


Principles of Providing Psychologically-Informed Care as a Sports Practitioner

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- 
- I have no financial disclosure or conflicts of interest with the presented material in this presentation.

Pediatricians, Child and Adolescent Psychiatrists, Children's Hospitals Declare National Emergency for Children's Mental Health

The AAP, American Academy of Child and Adolescent Psychiatry and Children's Hospital Association in 2021 declared a national state of emergency for child and adolescent mental health.

U.S. News

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Suicide Rates Have Doubled in 20 Years Among U.S. College Athletes

By HealthDay | April 5, 2024 |

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Healio

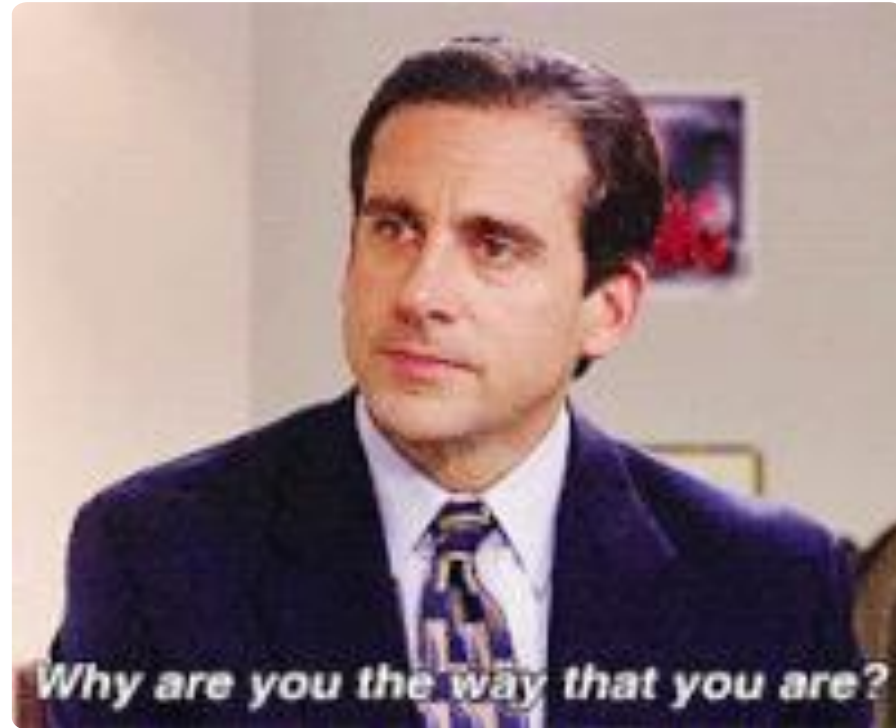
THE HIDDEN OPPONENT



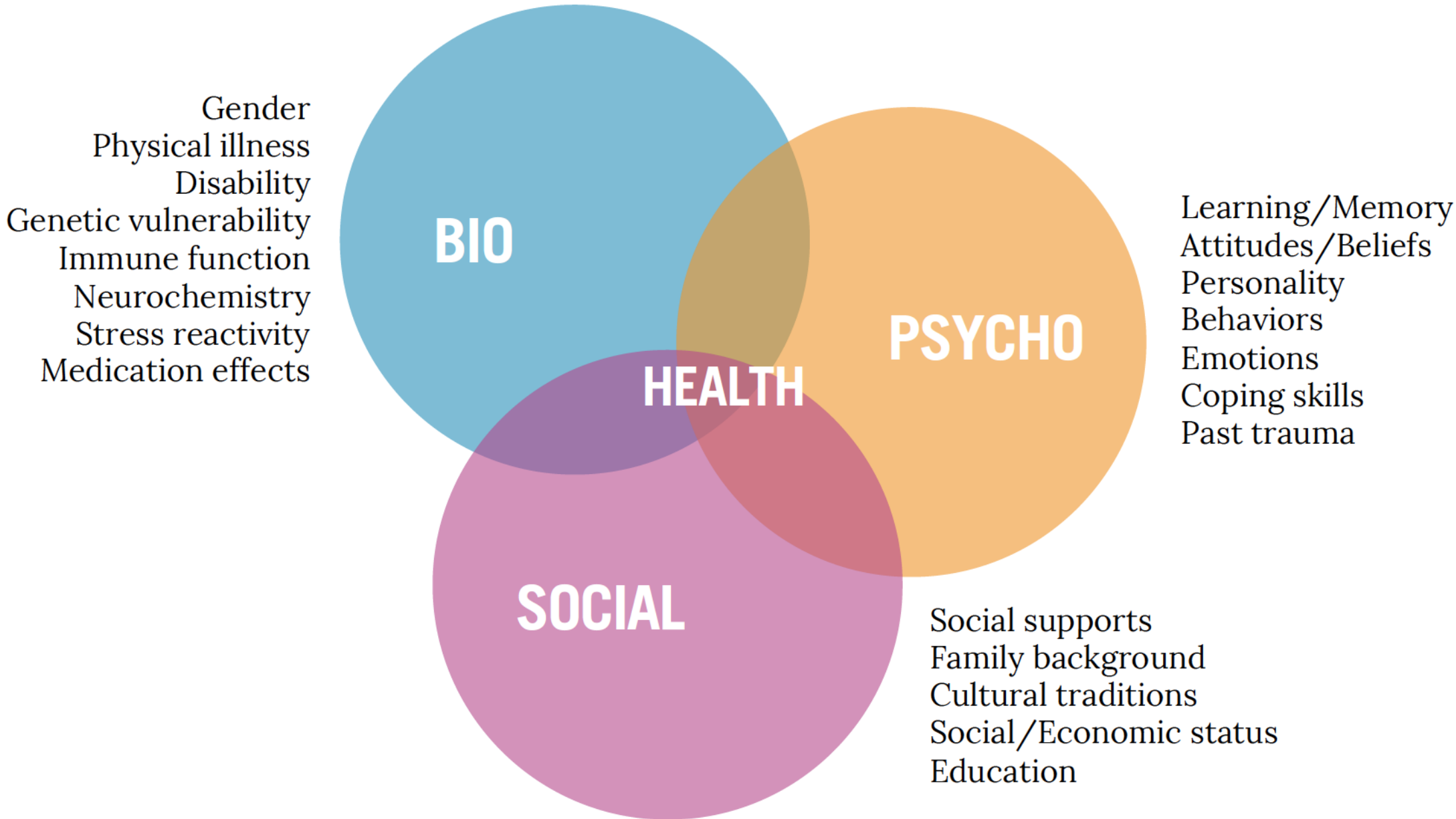
SUICIDE NOW SECOND LEADING CAUSE OF DEATH AMONG NCAA ATHLETES

Surpassed only by accidents, according to findings published in the British Journal of Sports Medicine and reported by Healio's Rose Weldon.

Psych 101
in 5
Minutes

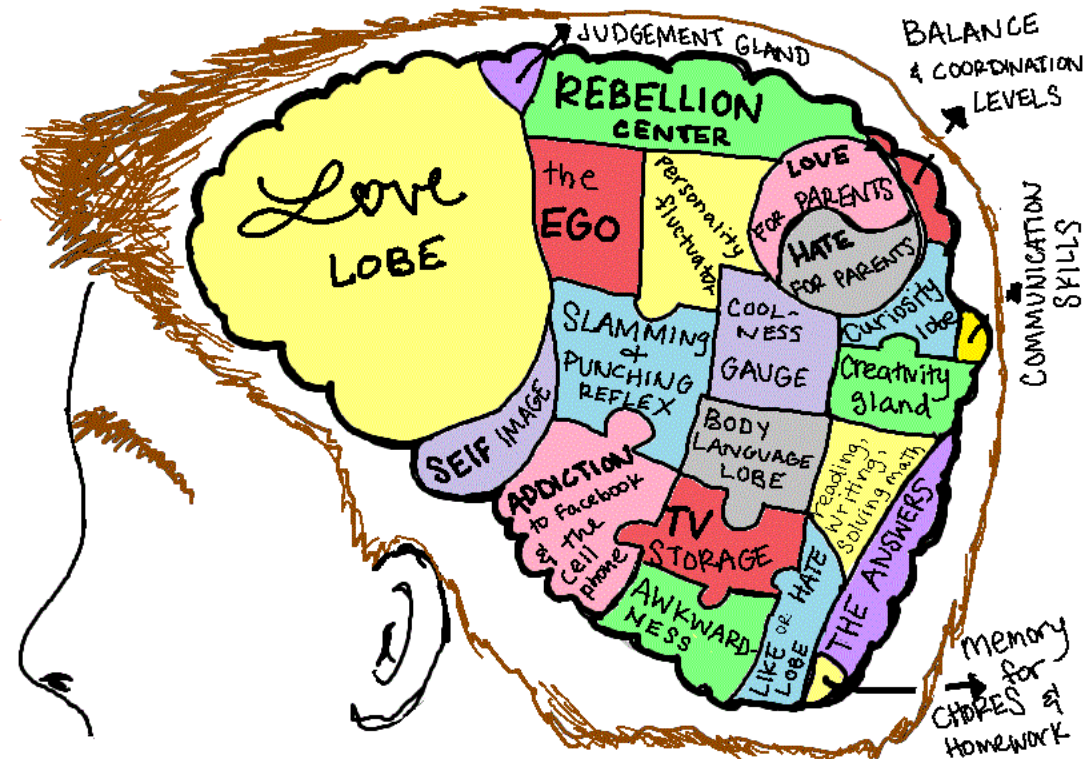


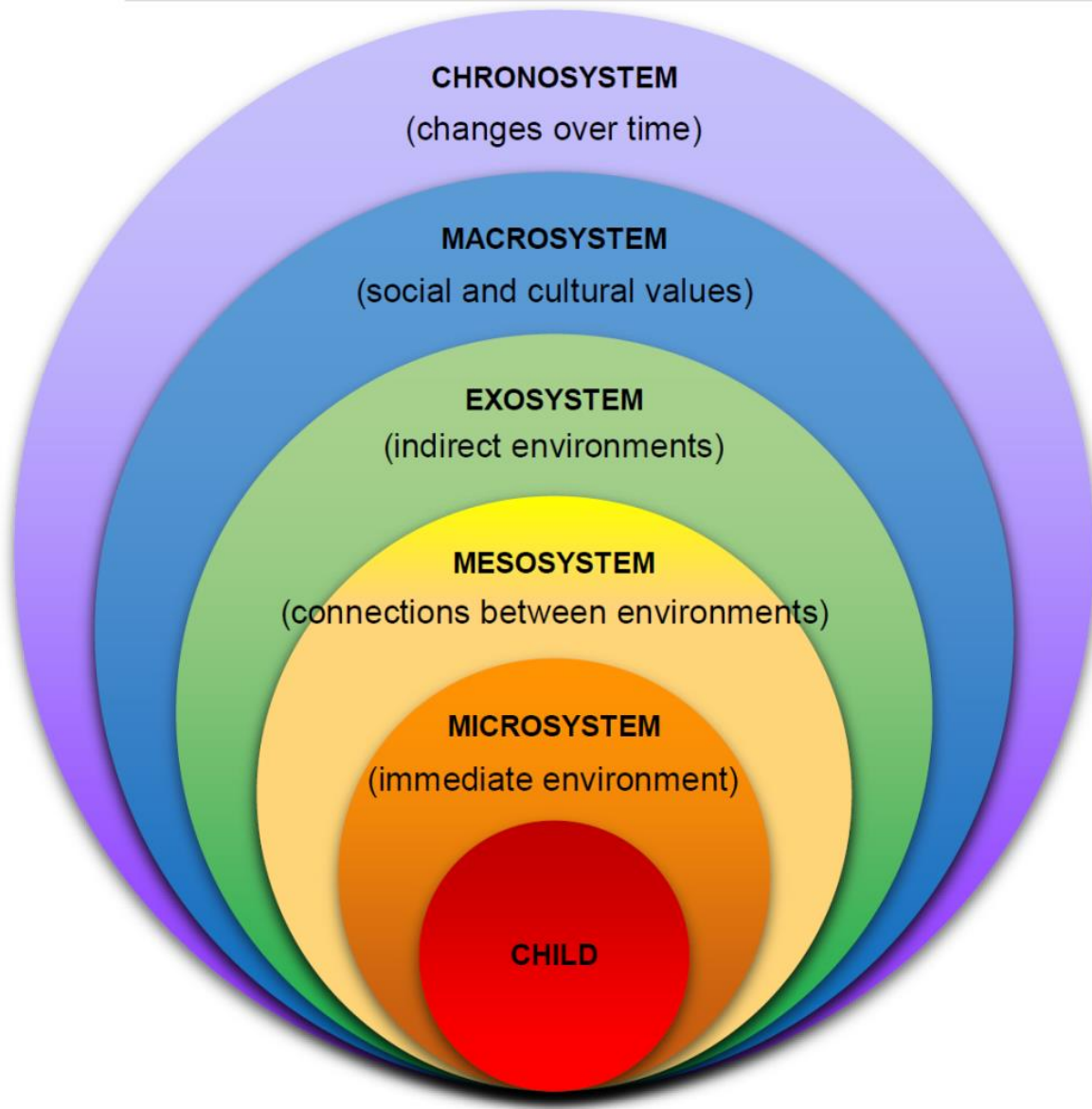
The Biopsychosocial Model



Adolescence

- Biological changes:
 - Limbic system (emotion center) develops quickly
 - Reward system is hypersensitive
 - Frontal lobe lags behind
 - Circadian rhythm shifts later
 - Puberty
- Period of highest mental illness onset
- Psychosocial changes
 - Egocentrism
 - More abstract and complex thinking and feeling
 - Increased focus on social environment
 - Increasing autonomy
 - Identity development & values/morals formation
- More demands and stress
- Shifting sports landscape
- Note: First truly *online* and *global* generation







