When is SFA Needed?

When stress injury results in behavior or statements indicating:

✧ Impaired or diminished role function
  ✧ Officer, Spouse, Parent, Friend

✧ No longer feeling like normal self

✧ Excessive guilt, shame or blame

✧ Panic, rage, or depression

✧ Loss of control
1. Recognize when a peer has a stress injury
2. Act: If you see something, say something
   ✦ To the distressed person
   ✦ To a trusted support of the distressed person
3. Know at least 2 trusted resources you would offer to a peer in distress
## Stress Continuum Model

<table>
<thead>
<tr>
<th>READY (Green)</th>
<th>REACTING (Yellow)</th>
<th>INJURED (Orange)</th>
<th>ILL (Red)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEFINITION</strong></td>
<td>✷ Optimal functioning ✷ Adaptive growth ✷ Wellness</td>
<td>✷ Mild and transient distress or impairment ✷ Always goes away ✷ Low risk</td>
<td>✷ More severe/persistent distress or impairment ✷ Leaves a scar ✷ Higher risk</td>
</tr>
<tr>
<td><strong>FEATURES</strong></td>
<td>✷ At one’s best ✷ Well-trained and prepared ✷ In control ✷ Physically, mentally and spiritually fit ✷ Mission-focused ✷ Motivated ✷ Calm and steady ✷ Having fun ✷ Behaving ethically</td>
<td>✷ Feeling irritable, anxious or down ✷ Loss of motivation ✷ Loss of focus ✷ Difficulty sleeping ✷ Muscle tension or other physical changes ✷ Not having fun</td>
<td>✷ Loss of control ✷ Panic, rage or depression ✷ No longer feeling like normal self ✷ Excessive guilt, shame or blame</td>
</tr>
<tr>
<td><strong>CAUSES</strong></td>
<td>✷ Any stressor</td>
<td></td>
<td>✷ Life threat ✷ Loss ✷ Moral injury ✷ Wear and tear</td>
</tr>
</tbody>
</table>
Recognize Stress Zone Transitions

**Green “Ready”**
- Healthy
- Well
- Fit
- Safe
- Connected
- Capable
- Confident

**Yellow “Reacting”**
- Drained
- Sore
- Irritable
- Anxious
- Down

**Orange “Injured”**
- Hurt
- Out of control
- Symptomatic
- Distressed
- Dysfunctional

**Red “Ill”**
- Clinically symptomatic
- Impaired
- Worsening
- Disordered

- Routine Stressors
- Resilience
- Toxic Stressors
- Recovery
- Cumulative stress without sufficient resources
- Recovery

?
Stress First Aid: Filling the Gap

- Accession & Career Training
- Advanced Training
- Mentoring and Coaching
- Engaged Leadership

- Impaired Officer Support
- Substance Abuse
- Suicidal Thinking
- Domestic Violence
- Workplace Violence

- PTSD
- Substance Dependence
- Depression

Institute of Medicine (IOM) Taxonomy

- Realistic Training
- Unit Culture & Leaders

Event Response

SFA

EAP

Department Counselors

Medical Treatment Career Change

Promotion

Prevention

Selective

Universal

Indicated

Case Identification

Standard Treatment

Relapse Reduction

Rehabilitation

Injury

Injured

Ill

Ready

Reacting

Medical Treatment

Career Change

Immediate Response

Stress First Aid: Filling the Gap
Yellow Zone Reactions vs. Orange Zone Injuries

Stress Reactions

Stress Injuries
Stress Injury Risk – 4 Causes

Life-Threat

Loss

Inner Conflict

Wear & Tear
Stress INJURY

Defiance, 2008, Paramount Studios
STRESS FIRST AID MODEL

Seven Cs of Stress First Aid:

1. CHECK
   Assess: observe and listen
2. COORDINATE
   Get help, refer as needed
3. COVER
   Get to safety ASAP
4. CALM
   Relax, slow down, refocus
5. CONNECT
   Get support from others
6. COMPETENCE
   Restore effectiveness
7. CONFIDENCE
   Restore self-esteem and hope
How Can You Use SFA?

