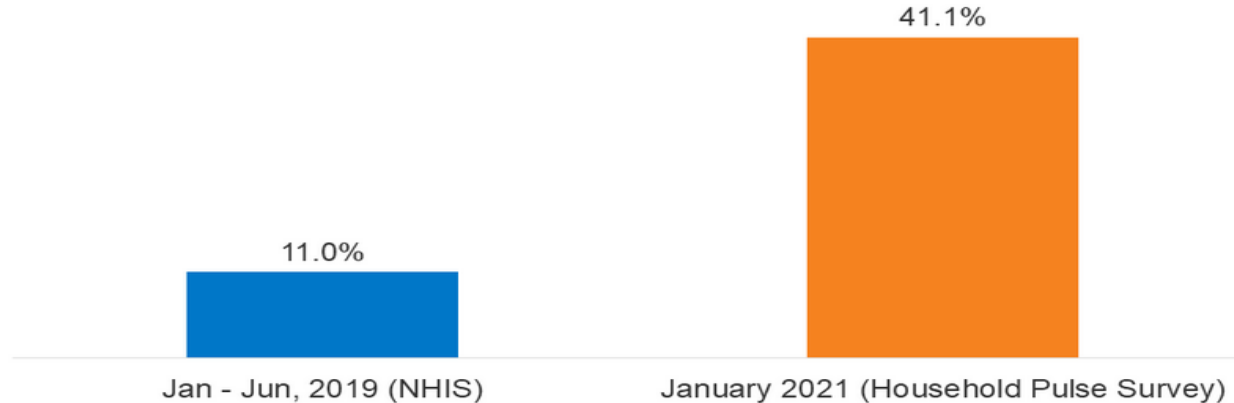


Taking the pulse of society:

Pandemic and the unknowns, cumulative stress, financial burdens

Figure 1

Average Share of Adults Reporting Symptoms of Anxiety Disorder and/or Depressive Disorder, January-June 2019 vs. January 2021



NOTES: Percentages are based on responses to the GAD-2 and PHQ-2 scales. Pulse findings (shown here for January 6 – 18, 2021) have been stable overall since data collection began in April 2020.

SOURCE: NHIS Early Release Program and U.S. Census Bureau Household Pulse Survey. For more detail on methods, see: <https://www.cdc.gov/nchs/data/nhis/earlyrelease/ERmentalhealth-508.pdf>

KFF



The University of Vermont
LARNER COLLEGE OF MEDICINE
OFFICE OF PRIMARY CARE & AHEC PROGRAM