(Weissman & Hendrick, 2014)

FACTORS THAT CAN SHAPE THE MENTAL HEALTH OF YOUNG PEOPLE

Source: Adapted from WHO's Determinants of Adolescent Health Development: An Ecological Model, 2014 and Bronfenbrenner & Ceci (1994)





Social and economic inequalities, discrimination, racism, migration, media and technology, popular culture, government policies

Neighborhood safety, access to green spaces, healthy food, housing, health care, pollution, natural disasters, climate change

Relationships with peers, teachers, and mentors; faith community; school climate, academic pressure, community support

Relationships with parents, caregivers, and siblings; family mental health; financial stability; domestic violence; trauma

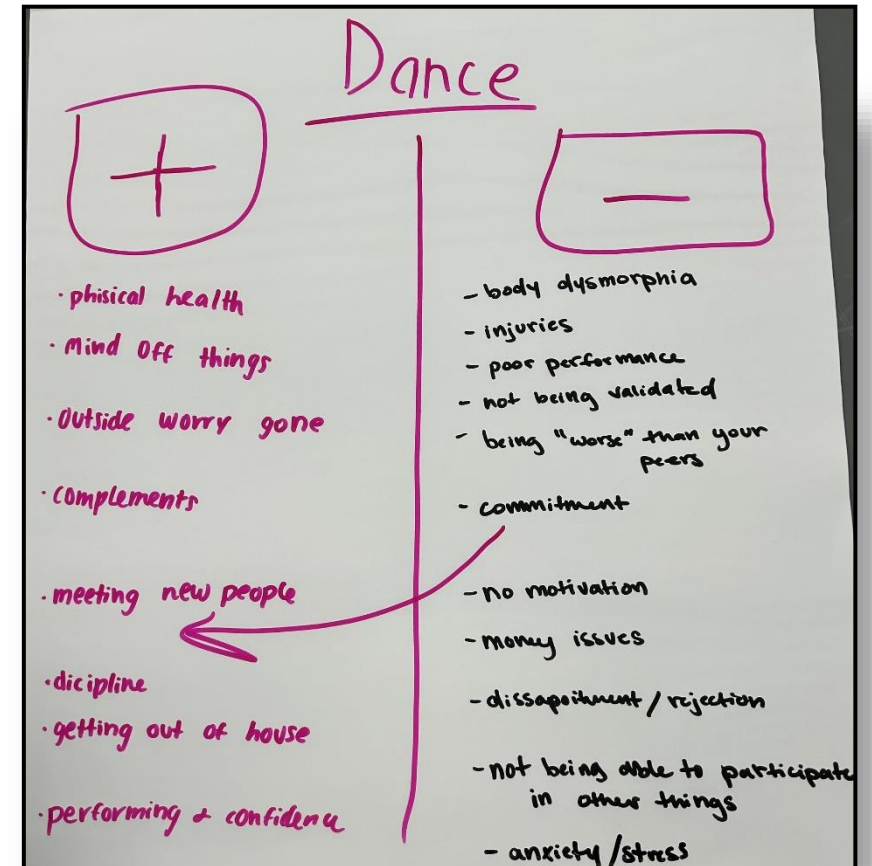
Age, genetics, race, ethnicity, gender, sexual orientation, disability, beliefs, knowledge, attitudes, coping skills

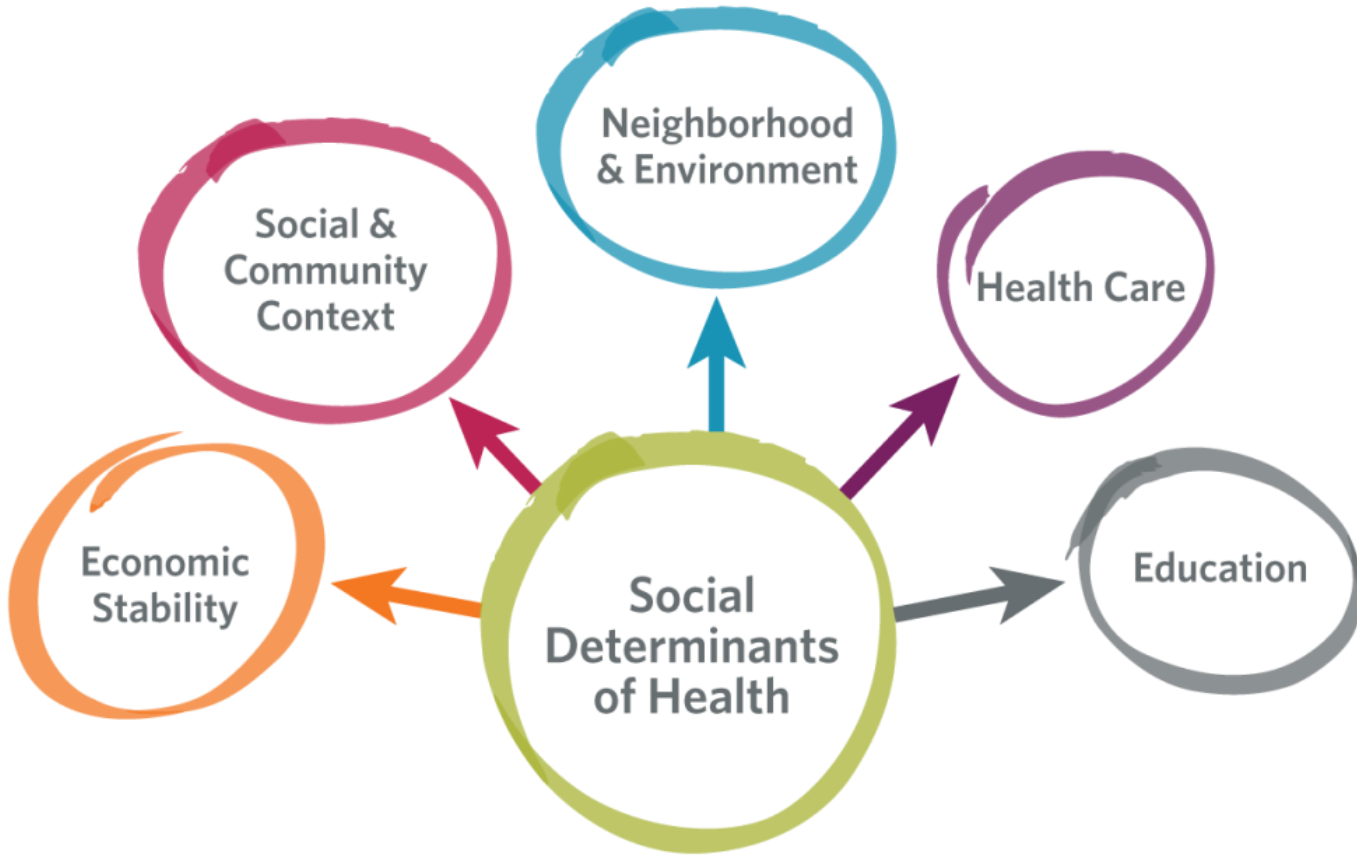
These are examples and not a comprehensive list of factors

(Office of the Surgeon General, 2021)

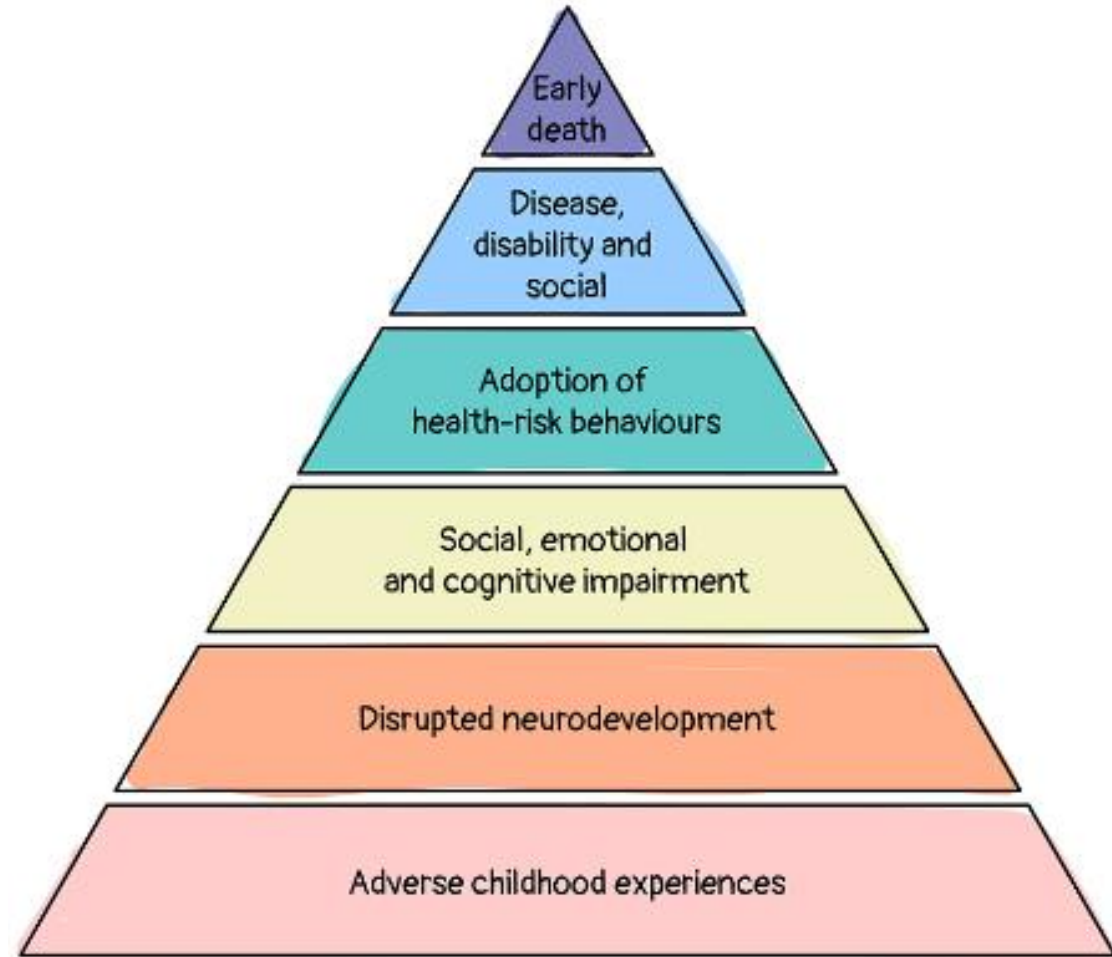
Sport-Related Influences on Mental Health

- Injuries
- Culture of risk
- Normalized pushing through pain,
- Overtraining
- Performance failure
- Selection pressure
- Retirement or transition
- Busy schedule
- Disrupted sleep
- Physical exhaustion
- Social comparisons
- Perfectionism
- Sport specialization
- Unrealistic expectations (e.g. about recovery)
- Restriction from other activities/relationships
- Work hard play hard mentality





(Goodrich, 2022)



(Liverpool CAMHS, 2024)

IDENTIFYING POSITIVE CHILDHOOD EXPERIENCES

that shape mental health in adults

① Ability to talk with family about feelings



② Felt Experience that family is supportive in difficult times



③ enjoyment in participation in community traditions



④ Feeling of belonging in high school.



⑤ Feeling of being supported by friends



⑥ having at least two non-parent adults who genuinely care.



