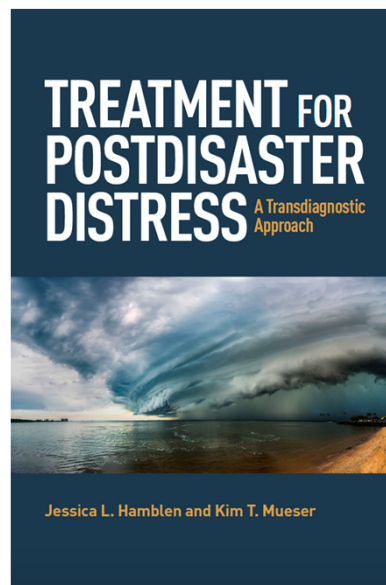


Building Client Resilience Using Skills from Cognitive Behavioral Therapy for Postdisaster Distress

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1

Disclosure



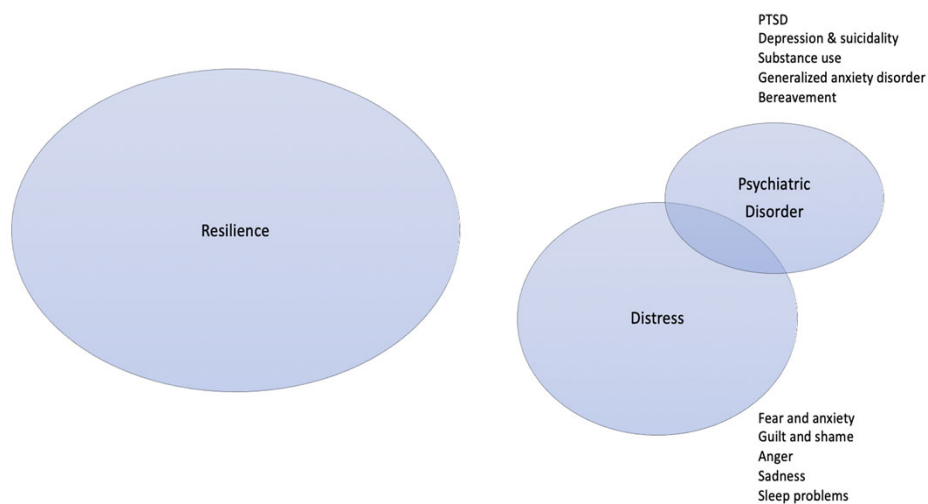
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What is a disaster?

- **Disasters are sudden events that occur with little to no warning and affect large numbers of people simultaneously**
 - They often require assistance and resources that go beyond what a region, state, or even country can support.
 - They often disrupt community services such as power, communication, and transportation.
 - In the immediate aftermath people may be stranded or cut-off from assistance and after more significant disasters, services may be impacted for weeks and months.

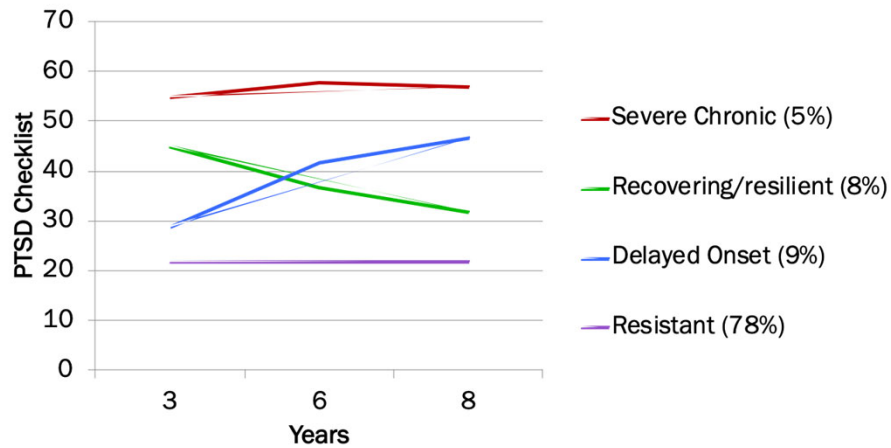
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How do people respond after a disaster?



4

Most people are resilient, but...