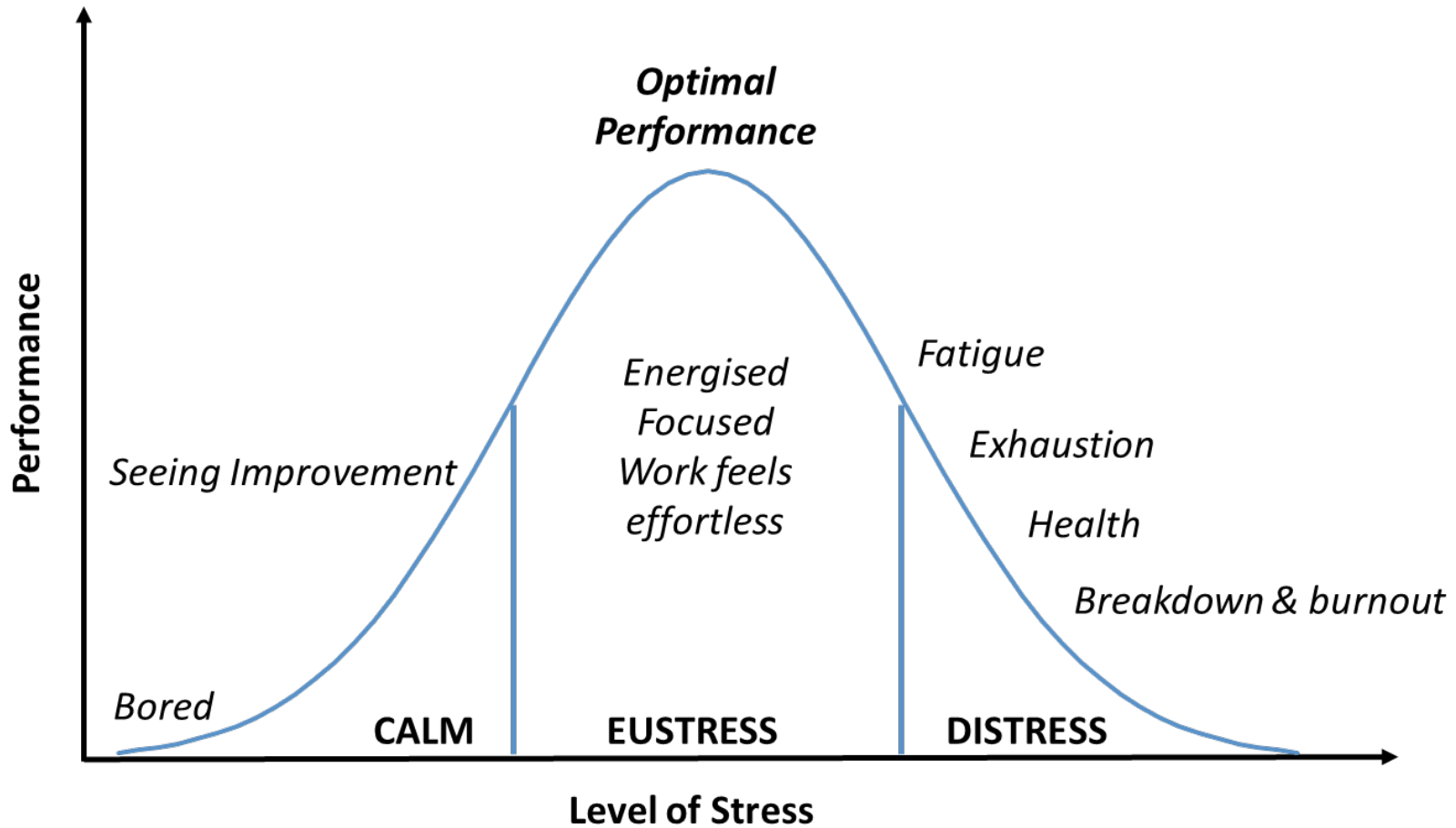
Source Kaiser Family Foundation February 2021



BURNOUT: DEFINITIONS

- **Emotional depletion**: feeling frustrated, tired of going to work, hard to deal with others at work
- **Detachment/cynicism**: being less empathic with patients/others, detached from work, seeing patients as diagnoses/objects/sources of frustration
- **Low personal achievement**: experiencing work as unrewarding, “going through the motions”
- **Depersonalization**: thoughts and feelings seem unreal or not belonging to oneself

POOR STRESS RESPONSE → BURNOUT



There's a Name for the Blah You're Feeling: It's Called Languishing

The neglected middle child of mental health can dull your motivation and focus — and it may be the dominant emotion of 2021.



Maoshen Lu

<https://www.nytimes.com/2021/04/19/well/mind/covid-mental-health-languishing.html>



The Other Side of Languishing Is Flourishing. Here's How to Get There.

Research shows that the pandemic took a toll on our overall well-being and left many of us drained. Here are seven simple steps to get you thriving again.



Cristina Spaul

<https://www.nytimes.com/2021/05/04/well/mind/flourishing-languishing.html#:~:text=%20The%20New%20York%20Times%20The%20Other%20Side,on%20the%20rise%2C%20hope%20is%20in%20the%20air.>



The University of Vermont

FARNER COLLEGE OF MEDICINE
OFFICE OF PRIMARY CARE & AHEC PROGRAM



Taking Stock

Step 1 is an honest self assessment:

Are we experiencing symptoms of a mental health disorder?

Are we experiencing Burnout?

Are we thriving? Or languishing?



