

**24-hour hotline**

**Rocky Mountain EAP**

**1 - 866 - 260 - 9490**

**Or call**

**1 - 208 - 234 - 8089**

**THANK YOU**



# Employee Assistance Program

◆◆◆ *Helping  
People  
Help  
Themselves* ◆◆◆



*CISM  
For Providers*







## WELCOME

Thank you, for your interest in providing **Critical Incident Stress Debriefing (CISD)**. Within the attached document you will find information that will assist you when a **CISD** is required in your location.

The following formatted information outlines **Rocky Mountain** EAPs approach to **Critical Incident Stress Debriefing**. The attached document is based on work of Jeffery T. Mitchell and many of his publications.

The **CISD** is a group meeting or discussion about a distressing critical incident. A critical incident is “any event which has a stressful impact sufficient enough to overwhelm the usually effective coping skills of either an individual or a group”. Providing crisis intervention and education, the CISD meeting (lasting approximately one-to-three hours) may reduce the impact of a critical incident (event).

### **CRITICAL INCIDENT STRESS DEBRIEFING:**

- is not therapy or substitute for therapy
- is a group process, group meeting, or discussion designed to reduce stress and enhance recovery from stress. It is based on principles of crisis intervention and education.
- may not solve all the problems presented during the brief time frame available. Sometimes it may be necessary to refer individuals for treatment after a debriefing to their EAP.

## PROVIDER QUICK GUIDE

### INTRODUCTION

- Introduce yourself
- Tell the group why you have gathered
- Describe defusing
- Motivate the attendees
- Summarize the guidelines (Confidentiality, speaking for oneself)
- Encourage team support

### EXPLORATION

- Gather facts and thoughts
- Ask/discuss reactions to the incident
- Description of feelings, symptoms, etc

### INFORMATION

- Accept and summarize the information
- Answer questions
- Teach practical stress coping skills
- Explore future reactions to the incident
- Normalize the reactions/experiences of the group
- Diet (substance abuse)
- Recreation

### CLOSING

- EAP 800#
- Handouts
- Support to management, offer suggestions to assist the attendees further

## ***TEACHING STAGE***

- I The emphasis is on describing the natural process in which people respond to traumatic incidents at this stage there are handout's to assist the attendees understand more fully the symptoms they may be experiencing
- II Another very important issue is how to manage their own reaction and discuss ways in which they can help themselves recover
- III make a strong recommendation the attendees:
  - Refrain from using drugs and alcohol
  - Exercise regularly
  - Get plenty of rest
  - Express their feeling (to family, friends, co-workers, professionals etc)

## ***RE-ENTRY STAGE***

- I This is the final stage, in which additional statements can be presented to the group, answer any remaining questions, provide reassurance, and make a plan of action with the group
- II Reassure the group that it is normal to have unusual feelings, and that they are not alone.
- III Closure with the group, may be done more effectively by asking how they are feeling now and what they remember about the time they have just shared together
- IV Make a summary statement to the group, and distribute handouts, with phone numbers of the EAP and the facilitator to each attendee. (Remember that there may have been attendees whom you feel were having difficulty coping, make yourself available at the end of the session, to reassure, instruct, advise, refer, etc.).

- may accelerate the rate of "normal recovery, in normal people, who are having normal reactions to abnormal events."

***Rocky Mountain*** EAP strongly encourages every person who witnessed or who was affected by the incident to attend a debriefing session. Should there be individuals who cannot attend, for whatever reason, please endeavor to make contact (by phone or letter), to let them know that there is a help mechanism in place, to assist them with any concerns they may have, regarding the incident, their own EAP.

## ***WHAT IS CISM***

The Critical Incident Stress Management (CISM) process is considered one of the most important mechanisms to reduce the potential of Posttraumatic Stress Disorder (PTSD). It allows people to verbalize their distress and form appropriate concepts about stress reaction before false interpretations of the experience are fixed in their minds.

The core focus of a CISM is the relief of stress in normal, emotionally healthy people who have experienced traumatic events. The debriefing has not been developed to resolve degenerative stress or personal problems, which existed before the disaster or traumatic event, which is the subject of the debriefing.