⑦ feeling safe and protected by an adult at home



LEAD RESEARCHER: CHRISTINA BETHELL @ JOHNS HOPKINS UNIVERSITY
JOURNAL OF AMERICAN MEDICAL ASSOCIATION ARTICLE 2749336
VISUALLY TRANSLATED BY @LINDSAYBRAMAN

Social Learning



Learning: Operant Conditioning



- Mistake
- Injury
- Perceived threat
- Disappointment
- Embarrassment
- Getting cut
- Switching teams
- Trauma

- Success or failure
- Feedback
- Goal attainment
- Pain
- Escape
- Shame
- Disappointment
- Attention
- No perceived outcome



Anxiety

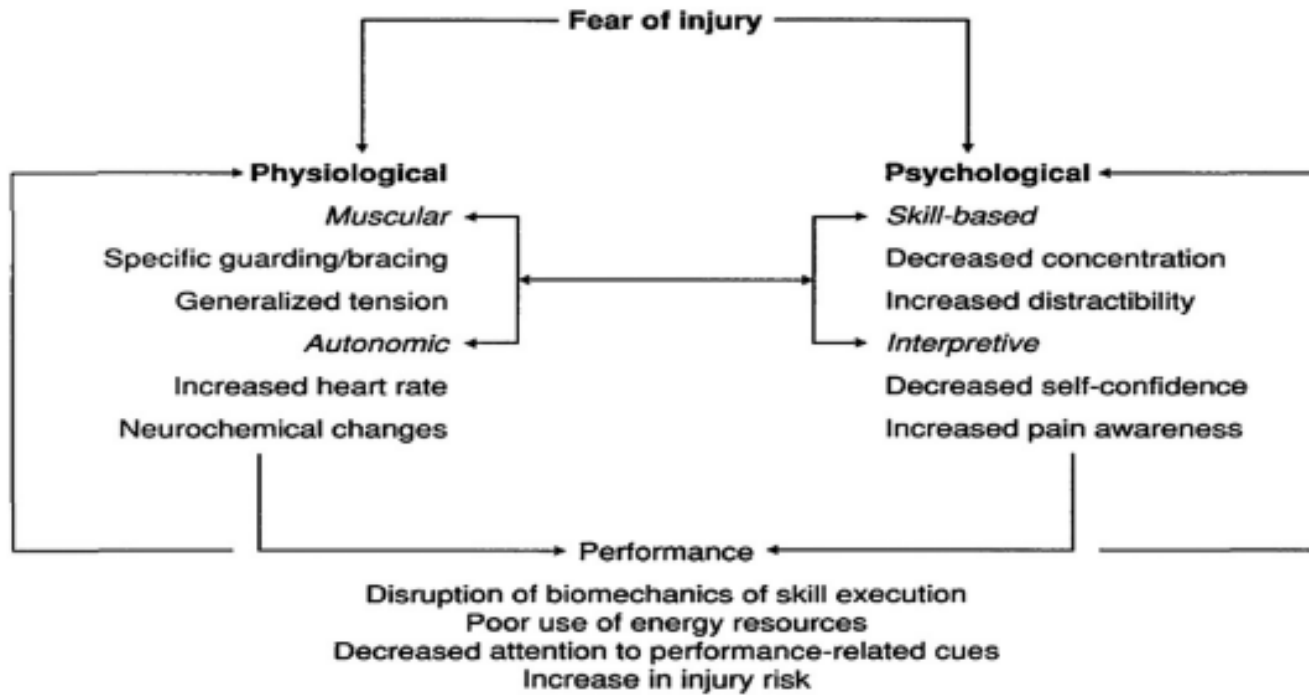
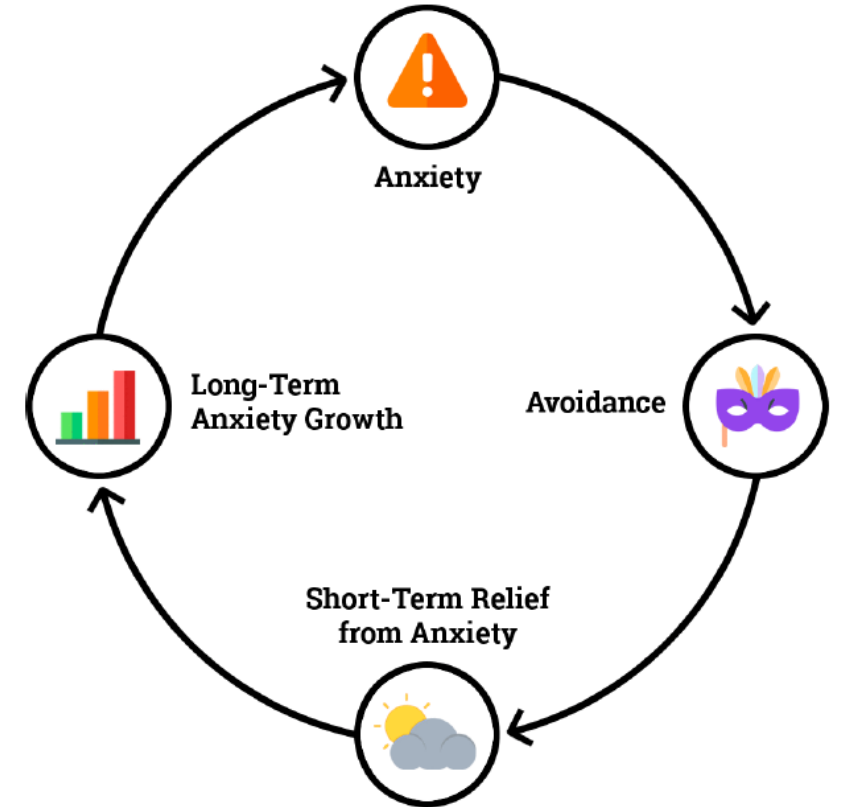


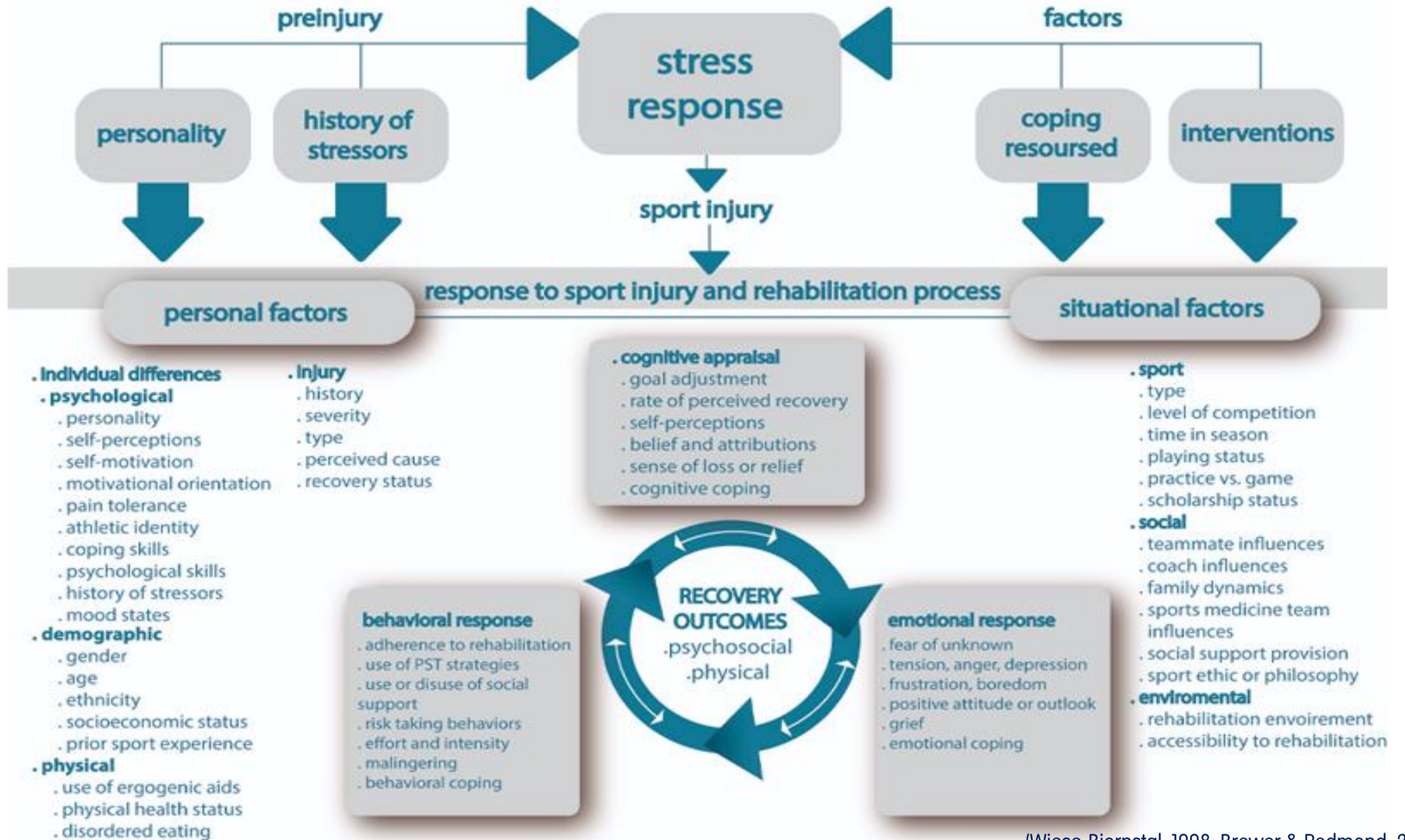
Fig. 4. Fear of injury: a psychophysiological model of risk.

(Podlog, 2014)



(Therapistaid.com)

Psychology & Sport Injury



injury

- . history
- . severity
- . type
- . perceived cause
- . recovery status

. cognitive appraisal

- . goal adjustment
- . rate of perceived recovery
- . self-perceptions
- . belief and attributions
- . sense of loss or relief
- . cognitive coping

behavioral response

- . adherence to rehabilitation
- . use of PST strategies
- . use or disuse of social support
- . risk taking behaviors
- . effort and intensity
- . malingering
- . behavioral coping

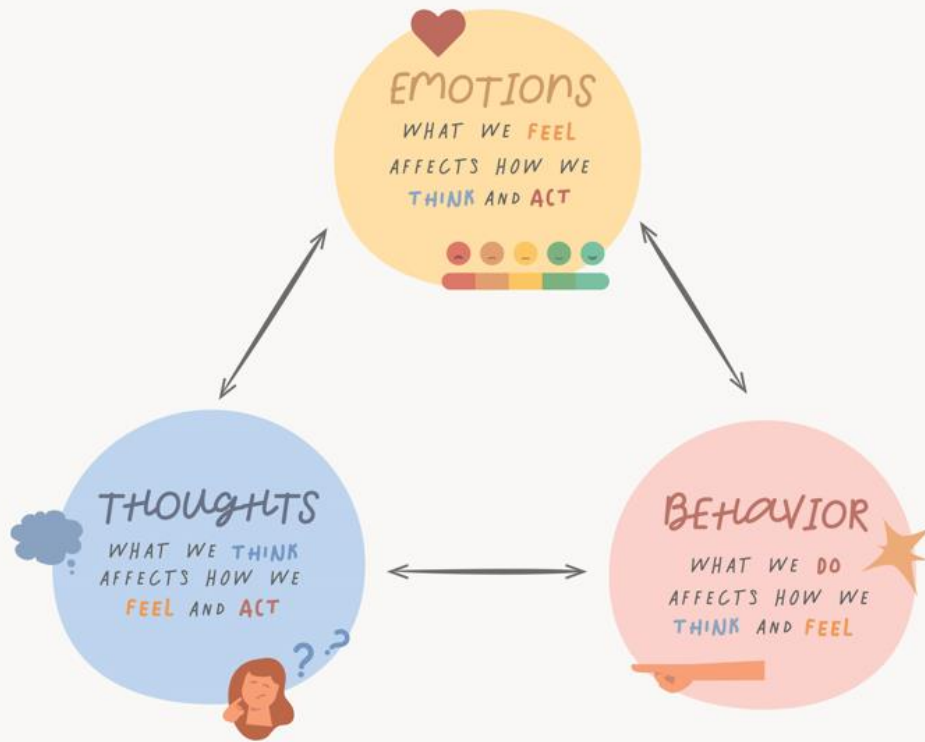


emotional response

- . fear of unknown
- . tension, anger, depression
- . frustration, boredom
- . positive attitude or outlook
- . grief
- . emotional coping