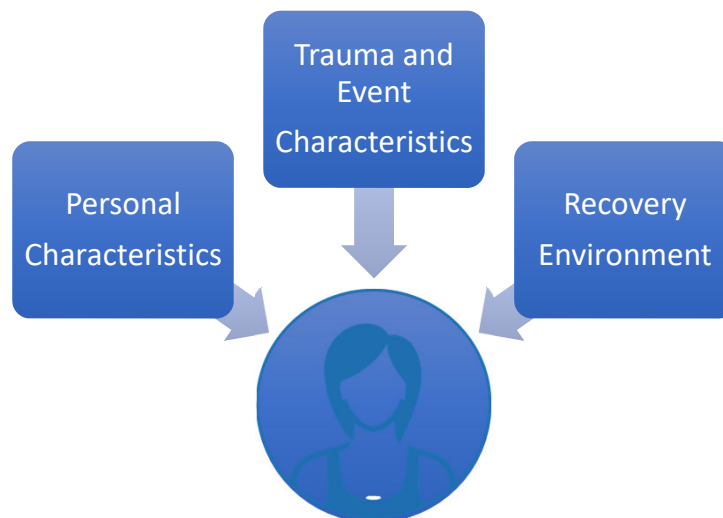


N=4,035 police responders to world trade center

Pietrzak et al., 2014

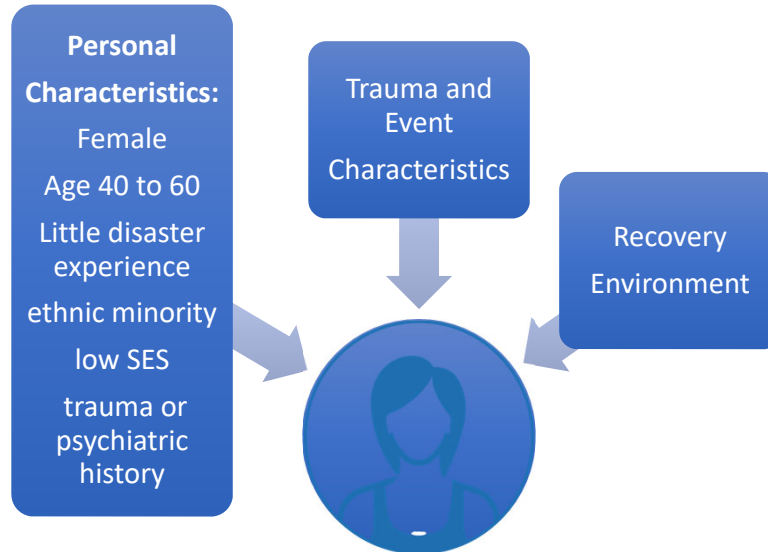
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Risk Factors for Adverse Outcomes



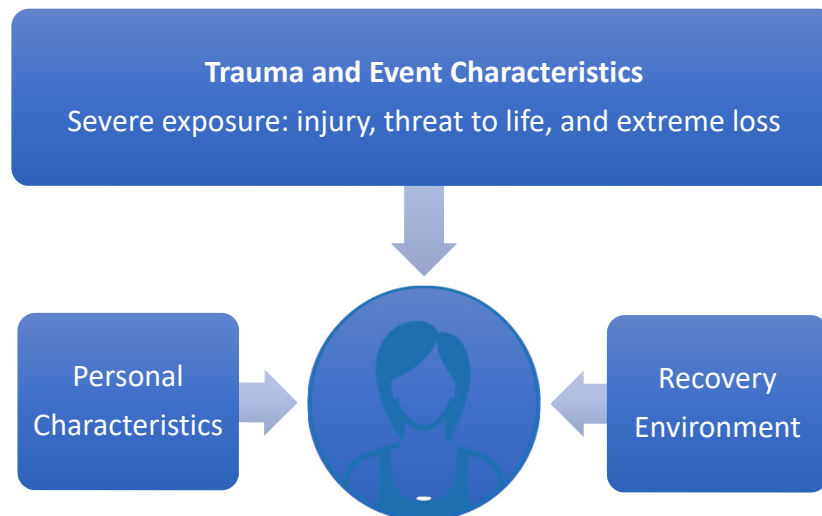
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Risk Factors: Personal Characteristics