POISE Well-Being Self-Assessment Scale

Please *circle* the best answer for each item (*focusing on the past 2 weeks*)

1=not at all (<10%)

2=a little, (~25%)

3=moderately (~50%)

4=mostly (~75%)

5=almost always (>90%)

**Physical, Occupational, Intellectual, Social,
Emotional**

1. I get uninterrupted restful sleep for 6+ hours most nights.	1	2	3	4	5
2. I eat and enjoy nutritious foods and how they make me feel.	1	2	3	4	5
3. Most days I exercise/physically move for 30+ minutes (7000+ steps).	1	2	3	4	5
4. I move about so I'm not sedentary or sitting for more than 1 hour at a time during the work day.	1	2	3	4	5
5. Music and/or artistic activities are a regular enjoyable part of my life.	1	2	3	4	5
6. My work in this school fits with and fulfills my sense of purpose.	1	2	3	4	5
7. I have a strong and reliable network of supportive others at work.	1	2	3	4	5
8. I manage my time well and complete most tasks on time.	1	2	3	4	5
9. I am able to achieve my goals despite obstacles that occur.	1	2	3	4	5
10. My supervisors and I communicate well and agree on priorities.	1	2	3	4	5

Source: MedStar TeacherWise Workbook, Bostic et al, 2021

POISE Well-Being Self-Assessment Scale

Please circle the best answer for each item (focusing on the past 2 weeks)

- 1=not at all (<10%)**
2=a little, (~25%)
3=moderately (~50%)
4=mostly (~75%)
5=almost always (>90%)

11. I stimulate my mind by reading, listening, or watching (e.g. tapes, videos, movies, etc.).	1	2	3	4	5
12. I regularly explore/pursue my interests or improve my skills.	1	2	3	4	5
13. I am able to help and enjoy others more than feel depleted by obstacles that interfere with helping others.	1	2	3	4	5
14. I journal, write (e.g., poetry or music), or capture pictures and take videos of my life story.	1	2	3	4	5
15. I rely on deeply held principles or spiritual values to guide my life.	1	2	3	4	5
16. My relationships with other adults are satisfying.	1	2	3	4	5
17. I seek and benefit from the input and feedback of others.	1	2	3	4	5
18. I am aware of what annoys/triggers me, and I am aware of what I do that annoys/upsets others.	1	2	3	4	5
19. I support others and acknowledge (with words/acts) their successes.	1	2	3	4	5
20. I am able to resolve conflicts in most areas of my life.	1	2	3	4	5
21. I can stay with and tolerate my painful emotions and learn from them.	1	2	3	4	5
22. I feel calm or serene most of the time.	1	2	3	4	5
23. I have developed reliable, effective ways to cope with stress.	1	2	3	4	5
24. I can manage my emotions to stay on task or work when necessary.	1	2	3	4	5
25. I enjoy living in the present and worry little about the past or future.	1	2	3	4	5



We will provide you steps and strategies to develop each of the 25 items (POISE, or spokes of the wheel if using the Wheel activity) within each of the 5 well-being areas. Below is a summary of the topics we will address:

i. **Physical** (Sleep, Exercise, and Nutrition): ITEMS 1-5

- Getting Restful, Rejuvenating Sleep
- Developing a Healthy Diet
- Getting Healthy Exercise; Living a Non-sedentary life
- Integrating Art/Music Activities into Daily Living

ii. **Occupational** (Satisfaction & Rewards of Job): ITEMS 6-10

- Recognizing and Addressing Work Environment Components
- Managing Your Time Effectively
- Overcoming Procrastination
- Negotiating Within a Hierarchical System (where you may be trying to effect system changes with staff who are in higher positions of authority than you)

iii. **Intellectual** (Doing What Matters and Has Meaning; Exploring Life Opportunities): ITEMS 11-15

- Finding Meaning in Daily Life
- Stimulating my mind and growth
- Doing activities that promote self-expression
- Comparing What I Do with My Time to What I Value Doing During this Life

iv. **Social** (Positive Relationships and Getting Along Well with Others): ITEMS 16-20