Therapeutic Models

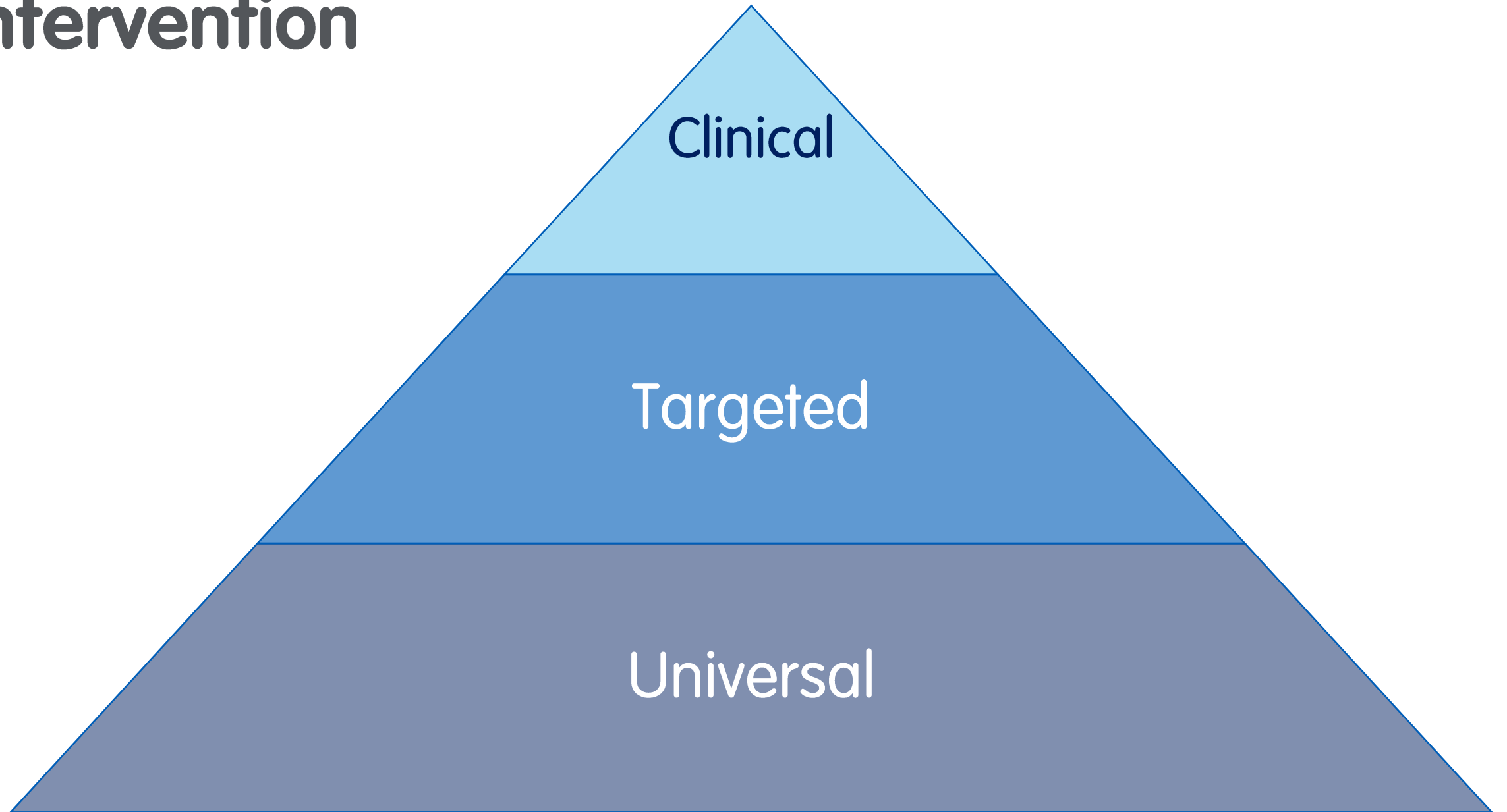
Cognitive Behaviour Triangle



Acceptance & Commitment Therapy *in a nutshell*



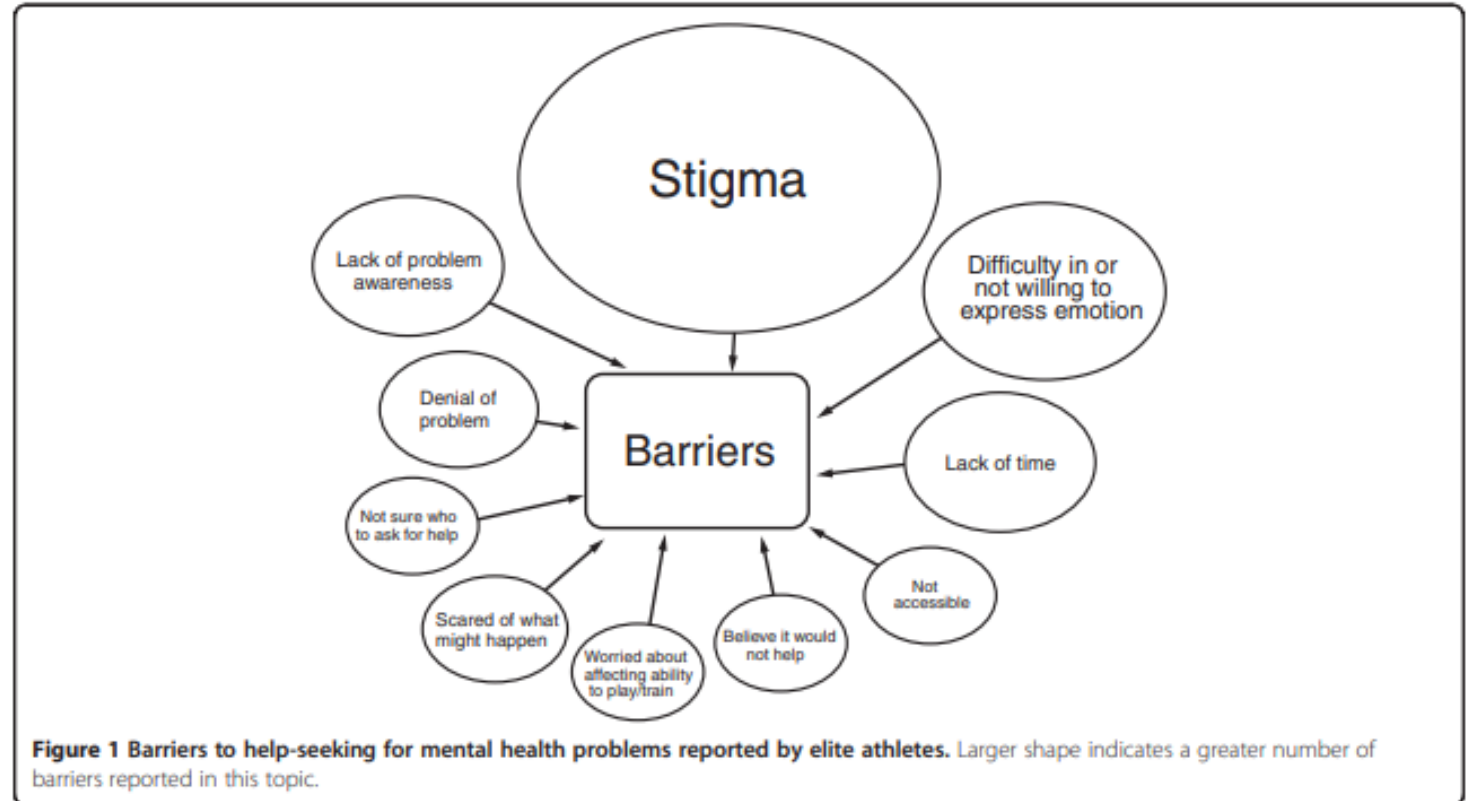
Intervention



Athlete-Specific Barriers to Mental Health Care

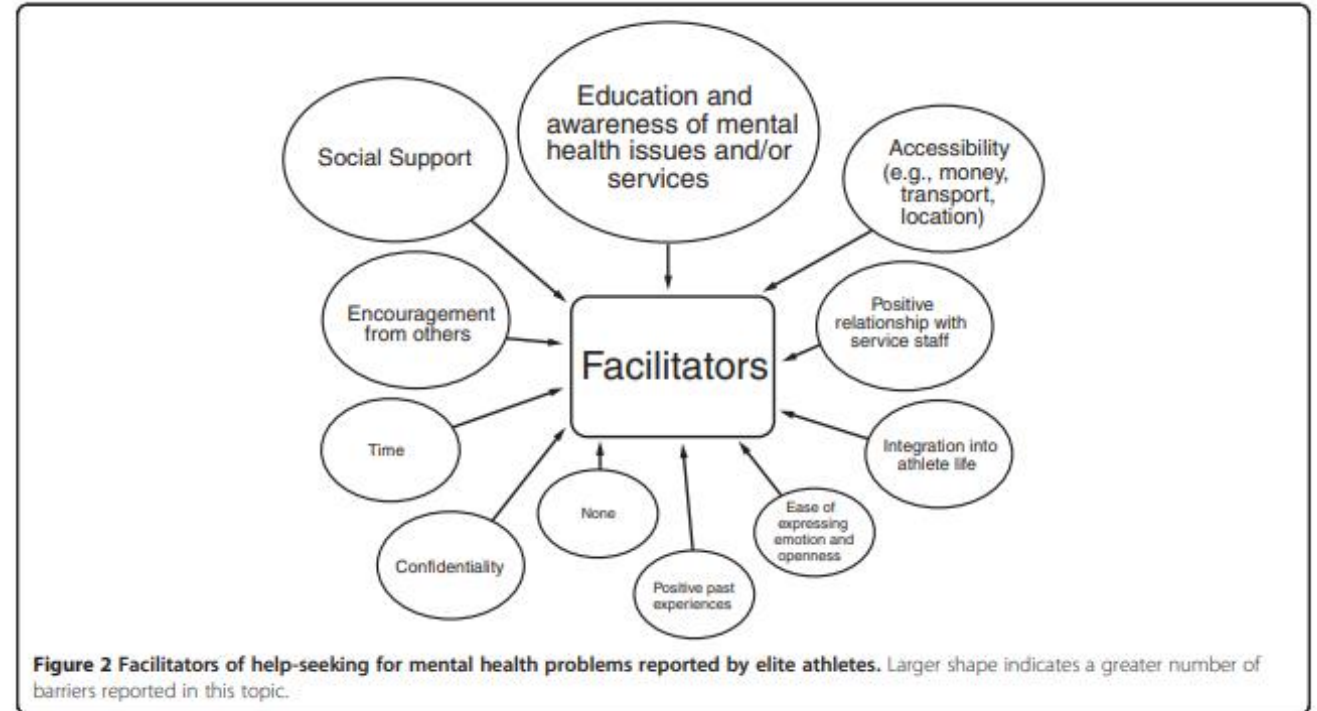
BARRIERS TO HELP SEEKING

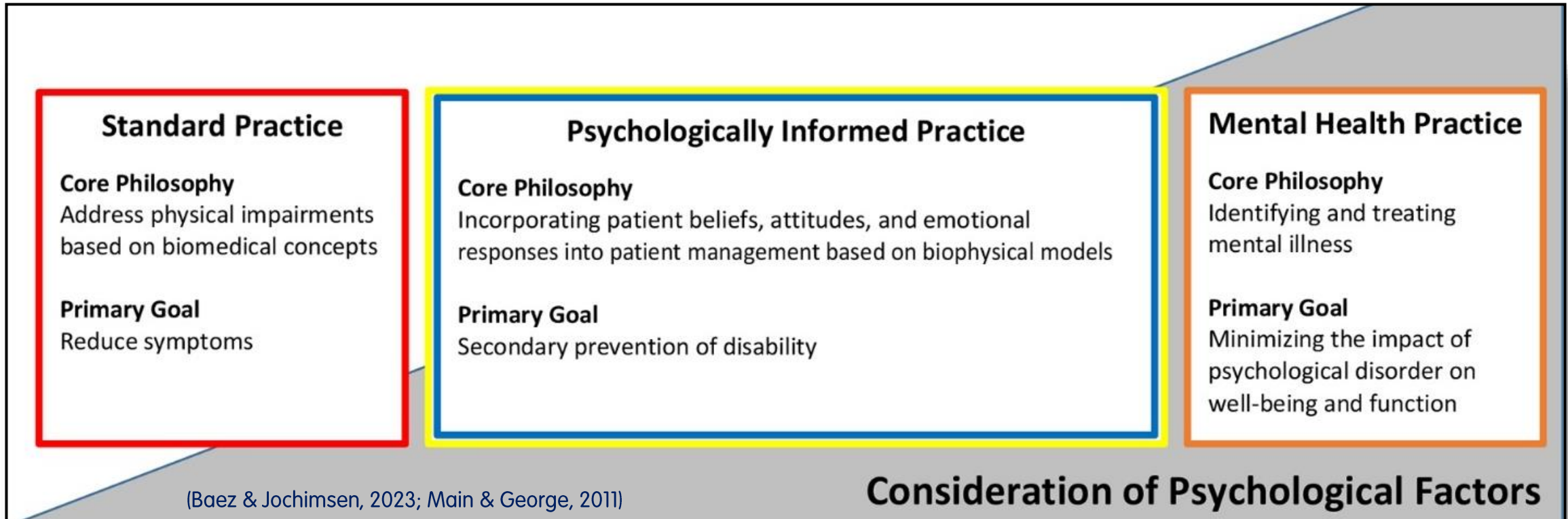
1. Stigma
2. Difficulty or unwillingness to express emotion
3. Lack of problem awareness
4. Lack of time
5. Denial of problem
6. Scared of what might happen
7. Impacts on ability to play or train
8. Not sure who to reach out to
9. Accessibility
10. Belief that it would not help