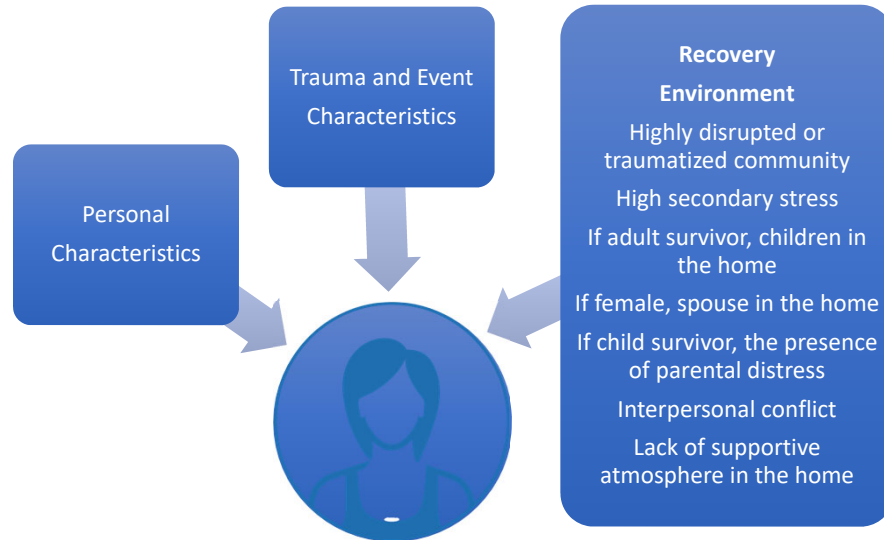
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Risk Factors: Trauma & Event



8

Risk Factors: Recovery Environment



9

Existing Disaster Treatments

- Preventative treatments
 - A public health approach with the primary goal of reducing immediate psychological distress and the prevention of longer term problems such as PTSD and depression (e.g. crisis counseling)
 - Examples: PFA, SPR, PM+
 - Outcome data largely focused based on program evaluations focused on program reach, perceived quality of services, and program consistency, but not on outcomes.
- Later phase treatments target specific disorder
 - A few treatment studies exist of CBT for disaster-related PTSD (but not other reactions)

10

The Need for Something New: Treatment for Postdisaster Distress

- Postdisaster distress encompasses a range of cognitive, emotional and behavioral reactions to disaster, including symptoms of:
 - PTSD
 - Depression
 - Stress vulnerability
 - Functional difficulties
- Postdisaster distress is not a psychiatric diagnosis.

11

Advantages of a Treatment for Postdisaster Distress

- Broader approach assists individuals with other primary reactions, comorbid conditions, or subclinical conditions
- Can be disseminated to community clinicians through a single training
- Reduces stigma associated with a mental disorder and may therefore be seen as more acceptable to survivors
- Reduces the need for extensive assessment

12

Cognitive Behavior Therapy for Postdisaster Distress (CBT-PD)

- Initially developed in response to the September 11th terrorist attacks
- Used following the 2004 Florida Hurricanes, Hurricane Katrina, Hurricane Ike, and Super Storm Sandy, Boston marathon bombing
- A manualized, individualized 8-12 session cognitive behavioral intervention for postdisaster distress
- Primary focus is on identifying and challenging maladaptive disaster-related beliefs

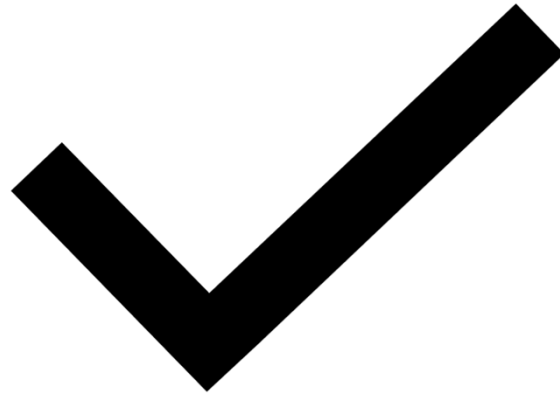
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4 Components of CBT-PD

Education	• Helps disaster survivor understand their reactions to the disaster
Breathing Retraining	• Helps disaster survivor decrease their physiological arousal and increase their ability to focus
Activity Scheduling	• Helps disaster survivor increase involvement in rewarding and meaningful activities and reduce avoidance of safe trauma related stimuli
Cognitive Restructuring	• Helps disaster survivor challenging negative, inaccurate thinking that often follows a traumatic event

14

If I am not a licensed provider, how can I help?



