COVID-19: Legal and Policy Strategies to Promote Mental Health

May 21, 2020

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Moderator

**Kayleen Klarich**, Marketing and Membership Manager, the Network for Public Health Law – National Office

- **Areas of expertise:**
  - Development and execution of marketing strategies
  - Management of organizational membership programs
Presenter

**Jill Krueger**, Director, the Network for Public Health Law – Northern Region Office

- J.D., University of Iowa College of Law
- Research interests/areas of expertise:
  - Mental health and well-being
  - Climate and health
  - Rural health
  - Agricultural and food law
  - Oral health
COVID-19: Legal and Policy Strategies to Promote Mental Health

Jill Krueger
Plan for the Presentation

» COVID-19 and Mental Health
» Psychological First Aid
» Crisis Counseling Program
» Social Determinants of Mental Health
» Access to Care and Tele-Mental Health
» School Mental Health
» Suicide Prevention
» Post Traumatic Growth
» Question and Answer
COVID-19 and Mental Health
Deaths/Illness
- Grief
- Recovery/ survivor guilt
- Anxiety

Closures
- Economic disruption & anxiety
- Isolation; lack of solitude; loss of freedom
- Online everything

Congregate Living
- Anxiety
- Isolation
- Ethical questions
The Dual Continuum Model, Dr. Corey Keyes

https://globalhealth.duke.edu/sites/default/files/event-attachments/mental_health_as_a_complete_state_-keyes_2014.pdf
Activities which Contribute to Flourishing

» Interacting
» Helping Others
» Playing
» Moving/ Physical Activity
» Spiritual Activity
» Learning Something New
Principles of Mass Trauma Intervention

» Promote Sense of Safety
» Promote Calming
» Promote Sense of Self- and Collective Efficacy
» Promote Connectedness
» Promote Hope

Signs of Hope

» “Social assistancing”


» Dedicated hours for vulnerable community members at grocery stores, and hazard pay for workers

» Car parade birthday parties, graduations, and weddings

» Sidewalk chalk at nursing homes
Science is gonna get us out of this, but art is gonna get us through this.  --Mo Willems
Psychological First Aid
‘I Can’t Turn My Brain Off’: PTSD and Burnout Threaten Medical Workers

Before Covid-19, health care workers were already vulnerable to depression and suicide. Mental health experts now fear even more will be prone to trauma-related disorders.
What is Psychological First Aid?

» An evidence-informed approach to increase knowledge, skills, and abilities to support individuals and communities during and immediately following traumatic events.

» A universal intervention, with particular applications for first responders, health care providers (including mental health providers), supervisors, teachers, care-givers, and parents
Elements of Psychological First Aid

» Contact and engagement
» Safety and comfort
» Stabilization
» Gather information on current needs/ concerns
» Practical assistance
» Connection with social supports
» Provide information on coping
» Linkage with collaborative services
Policy to Support Psychological First Aid

» Preparedness and Emergency Response Learning Centers at Schools of Public Health developed training (CDC Funds)

» Public Health Emergency Preparedness (PHEP) and Hospital Preparedness Program (HPP) cooperative agreement deliverables

» Local health department and hospital/health care system policies


» National Child Traumatic Stress Network (21st Century Cures Act, SAMHSA funds)
Other Workplace Strategies and Supports

» Stress Management Training
» Trauma-Informed Workplaces; e.g. San Francisco Health Department
» Limitations on Hours
» Sleep Coaching
» Employee Assistance Programs
» Farm and Ranch Stress Assistance Network
» Farmer-Lender Mediation
Trauma Informed System Initiative (SFPHD)

Crisis Counseling Program
MEMORANDUM FOR THE SECRETARY OF HOMELAND SECURITY
THE ADMINISTRATOR OF THE FEDERAL EMERGENCY
MANAGEMENT AGENCY

SUBJECT: Authorizing the Crisis Counseling Assistance and
Training Program for Major Disaster Declarations
Related to Coronavirus Disease 2019

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Robert T.
Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. 5121-5207 (the "Stafford Act"), it is hereby ordered as follows:
Social Determinants of Mental health
Emotional

Physical

Practical
Adverse Childhood Experiences

H. Res. 443

In the House of Representatives, U. S.,

February 26, 2018.

Whereas traumatic experiences affect millions of people in the United States and can affect a person’s mental, emotional, physical, spiritual, economic, and social well-being;

Whereas adverse childhood experiences (ACEs) can be traumatizing and, if not recognized, can affect health across the lifespan and, in some cases, result in a shortened lifespan;

Whereas ACEs are recognized as a proxy for toxic stress, which can affect brain development and can cause a lifetime of physical, mental, and social challenges;

Whereas ACEs and trauma are determinants of public health problems in the United States such as obesity, addiction,

FOR IMMEDIATE RELEASE: APRIL 19, 2020
CONTACT: Alicia McCauley, amccausley@echr.nyc.gov, 212-416-0105

NYC COMMISSION ON HUMAN RIGHTS ANNOUNCES FORMATION OF COVID-19
RESPONSE TEAM TO ADDRESS INCREASED HARASSMENT AND
DISCRIMINATION RELATED TO THE VIRUS

The response team, comprised of staff across the agency’s law enforcement and community
outreach teams, has taken action in 148 matters and is currently investigating 18 COVID-19-
related cases*

NEW YORK—The New York City Commission on Human Rights today announces the
formation of a COVID-19 Response Team to handle reports of harassment and discrimination
related to the outbreak. The response team is comprised of staff from the Law Enforcement
Bureau and the Community Relations Bureau working in coordination to quickly and efficiently
track and respond to the sharp increase in reports of harassment and discrimination connected to
the pandemic.
Access to Health Care