Predictors of Help Seeking in Athletes

- Mental health literacy
 - Understanding of how to maintain positive MH
 - Knowledge of MH disorders and treatment
 - Decreasing stigma associated with mental illness
 - Enhancing help-seeking self-efficacy
- Support from peers and/or adults
- Perception of benefit
- Insight
- Access





Psychologically-Informed Practice



PIP Domains



Prevention and universal supports



Assessment and monitoring of
psychological difficulties



Intervention strategies



Referral to MH professionals

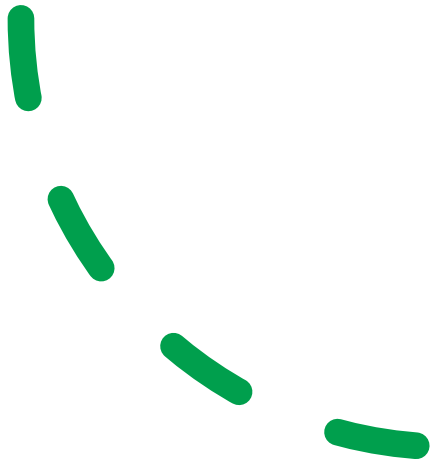
Universal PIP

- Familiarize yourself with:
 - State and organizational policies on mandatory reporting, confidentiality, etc.
 - Your organization's mental health policies and available resources
- Proactively establish procedures and pathways
 - Integrated care is the gold standard
 - Formal screening is a target
 - Established crisis and referral pathways are the minimum
- Contribute to the culture
 - Mental health literacy
 - Counteracting stigma
 - Modeling
- Promote diversity, equity, and inclusion and acknowledge personal biases
- Speak up against danger, harm, and abuse

Universal

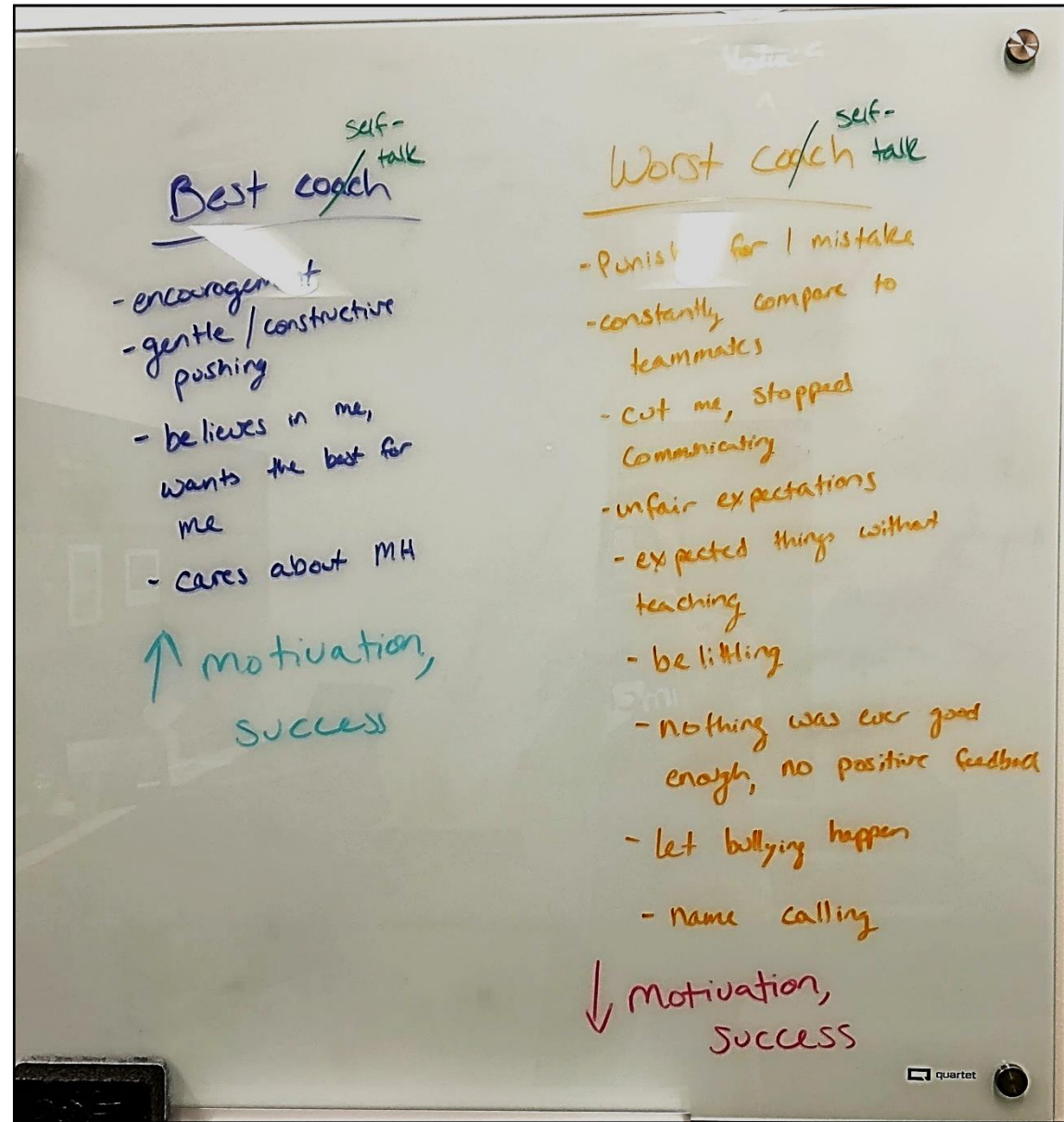
Modeling

- Who do you want to be?
- What do you want athletes, parents, or colleagues to think is normal and acceptable?



Modeling

- Self-care
- Sleep
- Respect
- Integrity
- Self-compassion
- Kindness
- Assertiveness
- Substance use
- Pain management
- Mental health
- Attitudes toward mental health
- Response to adversity
- Growth mindset
- Applies to athletes, families, colleagues, community members, etc.



Universal PIP: Microsystem

- Build a strong therapeutic alliance & provide individualized care
- Establish psychological safety
 - I am included/valued
 - I can share my ideas
 - I can make mistakes and learn from them
 - I can challenge
- Implement a trauma-informed care approach: Realize, Recognize, Respond, Resist re-traumatization
- Implement trauma-informed care practices
 - Safety
 - Choice
 - Trustworthiness
 - Collaboration
 - Empowerment

Universal

Universal PIP: Microsystem

- Prioritize communication
 - Engage using familiar and easy-to-understand language
 - Empathize and try to understand their POV
 - Educate the patient on details of the injury and recovery process
 - Enlist the patient into decision-making and collaboration
- Provide education and anticipatory guidance
- Check in during critical periods
 - Initial period after an injury
 - Leading up to RTS
 - Major career transitions

Universal

Patient- Practitioner Interactions

- Strong therapeutic alliance is associated with **significantly** improved MH and functional outcomes
- Source of education, reassurance, motivation, collaborative goal-setting, and problem-solving
- PT support contributes more to overall well-being than other providers' or coach's
- Athletes report the importance of providing reassurance about getting better, keeping things in perspective, focusing on future opportunities, and encouragement to adhere to rehab program
- Athletes report needing informational, emotional, and practical support at different points
- Better outcomes when they felt like plan and goals were tailored to them

Targeted PIP: Assessment

- Know the signs and symptoms of mental health difficulty
- Use observations, patient-reported outcome measures, and discussions with the athlete/family
- Know how to assess for more information
- Sit with discomfort in having uncomfortable conversations
- Focus on validation and ongoing education

Signs & Symptoms of Mental Health Difficulty

Table. Behaviors to Monitor That May Reflect Psychological Concerns^{4,17}

-
- Changes in eating and sleeping habits
 - Unexplained weight loss or gain
 - Drug or alcohol abuse
 - Gambling issues
 - Withdrawing from social contact
 - Decreased interest in activities that have been enjoyable or taking up risky behavior
 - Talking about death, dying, or “going away”
 - Loss of emotion or sudden changes of emotion within a short period of time
 - Problems concentrating, focusing, or remembering
 - Frequent complaints of fatigue, illness, or being injured that prevent participation
 - Unexplained wounds or deliberate self-harm
 - Becoming more irritable or having problems managing anger
 - Irresponsibility, lying
 - Legal problems, fighting, difficulty with authority
 - All-or-nothing thinking
 - Negative self-talk
 - Feeling out of control
 - Mood swings
 - Excessive worry or fear
 - Agitation or irritability
 - Shaking, trembling
 - Gastrointestinal complaints, headaches
 - Overuse injuries, unresolved injuries, or continually being injured
-

PIP: Assessment Strategies

- Talk privately.
- Use open-ended questions.
 - A lot of my patients with ACL injuries struggle with worries about re-injury at this point in the rehab process. How is that going for you?
 - Missing out on your senior season can be really tough. How are you feeling about that?
 - When you're having a hard time, how do you get through it? What do you do to cope?
 - What does your support system look like?
- Point out observations.
 - I've noticed you seem a little hesitant to do lunges. What do you think is going on there?
 - I'm seeing huge progress in your strength. Are you seeing that too?
- Use active listening.

What helps kids to disclose?

1. Realizing it's not normal
 2. Inability to cope with emotional distress
 3. Wanting something to be done about it
 4. Access to someone you can trust
 5. Expecting to be believed
 6. Being asked
- NEEDING to tell***
- OPPORTUNITY to tell***

(Davis, 2024)

PIP: Responding to an Athlete Disclosure

- Validate!
- Reinforce them for sharing.
- Ask how you can help.
 - Space to vent
 - Support in talking with someone
 - Connection to resources
- Normalize and/or provide reassurance
 - I know this can be hard to talk about, and I really appreciate you telling me.
 - Mental blocks or anxiety are signs that your brain is working.
 - Pain is processed in the brain's emotion center, so it's impossible to be in pain without some type of emotion.
 - This is a fixable problem!
- Remember:
 - You are not expected to have all the answers, and that's okay.
 - Sometimes this conversation IS the intervention.

According to the Step UPI program, an initiative created in partnership with the National Collegiate Athletic Association (NCAA), there are five steps to approaching an athlete:

EXAMPLES OF WHAT TO SAY:

I CARE:

"John, do you have a minute? Because you're such a critical part of this team and **I care** about you, I want to talk to you about something very important."

"What else can I help you with? I'm someone who cares and wants to listen. What do you want me to know about how you are feeling?"

I SEE:

"I've been noticing that you have been avoidant lately, and some of the team is worried about your drinking. **From my perspective**, you really don't seem to be yourself."

"Who or what has helped you deal with something similar in the past?"
"What can I do to help you talk to someone about what's going on?"

I FEEL:

"**I'm worried** about how this may be affecting you, not only in terms of your sport, but also your schooling, and personal life."

"I've been worried about you. Can we talk about what you're experiencing? If not, who are you comfortable, or more comfortable, talking to?"
"What can I do to help you talk to someone about what's going on?"

I WONDER:

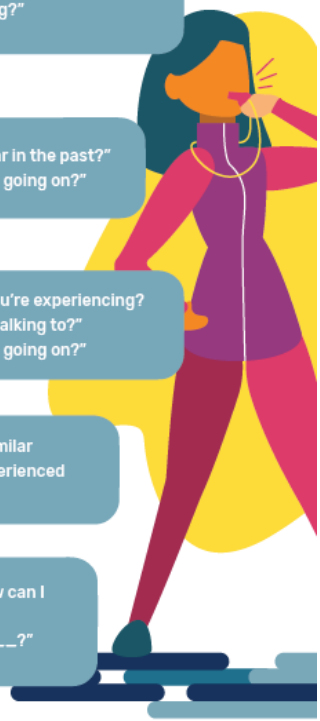
"I want what's best for you, you have so much to offer. Is there something you want to talk about? **I wonder** what we could do to turn this around."

"Sometimes talking to someone who has dealt with a similar experience helps. Do you know of others who have experienced these types of things that you can talk to?"

I WILL:

"I would be willing to find you some resources that could help. I want to support you however I can, but **I will** not lie for you or watch you continue to make unhealthy choices. I am really concerned John."