Check

Discuss

Decide what is most needed:

Guilt

Sleep Problems

Isolation

Severe Inability to Function

Connect

Coordinate

Calm

Competence

Confidence

Cover

Grief

Anxiety

Confidence
Check: Aims

- Identify level of stress
- Role Function: able or impaired
- Determine needs
Check

Check Actions:

Observe
Look
Listen

Keep Track
Stressors
Distress
Changes in functioning
Response to interventions

Examine
One-to-one interactions
Collateral information

Decide
Dangerousness
Stress Zone
Needs
To recognize those who need help, look for the three *Orange Zone Indicators*:

1. Recent Stressor Events
2. Distress
3. Changes in Functioning
Check and Coordinate Skill: OSCAR

O - Observe

S - State observations

C - Clarify Role

A - Ask why

R - Respond
Coordinate: Aims

✧ Identify Sources of Help

✧ Inform those who need to know
Coordinate

Coordinate Actions:

Collaborate
- To promote recovery
- To ensure safety
- To get more information

Inform
- Chain of command
- Family
- Peers

Refer
- Recommend resources
- Consultation
- Direct hand-off
Coordinate: Group Discussion

Questions in Resource Guide:

✧ What are some of the barriers or challenges to connecting with stress resources in your department?

✧ What are some ways to overcome these potential barriers or challenges?

✧ What are some of the characteristics of a trusted resource in your organization?
Cover: Aims

✧ Ensure the immediate physical safety

✧ Foster a sense of psychological safety and comfort

✧ Protect from additional stress
COVER

Cover Actions:

- **Stand By**
  - Ready to assist
  - Watch and listen
  - Hold attention

- **Make Safe**
  - Authoritative presence
  - Warn
  - Protect
  - Assist

- **Make Others Safe**
  - Protect
  - Warn

- **Encourage Perception of Safety**
  - Caring presence
  - Reduce chaos
  - Reduced danger
  - Listen and communicate
Emotional Cover Example Video
Calm: Aims

✧ Restore optimal functioning

✧ Reduce or stop potential biochemical damage

✧ Stabilize cognitive and behavioral changes caused by excessive stress
Calm Actions:

**Quiet**
- Stop physical exertion
- Reduce hyper-alertness
- Slow down heart rate
- Relax

**Compose**
- Draw attention outwards
- Distract
- Re-focus

**Foster Rest**
- Recuperate
- Sleep
- Time out

**Soothe**
- Listen empathetically
- Reduce emotional intensity
What strategies or techniques do you use to “calm” angry individuals?

<table>
<thead>
<tr>
<th>Distract</th>
<th>Defuse</th>
<th>Distance</th>
<th>Deter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggest a break.</td>
<td>Offer a different viewpoint.</td>
<td>Separate angry individuals.</td>
<td>Suggest the person stop and think.</td>
</tr>
<tr>
<td>Assign a different task.</td>
<td>Suggest talking to a friend or loved one.</td>
<td>Move angry individual from the setting.</td>
<td>Point out potential consequences.</td>
</tr>
<tr>
<td>Change the subject.</td>
<td>Combat breathing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Calm: Strategies
Connect Challenge Video
Connect: Aims

✧ Reduce isolation & alienation
✧ Increase a sense of caring
✧ Promote connectedness
CONNECT

Connect Actions:

- Be With
  - Maintain Presence
  - Keep Eye contact
  - Listen
  - Empathize
  - Accept

- Promote Connection
  - Find Trusted Others
  - Foster contact with others
  - Encourage Contact with others

- Reduce Isolation
  - Improve understanding
  - Correct misconceptions
  - Restore trust
  - Invite and include
Competence: Aims

☆ Restorative support

☆ Improve overall functioning by:
  ✴ Improving work-related skills
  ✴ Improving ability to cope with stress reactions
COMPETENCE

Competence Actions Foster / Improve:

Social Skills
- Develop family relationships
- Develop peer relationships
- Seek mentoring

Occupational Skills
- Brief operational pause
- Mentor back to duty
- Retrain
- Reassign

Well-Being
- Problem-solving skills
- Health and fitness
- Managing trauma and loss reminders
3 Signals Competence is Needed