- Sustaining Good Relationships
- Managing and Deescalating Conflict
- Identifying My Friendship Triggers
- Identifying My Humor Style
- Identifying My Classroom Triggers

v. **Emotional** (Experiencing Desired Emotions and Managing Difficult Feelings): ITEMS 21-25

- Regulating My Mood
- Coping with Stress
- Creating Calm/Serenity in My Life
- Living in the Present



S.M.A.R.T. Goal Setting


Specific

Measurable

Attainable

Relevant

Time Based

S	Specific	Make your goals specific and narrow for more effective planning.	
M	Measureable	Define what evidence will prove you're making progress and reevaluate when necessary.	
A	Attainable	Make sure you can reasonably accomplish your goal within a certain timeframe.	
R	Relevant	Your goals should align with your values and long-term objectives.	
T	Time-based	Set a realistic, ambitious end-date for task prioritization and motivation.	

VCCYF Wellness Domains

The Vermont Family-Based Approach:

"Change your environment, challenge your genome, build your brain, live a healthier life. The neuroscience of health promotion has arrived."



THE
University of Vermont
MEDICAL CENTER

Wellness Rx and pandemic resources

http://www.med.uvm.edu/vccyf/aboutvccyf/resources_group/resources_for_families

Wellness Rx-Example

Rx



Name: _____ **Date:** _____

Rx: Mindfulness for Adults—Daily Check-In

Sig: Meet once a week for 30 minutes for Wellness Coaching

Dispense: Learn how breathing and noticing practices enhance awareness.

Refill: Unlimited

Provider: _____

Wellness Rx-Example

MINDFULNESS FOR ADULTS

WWW.UVM.EDU/MEDICINE/VCCYF

Daily Check-In

Breathing Break – Find a routine part of your day when you can take 3-5 deep breaths with awareness. As you wait for your coffee or when you get in the car, take a moment to breathe. Breathing breaks help focus the mind, release tension, and shift one's experience from autopilot to the present moment.

Capturing Moments of Your Life

During Daily Activities – Wherever you are and whatever you are doing, you can take a moment to notice your life being lived. Take a pause and notice. We often live on autopilot with stress and routine. In this moment, what do you notice? Life is happening!

Noticing the Good

Attending – For a few minutes each day practice giving attention to simple activities your child does. Parents have tremendous pressure to instruct, teach, and discipline. Not often is there time given simply to noticing what your child says and does. Attending can be a play by play commentary with enthusiasm, interest, and your whole attention. It's very powerful to notice and give voice to the presence of your child.



The University of Vermont

LARNER COLLEGE OF MEDICINE
OFFICE OF PRIMARY CARE & AHEC PROGRAM



Wellness Rx-Example

Rx



THE
University of Vermont
MEDICAL CENTER

Name: _____ **Date:** _____

Rx: Mindfulness for Adults—Self-Regulation

Sig: Meet once a week for 30 minutes for Wellness Coaching

Dispense: Find a mindfulness practice that fits your life.

Refill: Unlimited

Provider: _____



Wellness Rx-Example

MINDFULNESS CHANGES THE BRAIN

WWW.UVM.EDU/MEDICINE/VCCYF

Amygdala

Aroused when detecting and reacting to emotions, especially difficult or strong emotions such as fear. This part of the brain is less activated and has less gray matter density following mindfulness training.

Hippocampus

Critical to learning and memory, and helps regulate the amygdala. This part of the brain is more active and has more gray matter density following mindfulness training.

Prefrontal Cortex

The part of the brain most associated with maturity, including regulating emotions behaviors and making wise, rational decisions. This part of the brain is more activated following mindfulness training



Vermont Center for
Children Youth & Families
Vermont Family Based Approach

THE
University of Vermont
MEDICAL CENTER



Wellness Rx-Example

Rx



Name: _____

Date: _____

Rx: Mindfulness for Kids—Focus

Sig: Meet once a week for 30 minutes for Wellness Coaching

Dispense: Learn how breathing and noticing practices enhance awareness.

Refill: Unlimited

Provider: _____



Wellness Rx

MINDFULNESS WITH CHILDREN

WWW.UVM.EDU/MEDICINE/VCCYF

Grounding:

These exercises bring attention to the physical body and serve as preparation for focusing.