"It seems like you are going through a difficult time. How can I help you to find help?"
"How can I help you find more information about _____?"



KEY MESSAGES TO REMIND THE STUDENT-ATHLETE:

[1] **Getting support is normal.**

[2] **Get support as early as possible.**

HELPFUL WAYS TO RESPOND WHEN A STUDENT APPROACHES YOU WITH AN ISSUE OR CONCERN:

GOOD THINGS TO SAY #1:

"I'm glad you came to me about this."

[The athlete is most likely worried about how the conversation will go and what the consequences will be. This will make them comfortable and like you' are not judging them.]

GOOD THINGS TO SAY #2:

"I'm sorry you're going through this. It must be hard."

[Let the athlete know that you understand the severity of this, – and that you understand the importance of the conversation.]

Other examples:

- "This will not change how I see you."
- "This will not change our relationship."
- "How are you coping?"
- "How can I help you."
- "Are you looking for my perspective/advice or do you just need me to listen?"

A Few Notes About Suicide and Abuse

- There is often a misconception that talking about depression or suicide can cause or increase suicidality – this is false.
- Talking about mental health openly and asking directly are two of the most important factors in patients disclosing SI or abuse and connecting to care.
- I highly recommend *first* validating, *second* thanking them for sharing, and *third* offering to help.

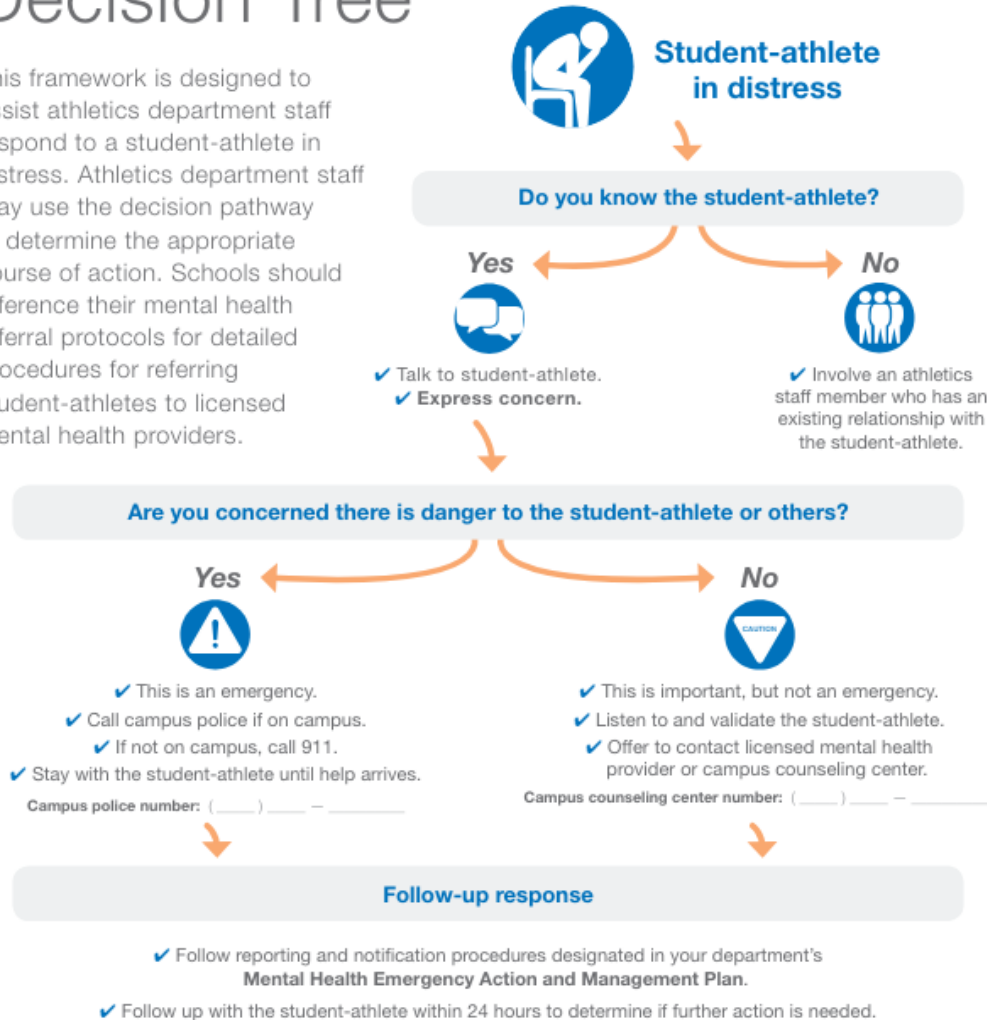


When to Refer for Mental Health Evaluation

- You, the athlete, or someone who knows them well thinks they might need help.
- Symptoms get more serious or are uncomfortable.
- Symptoms are getting in the way of functioning (e.g. school, work, activities).
- They have experienced several stressors or traumatic events.
- They are engaging in unhealthy or unsafe behaviors.
- They engage in self-harm (e.g. cutting) or have suicidal thoughts or actions.

Mental Health Referral Decision Tree

This framework is designed to assist athletics department staff respond to a student-athlete in distress. Athletics department staff may use the decision pathway to determine the appropriate course of action. Schools should reference their mental health referral protocols for detailed procedures for referring student-athletes to licensed mental health providers.



PIP: Referring to Specialist:

- Know your organization's MH crisis policies and resources (e.g. school, community)
- Recommendations for families:
 - Talk with medical professionals, school counselors/staff
 - Psychologytoday.com
 - Locate therapists through insurance
 - Ask PCP for recommendations
 - Community MH centers
- Crisis help:
 - National Suicide Lifeline: call or text 988
 - Call 911
 - Go to the nearest ED

PIP: Specific Interventions

 Encouraging emotional awareness and expression

 Positive self-talk and cognitive restructuring

 Values exploration and motivation

 Mindfulness and relaxation training

 Graded exposure

 Behavior management

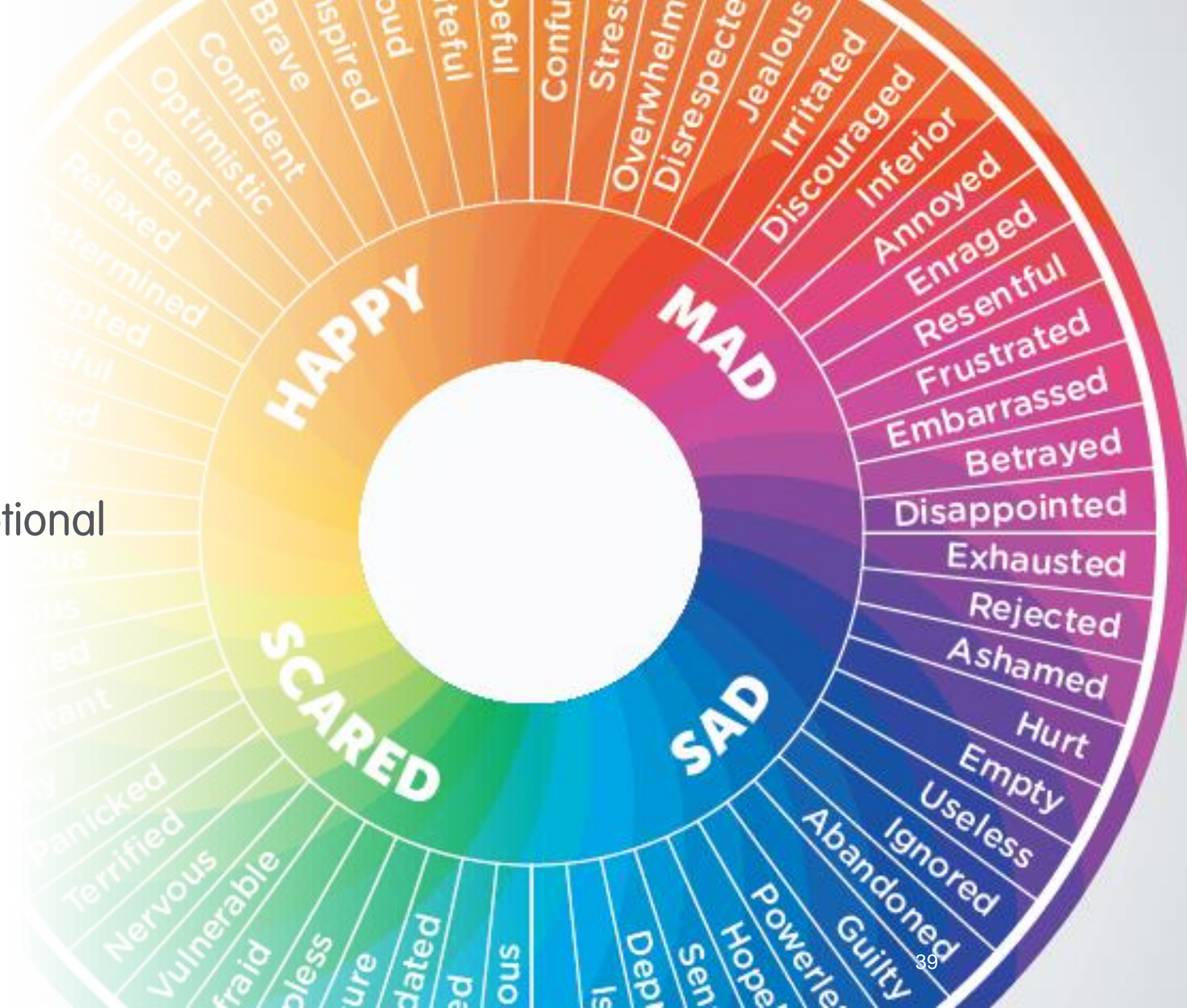
 Goal-setting (SMART)

 Collaborative problem-solving

 Motivational Interviewing

Emotional Awareness

- “I feel” language
- Name it to tame it
- Values BEFORE emotional control



Self-Talk

Name: _____ Date: _____

MY POSITIVE THOUGHTS & AFFIRMATIONS

List some positive thoughts and affirmations you can say to yourself.

#1	I will improve with time and effort.
#2	I'm stronger now than I was before (physically and mentally)
#3	Do the best you can do - even if that means you just try
#4	I can can do hard things.
#5	My coaches wouldn't allow me to do it if they didn't think I could.
#6	This year was tough - I'm proud I got through it.

Thought Questions

- What is the worst that could happen?
- What are the chances of that happening?
- Could I handle it if it did?
- Are my expectations too high? Should I set a different goal?
- Is this within my control?
- What is the evidence for this thought?
What is the evidence against this thought?
- What would I say to a friend in this situation?
- Have I gotten through anything like this before?
- Will this matter in a day? A month? A year?