CRISIS STANDARDS OF CARE
Issue Brief

COVID-19: Racial Disparities and Crisis Standards of Care

Introduction

Recent racial demographic data suggests huge racial disparities in COVID-19 infections and death. The COVID-19 pandemic has motivated states to develop Crisis Standards of Care (CSC) plans responsive to possible shortfalls in resources, such as ventilators. The emergence of these two circumstances (racial inequities) and CSC planning (anticipated resource shortfalls) raises the question of how CSC planning might incorporate growing racial justice concerns about COVID-19 and resource allocation. This issue brief examines evidence of racial disparities with respect
Employment

TEMPERARILY CLOSED FOR COVID-19 STATE MANDATED LOCKDOWN
Housing
Access to the Outdoors and Nature
Access to Care and Tele-Mental Health
Before the COVID-19 crisis, America’s infrastructure for mental-health and addiction services was fragmented, overburdened, and underfunded.

Tele-mental Health

» **Key Issues**
  Data privacy and security, reimbursement, licensure

» **Federal Response**

» **State Response**

» **Expanded Tele-mental Health after the Pandemic**
  Psychology Interjurisdictional Compact
  Broadband access

» **Resources**
  Center for Connected Health Policy
School Mental Health
Social and Emotional Learning/ Character Development

Social and Emotional Competencies Framework from CASEL, the Emotional Collaborative on Academic, Social, and Emotional Learning

COVID-19: Legal and Policy Strategies to Promote Mental Health May 21, 2020
The Mood Meter, from Marc Brackett, Permission to Feel
While we are spatially apart, it's important to stay socially connected. Here, more than ever, we need to lean on our social emotional skills to manage the changes that and choose to relate to and support one another.

In the effort to ensure that our students are healthy and safe, the district has implemented an extended closure with guidance from our local school health agencies. In collaboration with Austin ISD, our local school health agencies have developed the website, "In This Together," for allieldisk.com".

En el esfuerzo por asegurar que nuestros estudiantes melen a distancia y seguros, el distrito ha implementado una medida de cierre extendida con guía de las agencias de salud de la localidad. En colaboración con el sitio web de educación en el hogar de Austin ISD, que cuenta con varias lecciones y recursos de aprendizaje recomendados por varios expertos, este lugar web de SEL en el hogar proporciona proyectos y actividades de aprendizaje y actividades de tiempo libre, recursos, principios de ciudadanía personal y prácticas de conciencia en el hogar, para mantener a todos en el hogar.
Mental Health in Health Education

School Mental Health Resource Training Center

School Mental Health During Social Distancing

LEARN MORE
Trauma-Informed Schools

PAPER TIGERS
One high school’s unlikely success story.

"Absolutely riveting, profoundly important."
- New York Times journalist and author David Rothstein
MEMORANDUM

TO: School District Superintendents
FROM: Hershel Lyons
DATE: June 29, 2018
SUBJECT: Youth Mental Health First Aid Training Pursuant to Senate Bill 7026

The Florida Department of Education (FDOE) announces, pursuant to section (s) 1012.584, Florida Statutes (F.S.), Continuing education and inservice training for youth mental health awareness and assistance, the selection of evidenced-based Youth Mental Health First Aid (YMHFA) training. YMHFA consists of an eight-hour face-to-face course that facilitates mental health literacy and gives adults the necessary skills to interact with youth who are developing a mental health problem or experiencing a mental health crisis, including helping adults working with youth identify, understand and respond to signs of mental illness.

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DPS: 2018-102
Access to Books
Winning COVID-19 children’s books address facts, emotions surrounding pandemic

By Rebecca Baggett | Emory Report | May 18, 2020

When Jeffrey Koplan’s grandchildren began asking him questions about COVID-19, he was inspired to help provide answers — not just for them, but for all kids. Koplan serves as vice president for global health at Emory and founded the Emory Global Health Institute, which launched a competition for a children’s e-book about the pandemic.

In keeping with EGHI’s 13-year history of bringing diverse disciplines together to tackle global health issues, the competition called for e-books that could help explain the pandemic and the changing behaviors that have come with it in a way that would appeal to children ages 6-9. The competition was announced April 14, with submissions due by April 29. While EGHI marketed the competition widely, organizers never expected that 486 participants would register and that 260 of those would submit books.

In “COVID-19 Helpers,” the winning story, Seattle-based author and illustrator Beth Bacon and Kary Lee describe how people from all walks of life are helping to fight the virus.
Suicide Prevention
National Suicide Hotline Designation Act
Post Traumatic Growth
WHAT GETS MEASURED GETS MANAGED
Principles to Improve Outcomes

Harvard University Center on the Developing Child
High Quality, Universal Pre-Kindergarten

National Institute for Early Education Research
A Civilian Conservation Corps for the 21st Century?
Just Right . . .

The Three Bears, Paul Galdone
This pandemic experience is a massive experiment in collective vulnerability. We can be our worst selves when we’re afraid, or our very best, bravest selves. In the context of fear and vulnerability, there is often very little in between because when we are uncertain and afraid our default is self-protection. We don’t have to be scary when we’re scared. Let’s choose awkward, brave, and kind. And let’s choose each other.
Contact Me:

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COVID-19: Navigating Public Health Emergency Legal Responses Underlying Re-opening State/Local Economies
1:00 – 2:00pm EST | May 28

COVID-19: Real-Time Guidance, Resources and Information
View resources & request assistance at networkforphl.org/covid19

You may qualify for CLE credit. All webinar attendees will receive an email from ASLME, an approved provider of continuing legal education credits, with information on applying for CLE credit for this webinar.