15

Screening

- Assess disaster survivors to determine appropriate level of care
 - Highly distressed survivors need a referral for treatment (SPRINT-E >7)
 - Low and moderately distressed can benefit from resilience skill building
- Assess disaster survivors to determine if the skill building is helpful
 - If they are improving, continue to support
 - If they are getting worse, discuss the benefits of seeking treatment
- Recommend SPRINT-E as an appropriate screening/assessment tool
- Work within your local programs to develop screening & referral policies

16

Short Post-Traumatic Stress Disorder Rating Interview - Expanded (Sprint-E)

QUESTION TO BE READ	RESPONDENT'S ANSWER			
S1. How much have you been bothered by unwanted memories, nightmares, or reminders of what happened?	1	2	3	4 5
S2. How much effort have you made to avoid thinking or talking about what happened or doing things that remind you of what happened?	1	2	3	4 5
S3. To what extent have you lost enjoyment in things, kept your distance from people, or found it difficult to experience feelings because of what happened?	1	2	3	4 5
S4. How much have you been bothered by poor sleep, poor concentration, jumpiness, irritability or feeling watchful around you because of what happened?	1	2	3	4 5
S5. How down or depressed have you been because of what happened?	1	2	3	4 5
S6. Has your ability to handle other stressful events or situations been harmed?	1	2	3	4 5

17

S7. Have your reactions interfered with how well you take care of your physical health? For example, are you eating poorly, not getting enough rest, smoking more, or finding that you have increased your use of alcohol or other substances?	1	2	3	4 5
S8. How distressed or bothered are you about your reactions?	1	2	3	4 5
S9. How much have your reactions interfered with your ability to work or carry out your daily activities, such as housework or schoolwork?	1	2	3	4 5
S10. How much have your reactions affected your relationships with your family or friends or interfered with your social, recreational, or community activities?	1	2	3	4 5
S11. How concerned have you been about your ability to overcome problems you may face without further assistance?	1	2	3	4 5
NUMBER OF ANSWERS CIRCLED IN LAST COLUMN (THIS IS RESPONDENT'S SCORE). WRITE NUMBER IN THE BOX TO THE RIGHT.				
S12. I also need to ask: Is there any possibility that you might hurt or kill yourself? IF YES, REFER FOR IMMEDIATE PSYCHIATRIC INTERVENTION.	0	1		
	NO	YES		

18

Education

19

Education on Common Reactions

Explain that people who have been through a disaster often experience:

- Fear and Anxiety
 - Adaptive response after trauma (i.e., hard wired fight or flight response) but false alarms
 - Leads to avoidance
- Anger
 - Also part of fight or flight
 - Energizing and protecting initially, but takes a toll long term
- Sadness
 - Often related to actual loss, but can be about loss of trust, hope, innocence, safety, etc.
- Guilt & Shame
 - Shame - associated with (perceived) unworthy or indecent conduct or circumstances
 - Guilt - a feeling of responsibility or remorse for some offense, crime, wrong, etc., whether real or imagined

20

Fear and Anxiety

- Stems from the belief that something bad is going to happen
- Anxiety can take many forms:
 - Excessive worry re: safety, work, family members, finances, etc
 - Physical tension: muscle aches, headache
 - Trouble concentrating
 - Impaired sleep
 - Panic attacks and excessive fear
- Ask: Do you feel fearful, tense or anxious? What kinds of anxiety symptoms are you having? Are you worrying more since the disaster?
- How you can help:
 - Breathing retraining
 - Target avoidance through activity scheduling
 - Download PTSD Coach app, Mindfulness Coach app

21

Anger

- Stems from the belief that you have been treated unfairly
- Anger can be directed at self or others
- Can cause problems with health, emotional well-being, & relationships
- Ask: Have you noticed that you are angrier or more irritable since the disaster?
- How you can help:
 - Breathing retraining
 - Download mindfulness app
 - Take a time out

22

Sadness

- Stems from a sense of loss
- Can experience loss of a loved one, belongings, home, community, job, previous way of life as well as loss of faith in the world and fellow human beings
- Experienced as sadness, crying, loss of interest, desire to be alone, low energy, fatigue, numbness, hopelessness, despair, etc
- Ask: since the disaster have you felt sad? What is this like for you?
- How you can help
 - Activity scheduling
 - Encourage connection with others rather than self isolating

23

Guilt & Shame

- Stems from the belief that you should have done more or done something differently
- Disaster survivors may feel guilt and shame about how they responded during or after the event
 - “I should have been stronger”
 - “I should have seen this coming”
 - “I shouldn’t be feeling sorry for myself, others have it worse”
- Ask: Have you experienced any guilty feelings since the disaster? Are there times you feel ashamed by your reactions?
- How you can help:
 - Help them consider what they would think if someone else behaved the way they did.