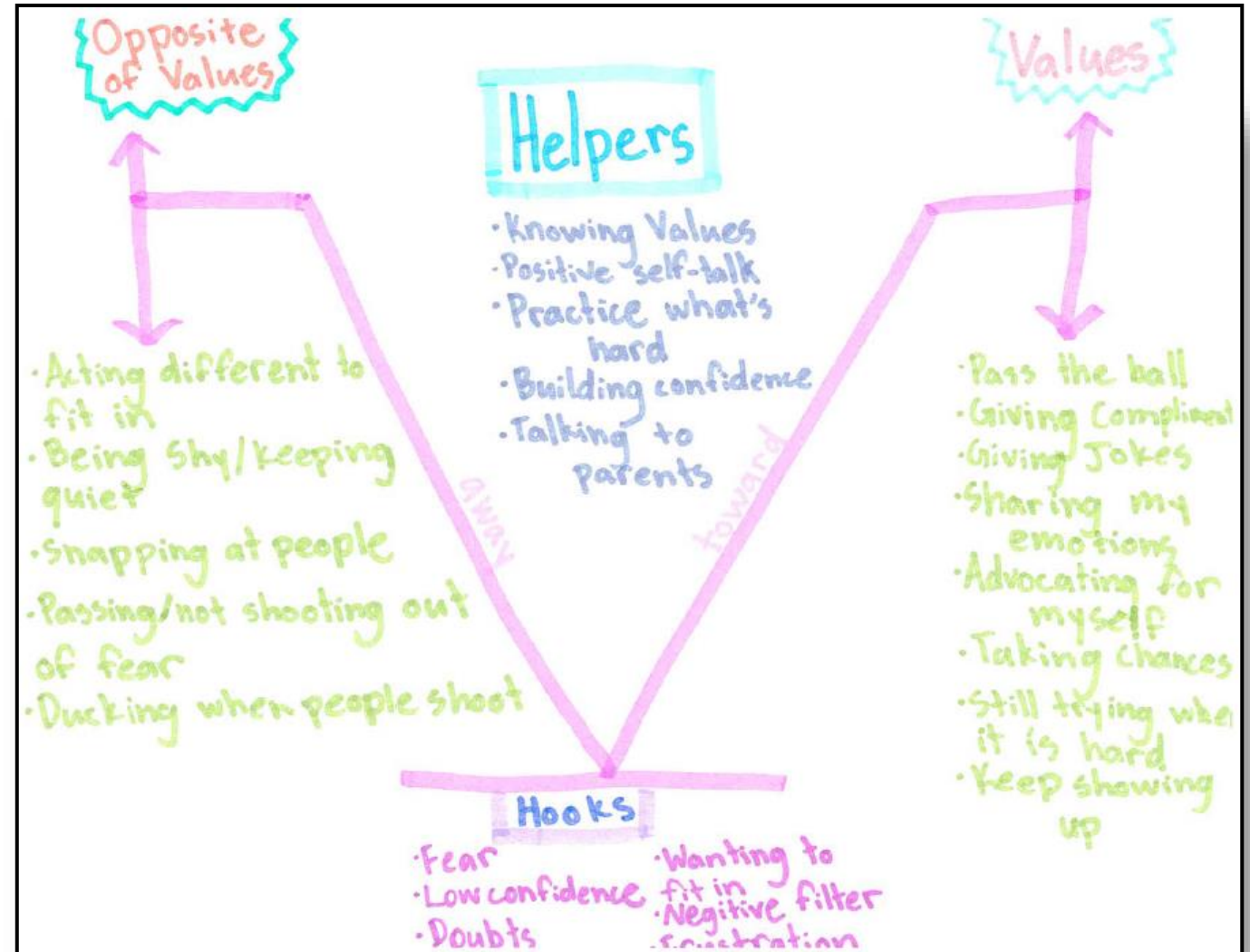
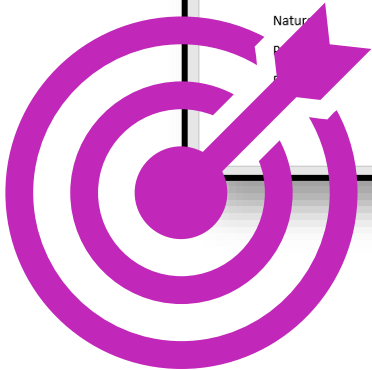
Values Exploration – Your “Why”

Values

“Values” include what is most important to you, and the type of person you want to be. This includes the type of daughter, friend, student, dancer, sister, et cetera! Below are some examples of common values. Note: there are no such things as “right values” or “wrong values.” It’s like our taste in ice cream. If you prefer chocolate but I prefer vanilla, that doesn’t mean that my taste in ice cream is right and yours is wrong. It just means we have different tastes. And similarly, we may have different values. Our values also often change throughout our life.

Please read through the list below and for each domain of life, tick 5-10 of the MOST IMPORTANT VALUES for that domain. Feel free to write in any other values you can think of!

Love	Responsibility	Relaxation
Wealth	Honesty	Integrity
Family	Humor	Empathy
Morals	Loyalty	Commitment
Success	Independence	Courage
Knowledge	Achievement	Friendliness
Friends	Beauty	Forgiveness
Free Time	Religion	Gratitude
Adventure	Spirituality	Kindness
Variety	Respect	Persistence/ determination
Calmness	Peace	Responsibility
Freedom	Stability	Curiosity
Fun	Wisdom	Acceptance
Recognition	Humor/ Comedy	Adventure
Nature	Fairness	Power
	Creativity	Caring
	Flexibility	

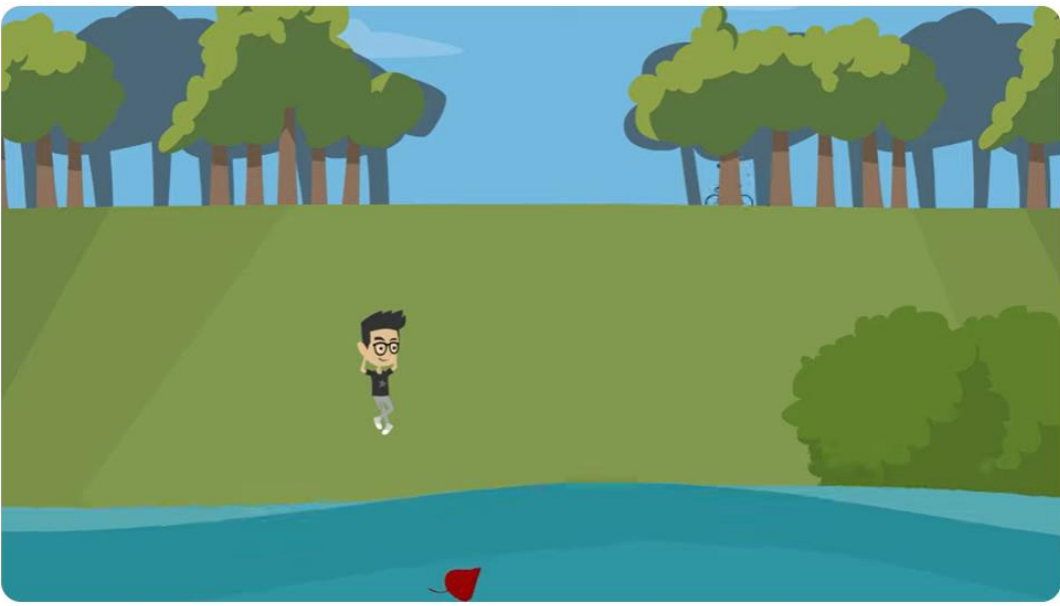


Mindfulness, Grounding, and Relaxation


CONTACTING THE PRESENT MOMENT

with your 5 senses

- 5 THINGS YOU CAN SEE 
- 4 THINGS YOU CAN TOUCH 
- 3 THINGS YOU CAN HEAR 
- 2 THINGS YOU CAN SMELL 
- 1 THING YOU CAN TASTE 



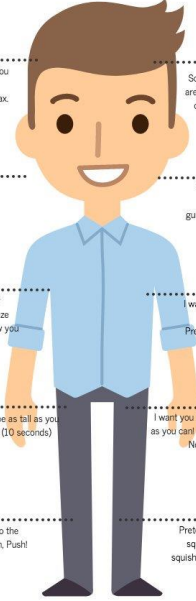
Leaves on a Stream | Mindfulness practice

 Walk In My Shoes
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Progressive Muscle Relaxation

Whole Body Script



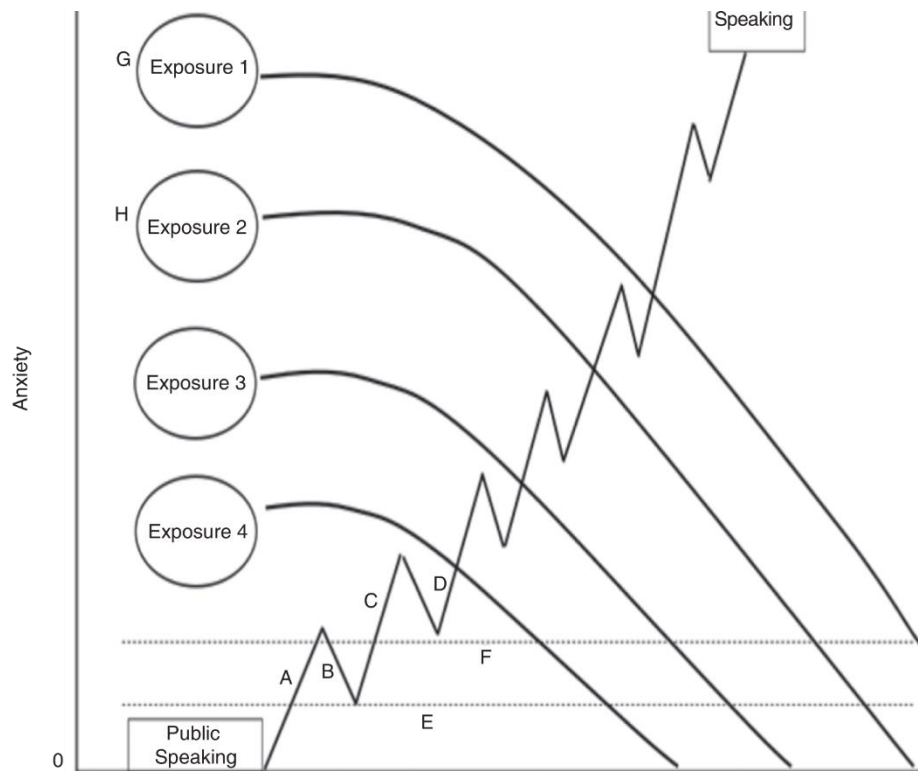
- 1 Forehead** Scrunch up your forehead like you are thinking hard! Squeeze it tighter, tighter! Now you can relax. (hold for around 10 seconds)
- 2 Eyes** Squeeze your eyes tight like you are about to blow out the candles on your cake and make a wish! No peeking! (10 seconds)
- 3 Cheeks** Puff your cheeks out as far as you can! Make them bigger, like you have a mouth full of food! Now, relax. (10 seconds)
- 4 Mouth** I want you to pretend you are chewing a really big piece of gum! It's really hard to chew, but keep chewing! (10 seconds)
- 5 Shoulders** I want you to try and touch your shoulder blades together! Squeeze tighter, you're almost there! Now you can relax. (10 seconds)
- 6 Arms** I want you to make your arms as straight and stiff as possible! Pretend you are frozen! Now you can relax. (10 seconds)
- 7 Lower Back** Sit up super straight and try to be as tall as you can! Taller! Taller! And now relax. (10 seconds)
- 8 Legs** I want you to make your legs as straight as you can! Pretend you are frozen again! Now you can relax. (10 seconds)
- 9 Feet** I want you to press your feet into the ground as hard as you can! Push, Push! And now relax. (10 seconds)
- 10 Toes** Pretend you are at the beach, and squish your toes in the sand! So squishy! And now relax. (10 seconds)

Tykes of Tomorrow

(e.g. Brenner, 2024)

Graded Exposure

- Evidence-based treatment strategy for anxiety and OCD.
- Goal is to *approach* anxiety-provoking stimuli gradually, progressively, and repeatedly (i.e. eliminating *avoidance*).
- In order to be effective, *habituation* must be reached.



Describe, in broad terms, what provokes your anxiety:		Subjective Units of Distress Scale (SUDS)
Back walker on beam		100 = extreme anxiety 50 = significant anxiety 0 = no anxiety
Describe specific anxiety-provoking situations:		SUDS (0-100)
On the floor	0	
On low beam with panel mats stacked halfway	3	
On low beam with panel mats stacked 1/4	4	
On high beam with a spot	5	
On low beam by myself	6	
On high beam with mats stacked	8	
On high beam	10	

(e.g. Baez et al., 2021)

Graded Exposure

Table 3. Graded-Exposure Therapy Progression^a

Task	Progression			
	1	2	3	4
Landing after a double-legged jump	On floor	Off 4-in (10.2-cm) step	Off 8-in (20.3-cm) step	Off 12-in (30.5-cm) step
Squats	Mini squat	Wall squat with ball	Double-legged squat with no weight	Double-legged squat with weight
Volleyball spike approach	Without a swing or ball	With swing without ball	With swing and ball	With swing, ball, and blocker
Baseball/softball throw	Toss ball using only wrist	Nonstride throw	Incorporate stride into throw	Long toss
Hop	Double-legged vertical hop	Double-legged forward hop	Single-legged vertical hop	Single-legged forward hop
Pivoting movement	Rotational lunge	Walk forward and change direction	Jog forward and change direction	Sprint forward and change direction

^a Adapted from Baez et al³⁴.



Behavior Management

- Use immediate and positive reinforcement when possible.
- The gold standard for behavior change is 5 positive/neutral interactions for every 1 negative/critical piece of feedback.
- Focus on effort or value-based actions instead of outcome-based reinforcement.
- Goals and expectations need to be realistic. Shape behavior toward larger goals.
- Use punishment equitably.
- Mind your Cs!



Goal Setting



Be thoughtful and **specific** about what you want to focus on.

Pick a goal that is **measurable** so you can continually monitor your progress.

Set yourself up for success by choosing something that is **achievable**.