Secondary objectives of the CISM process:

- Education about stress, stress reactions and survival techniques
- Emotional ventilation
- Reassurance that the stress response is controllable and that recovery is likely
- Forewarning people about signs and symptoms which might not show in the near future
- Reduction in the fallacy of uniqueness (or feeling that one has singled out to be a victim)
- Reduction of the fallacy of abnormality
- Establishment of a positive contact with a mental health workers
- Enhancement of group cohesiveness

II Ensure that all attendees have the opportunity to answer. Please ensure that know one gets left out

III All feeling need to be expressed and heard

## ***SYMPTOM STAGE***

I This stage address these questions:

- “Has your life changed in any way since the incident?”
- “What unusual things are you experiencing now?”

II Attendees are asked to describe there:

- Physical signs/symptoms
- Emotional signs/symptoms
- Behavioral signs/symptoms

III Attendees are asked to describe signals of distress, which appeared:

- A few days after the incident
- At the scene or within 24 hours
- Are still being experienced
- How are they acting differently now?

IV As the attendees discuss how things have been different at work and home for them. They will be disclosing their stress response syndrome

## STAGES OF THE DEBRIEFING

### *FACTS STAGE*

This stage helps recreate the event for the attendees of the session.

- I To break the ice have each attendee identify himself or herself, you may want to ask them to describe the worst part of the experience both professionally and personally
- II Ask the attendees to describe their activities during the crisis
- III Ask them to describe:
  - Where they were
  - What they saw
  - Heard
  - Taste
  - And smelt through out the incident
- IV Address:
  - Fears
  - Uncertainties
  - Issues
  - And problems related to the incident
- V Once the attendees have shared the information to bring the incident back to life, it is time to move on to the next stage.

### *FEELING STAGE*

- I begin to ask questions that relate to feelings:
  - “How did you feel when the incident happened”
  - “How are you feeling now”
  - “Have you ever felt this way before”

- Enhancement of interagency cooperation
- Prevention or mitigation of **PTSD**
- Screening for people who need additional assistance of therapy
- Referral counseling or other services as necessary

(Critical Incident Stress Debriefing is a program within the framework of CISM)

### *GOALS AND OBJECTIVES OF A DEBRIEFING:*

There are two main goals of a **CISD**:

- I. Mitigate the impact of the Critical Incident on those who were victims of the event, by they, we mean:
  - Primary victims, i.e. those directly traumatized by the event.
  - Secondary victims, such as emergency service personnel.
  - Tertiary victims, i.e. family, friends, and those to whom the traumatic event may be directly communicated.
- II. Accelerate recovery process in people who are experiencing stress reactions to abnormal traumatic events.

## THE CISD PROCESS

### INTRODUCTORY STAGE

As you introduce yourself, you will assist everyone in getting to know not only yourself but also the quality of the therapists within the network. By sharing your background, experiences, training, education, and specialties, credibility is established for you and the program. Please reiterate the fact that all therapists have at least five (5) years of experience and advanced degrees in their field of expertise.

#### I. Review the EAP service:

Remind the group of the following:

- 24 hour toll-free hotline
- EAP services are available for themselves and their families
- EAP is available to connect them to local resources within the community if they need additional assistance
- Also have brochures available including the 800#

#### II. Guide lines for Group Process:

- Provide a safe, quiet environment for the attendees to express emotions and feelings
- Nothing leaves the room. Everything that is said in this room is confidential (**Heavily emphasize confidentiality**)
- Individuals who were not involved in the incident are not allowed to session
- Set the tone of the meeting
  - No blaming
  - No escape goats
  - No fault finding

- Encourage no smoking, eating, or other distractions (pagers, mobile phones, radios must be turned off) while in session
- Confidentiality is paramount, attendees must be assured that what is said or discussed cannot be used against them later
- All attendees are equal during the session, NO one individual has rank nor position
- Attendees do not have to speak if they do not want too
- All attendees are encouraged to talk about the incident
- All attendees are asked to speak for him/herself only

#### III. Purpose of the session:

- To help the group deal with their thoughts and reactions that they may be experiencing due to the incident.
- That during the session information about the incident will be shared, you will provide the group with tools that will allow them to deal with the issues themselves
- That after the debriefing sessions, individuals within the group, are able to sleep, eat, and perform their responsibilities better at work and home.
- To help the group understand the stress response syndrome, and how it has affected individuals within the group
- That the session will accelerate the normal recovery process
- Is to forewarn individuals, who have not yet been impacted by the incident. They may be impacted at a later stage, and that we want to give them tools to help them deal with it
- Explain and reduce the fallacy of “uniqueness”
- Explain and reduce the fallacy of “abnormal”
- Promote and restore team cohesiveness