24

Resilience Skills

Breathing Retraining
Activity Scheduling

25

Breathing Retraining

A style of breathing that reduces physical tension and anxiety and helps focus attention

When anxious, people often breathe faster and take in more oxygen (in preparation for fight or flight). However, if we are not under threat, what we really need to do is take in less oxygen and slow breathing down.

Disaster survivors should use breathing retraining when:

1. They feel anxious
2. They need to focus

26

Breathing Retraining: Instructions

1. Take a normal breath in through your nose.
2. Exhale slowly through your nose or mouth.
3. When exhaling say CALM, RELAX, or EXHALE.
4. Count to 4 then take next breath

Practice several times a day, 10-15 times at each practice

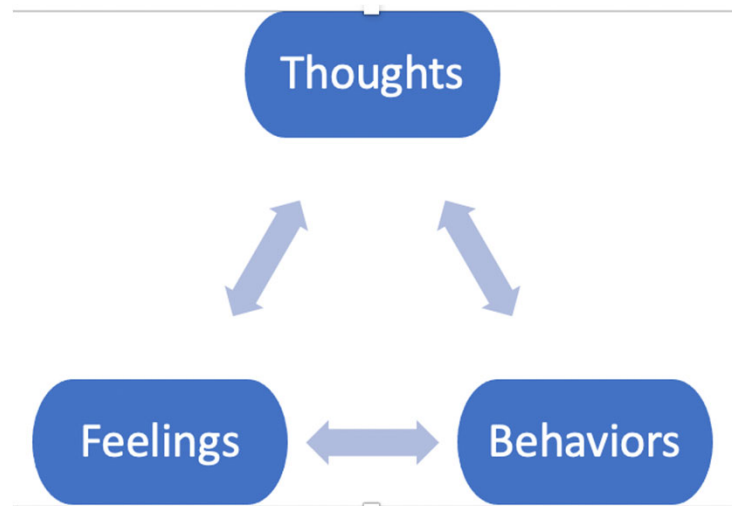
Practice when not anxious so that it comes naturally when under stress

27

Breathing Retraining Practice Exercise

28

Activity Scheduling:
Reversing the
downward spiral



29

Activity Scheduling

- Activity scheduling can improve mood through engagement in rewarding and meaningful activities
- Helps by
 - Improving mood (e.g., going for a hike)
 - Giving meaning (e.g., volunteering, home repairs, helping child with homework).
 - Targeting avoidance (e.g., going to a large public venue after a being at a mass shooting)

30

Identifying Activities

- Rewarding activities
 - List in the book
 - Google pleasant activities list
- Meaningful activities
 - Help disaster survivor think about their values and goals. What do they find most meaningful and important?
 - Areas to consider: family/social/intimate relationships, education/training, employment/career, hobbies/recreation, volunteer/charity/political activity, physical/health, spirituality, personal care
- Schedule 5 activities and record
- Check in with disaster survivor
 - Did they do it? How enjoyable? How important?

31

Activity Scheduling Practice Exercise

32

Instructions

- Identify and schedule 5 rewarding and/or meaningful activities
- What are some things you like to do (that you have not been doing) that you could add back in?
- What are some new things you could try?
- What do you value most in life? What could you do to improve those things?
 - E.g. family/social/intimate relationships, education/training, employment/career, hobbies/recreation, volunteer/charity/political activity, physical/health, spirituality, personal care
- When can you do these things? How will you fit them in?

33

Processing

- What was it like to come up with activities?
- Did you consider both rewarding and meaningful activities? Why or why not?
- Did you learn anything that would be useful in working with disaster survivors on this topic?
- How likely are you to do the activities you identified? Why or why not?

34

Self Care

35

Managing Stress

Just like the disaster survivors you work with, many of you will have experienced the same event.

- Take the SPRINT-E (if 7 or more consider seeking treatment)
- Increase social connections
- Practice stress reduction
 - Breathing retraining
 - Yoga
 - Mindfulness
- Set limits on work
- Schedule rewarding and meaningful activities
- Engage in values clarification – are you doing the things most meaningful to you?

36

Questions?