Tense and Release – Squeeze your feet. Release. Squeeze your hands. Release. (Continue through the body – shoulders, face, ears, eyes, and whole body). This exercise can be done sitting in a chair, in the car, or lying in bed preparing for sleep.

Focusing:

These exercises train us to gather our attention, like the rays of a sun, to one point of focus.

Sitting Like a Frog (Eline Snel Exercise) – Find a quiet place for you and your child to practice. Notice that frogs like to jump and move. Frogs can also be very still and breathe. (Show a big belly breath.) A frog's tummy rises and falls. A frog notices everything around him as he sits and doesn't get carried away by ideas that pop into his head. You can use a 2-minute sand timer.



The University of Vermont

LARNER COLLEGE OF MEDICINE
OFFICE OF PRIMARY CARE & AHEC PROGRAM



Wellness Rx



Name: _____

Date: _____

Rx: Mindfulness for Kids—Self-Regulation

Sig: Meet once a week for 30 minutes for Wellness Coaching

Dispense: Learn how breathing and noticing practices enhance awareness.

Refill: Unlimited

Provider: _____

Wellness Rx

MINDFULNESS CHANGES THE BRAIN

WWW.UVM.EDU/MEDICINE/VCCYF

Tuning-In

These exercises cultivate awareness of each individual's internal experience.

Flower, Thorn, Bud: You and your child can share the experience of the passing day.

- *What was the highlight of your day? (Flower)*
- *What was difficult during your day? (Thorn)*
- *What are you looking forward to tomorrow? (Bud)*

Amygdala

Aroused when detecting and reacting to emotions, especially difficult or strong emotions such as fear. This part of the brain is less activated and has less gray matter density following mindfulness training.

Hippocampus

Critical to learning and memory, and helps regulate the amygdala. This part of the brain is more active and has more gray matter density following mindfulness training.

Prefrontal Cortex

The part of the brain most associated with maturity, including regulating emotions behaviors and making wise, rational decisions. This part of the brain is more activated following mindfulness training



Vermont Center for
Children, Youth & Families
STRONG FAMILIES. HEALTHY APPROX.

THE
University of Vermont
MEDICAL CENTER



The University of Vermont

LARNER COLLEGE OF MEDICINE
OFFICE OF PRIMARY CARE & AHEC PROGRAM



How can I access this in my community?

- Cultivate Local Resources
- Big Brother/Big Sister Programs
- Local Designated Agency
- Local School Programs
- VT 211

Summary/Conclusion

- Burnout, languishing, and mental health challenges are issues we need to take seriously, especially with the ongoing crisis
- Wellness encompasses many different domains, and it is important both to take stock and make SMART goals
- We can promote Wellness and Self Care in our personal and professional lives and support each other, our students, and our colleagues!!



Resources

https://static1.squarespace.com/static/60411ac3e851e139836af5f1/t/6155e14e69ae5761df34cfe0/1633018213269/TeacherWISE_9.30.21-web.pdf

From Georgetown-MedStar Wise Center

- RECORDING TO BE STOPPED FOR CASE PRESENTATION



Cases/HIPAA

- Names
- Address
- DOB
- Phone/Fax #
- Email address
- Social Security #
- Medical Record #



The discussion and materials included in this conference are confidential and privileged pursuant to 26VSA Section 1441-1443. This material is intended for use in improving patient care. It is privileged and strictly confidential and is to be used only for the evaluation and improvement of patient care.



Questions and Concerns/Discussion



The University of Vermont
LARNER COLLEGE OF MEDICINE
OFFICE OF PRIMARY CARE & AHEC PROGRAM



Conclusion

- Volunteers to present cases (this is key to the Project ECHO model)
 - Please submit cases to Liz Manz lizmanzvt@gmail.com
 - Please complete evaluation survey after each session
- Claim your CME at www.highmarksce.com/uvmmed
- Please contact us with any questions, concerns, or suggestions
 - Michael.Hoffnung@uvmhealth.org
 - Elizabeth.Cote@uvm.edu
 - ahec@uvm.edu