- When lack of experience or training contributes to difficulty meeting job demands
- When stress reactions cause loss of previous skills or abilities
- When stress reactions cause new challenges to coping
## Helpful Techniques

<table>
<thead>
<tr>
<th>Stop</th>
<th>Back Up</th>
<th>Move Forward Again</th>
</tr>
</thead>
<tbody>
<tr>
<td>✧ Rest, take time to recover</td>
<td>✧ Retrain and refresh skills</td>
<td>✧ Practice new and refreshed skills</td>
</tr>
<tr>
<td>✧ Identify challenges to functional capabilities</td>
<td>✧ Mentor/problem solve</td>
<td>✧ Gradually increase responsibilities</td>
</tr>
<tr>
<td>✧ Don’t keep doing what isn’t working</td>
<td>✧ Learn new skills</td>
<td>✧ Set achievable goals</td>
</tr>
<tr>
<td></td>
<td>✧ Enhance wellness</td>
<td>✧ Explore and trouble-shoot obstacles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✧ Reinforce successes and motivation</td>
</tr>
</tbody>
</table>
Confidence: Aims

✧ Promote hope

✧ Rebuild self-esteem

✧ Promote confidence in core values and beliefs

✧ Bolster pride and commitment

✧ Foster the trust of others
CONFIDENCE

Confidence Actions Rebuild:

- Trust
  - Trust in:
    - Peers
    - Equipment
    - Leaders
    - Mission

- Hope
  - Forgiveness of self
  - Forgiveness of others
  - Imagining the future

- Self-Worth
  - Belief in self
  - Accurate self-concept
  - Self-respect

- Meaning
  - Making sense
  - Purpose
  - Faith
Supervisors and Leaders

Leader Functions

✧ Strengthen
  ✧ Train and Equip

✧ Mitigate
  ✧ Reduce Unnecessary Stress
  ✧ After Action Reviews (AAR)

✧ Identify
  ✧ Know Your People

✧ Engage Support/Treatment
  ✧ Do not ignore stress injuries

✧ Reintegrate
  ✧ Actively plan for return of members after a stress injury

Unit Leader Actions

✧ Check and Coordinate
  ✧ Walk Abouts/Situational Awareness

✧ Confidence
  ✧ Gut Check

✧ Competence
  ✧ Skills and Resources

✧ Connect
  ✧ Unit Cohesion

✧ Calm
  ✧ Effective Communications

✧ Cover
  ✧ Risk Management
After Action Review (AAR)

- Every time there is a potential stress injury event (life threat, loss, inner conflict)... Ask these five questions:
  - What was our mission?
  - What went well?
  - What could have gone better?
  - What might we have done differently?
  - Who needs to know?
Wear and Tear Review

On a regular and ongoing basis ask three questions:

Over the past (time frame):

1. What have been your greatest challenges, hassles, or frustrations?
2. What has been your greatest reward or success?
3. What does it mean to be a (name role) in this unit?
Leader Psychological Health Actions (COSFA Algorithm)

Possible Stress Injury

- Behavior Change (immediately)
- Stated Distress (immediately)
- Event Exposure (within 24 hours)

A. First Check: assess for
- Dangerousness
- Safe and Calm
- Immediate Referral Need

B. Act to:
- Establish Safety
- Initiate Calming

C. Refer to next level of support

D. Second Check: assess for
- Persistent Distress
- Isolation from peers
- Decreased competence
- Loss of confidence

E. Act to:
- Understand Distress Sources
- Enhance Peer Connection
- Support core competencies
- Discuss mission, unit and individual goals/expectations

F. Refer to next level of support

G. Coordinate Unit Resources:
   - Who else needs to know or can help?
     - Chain of Command
     - Medical
     - Chaplain

H. Periodic Follow-up

Stress Concerns Present?

Unsafe or in crisis?

Needs Referral?

Yes

No

Yes

No

No

Yes

Yes

No
Take Home Messages

✧ Utilize a flexible, practical approach, specific to the need, context and phase of recovery
✧ Refer to the Student Resource Handout for detailed information
✧ Take care of your colleagues and yourself
✧ Share SFA triumphs and tribulations with peers and leaders
Questions or Comments