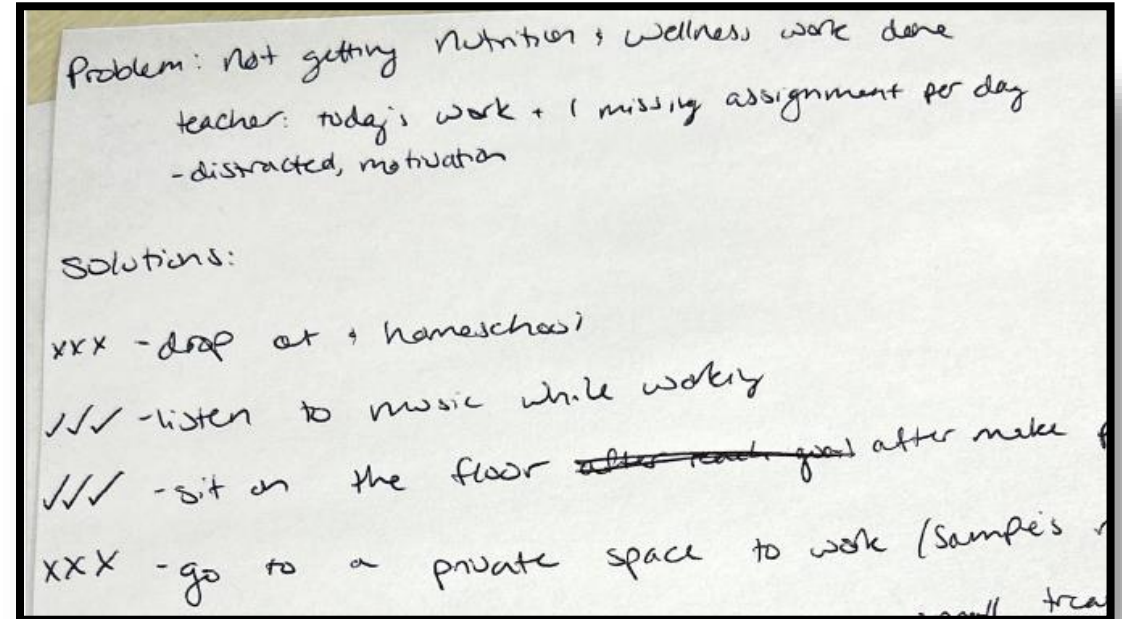
Be **realistic** when choosing your goal. Think about how it will affect your day-to-day life.

Motivate yourself by setting an end **time** or date. Knowing there's an end in sight will help you focus and push yourself.



Problem-Solving

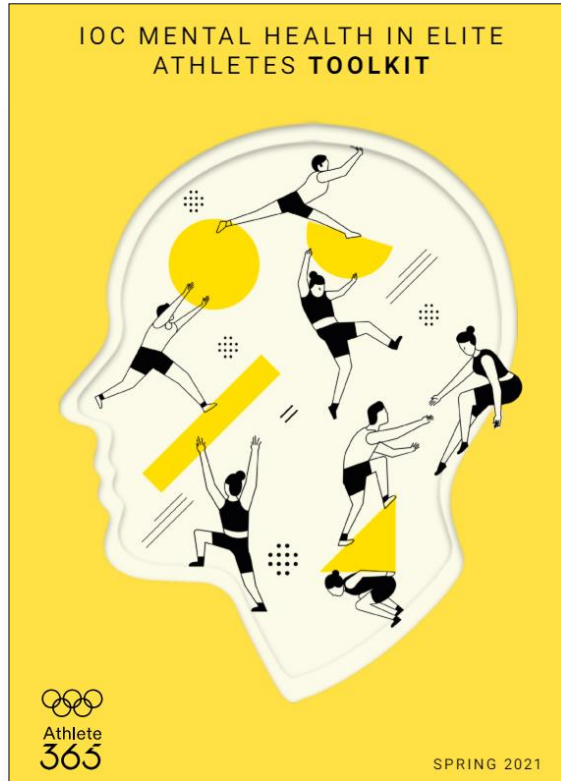
- Identify the problem.
- Brainstorm ALL possible solutions.
- Evaluate the options.
- Choose the best option to try.
- Implement that option.
- Return, re-evaluate, and re-adjust as needed.



Take Home Points

- Athletes are not immune to mental health challenges, especially in the context of injury and athletic demands.
- Approaching assessment and intervention from a biopsychosocial lens is associated with better outcomes and, likely, less frustration.
- Being thoughtful about your actions and approaches can impact both individuals and systems.
- I highly recommend familiarizing yourself with signs of mental health difficulty and organization and community resources.

Resources: Toolkits



NATA ICSM Mental Health Toolkit

The ICSM and the NCAA recognize the challenges associated with Mental Health care and both agree that Mental Health is growing concern. This toolkit which is composed of five sections has been prepared based on the best knowledge and mental health availability from the authors and utilizes elements from their respective institution's mental health policies and procedures.

Sections Include:





Sections Include:

1. [Finding an Appropriate Team of Providers](#)
2. [Assembling a Multidisciplinary Mental Health Team](#)
3. [Procedures for Identification and Referral](#)
4. [Pre-Participation Mental Health Screening](#)
5. [Establishing a Health Promoting Environment that Supports Well-Being and Resilience](#)

Supporting Mental Health in Youth Sport: Introducing a Toolkit for Coaches, Clubs, and Organisations

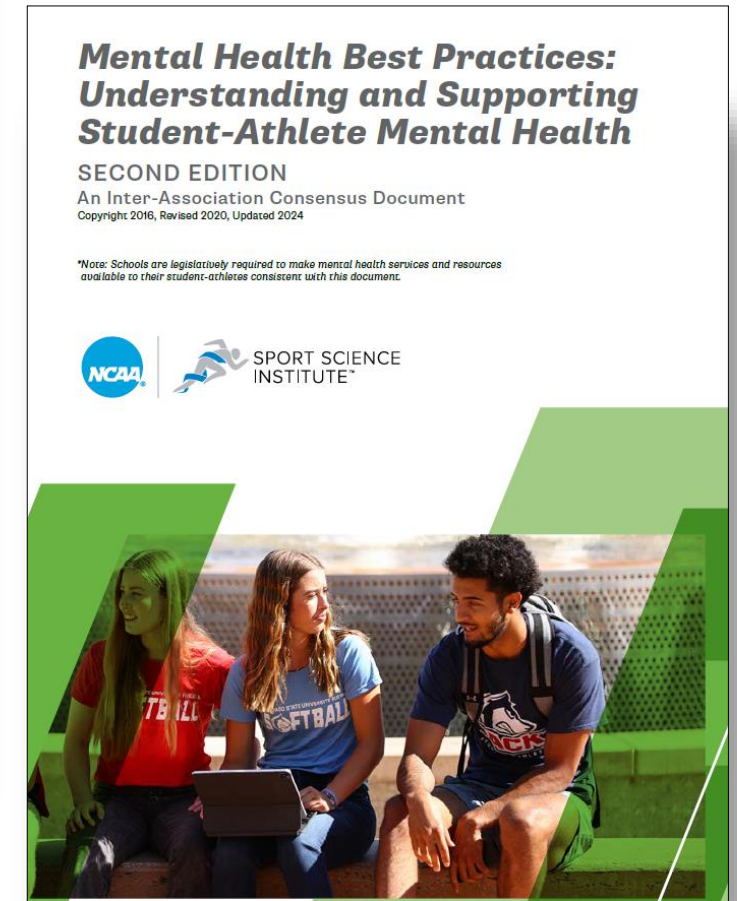
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 Courtney C Walton ·  Serena Carberry ·  Michael Wilson · [Show all 7 authors](#) ·  Simon M Rice



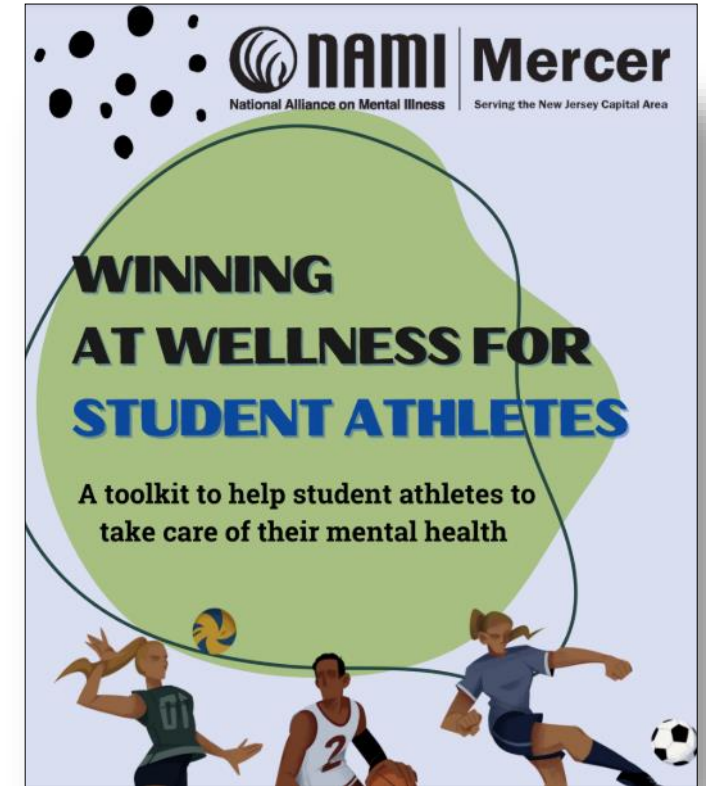
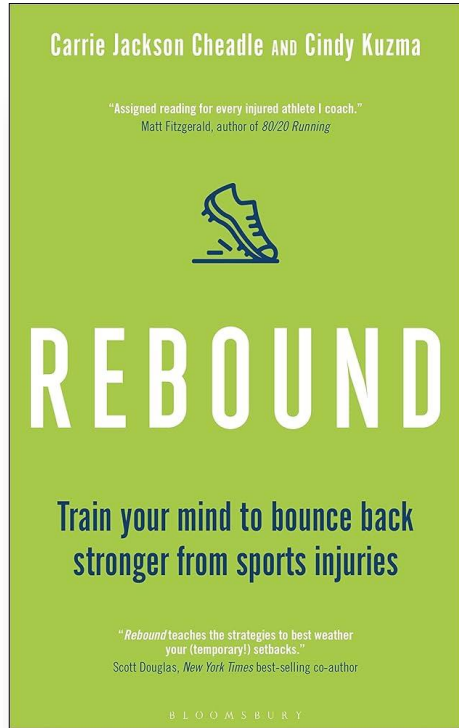
Resources



Resource Banks

- NCAA Mental Health Educational Resources
<https://www.ncaa.org/sports/2016/8/4/mental-health-educational-resources.aspx>
- Association for Applied Sport Psychology Mental Wellness Resource Center
<https://appliedsportpsych.org/resources/mental-wellness-resource-center/>
- ANAD (National Association of Anorexia Nervosa and Associated Disorders)
<https://anad.org/get-informed/>

Patient and Family Resources





Mental Health Toolkit for High School Athletes



Why is it important to be mindful of our Mental Health?

1. Our **mental and emotional** well-being can have a significant impact on our athletic and academic performance, injury risk, and recovery after injury.
2. Fear, worry, stress, anxiety, frustration, or sadness—among many other emotions—are **normal, human responses** to events in our lives.
3. When these emotions become **overwhelming** and start **impacting the ability to function** day-to-day, it is essential to assess for mental health concerns.

What can I do to improve my mental health?

1. Get sufficient sleep
 - **Recommended in adolescents:** 8-10 hours/night

[https://lahs.mvla.net/documents/Athletics/FORMS--RESOURCES/Mental Health Toolkit.pdf](https://lahs.mvla.net/documents/Athletics/FORMS--RESOURCES/Mental_Health_Toolkit.pdf)



Mental Health Toolkit for High School Athletes



Phone Applications for Anxiety and Depression (continued)

Application Name	Device Compatibility	Description	Cost
eQuoo	Android & iOS	<ul style="list-style-type: none"> • Mobile game to teach psychological skills to help cope with emotional and mental stressors • Focuses on resilience, personal development, interpersonal relationship skills, and skills for coping with anxiety and depression 	Free
Sanvello	Android & iOS	<ul style="list-style-type: none"> • Clinically validated techniques for reducing stress and treating anxiety and depression • Daily mood tracking, coping tools, techniques, weekly check-ins • Includes techniques from Cognitive Behavioral Therapy • Different levels of membership including therapy sessions at highest level 	Free trial, then self-pay +/- insurance coverage

Phone Applications for Sleep Hygiene

Application Name	Device Compatibility	Description	Cost
CBT-i	Android & iOS	<ul style="list-style-type: none"> • Resources from Cognitive Behavioral Therapy • Provided education on good sleep hygiene practices • Has relaxation tools such as guided imagery, diaphragmatic breathing, and progressive muscle relaxation coaching 	Free

Online Tools

Name	Description
Kaiser Permanente Guided Imagery Podcasts	<ul style="list-style-type: none"> • https://healthy.kaiserpermanente.org/southern-california/health-wellness/podcasts • User friendly and easy access: download or stream online • Audible and visual options • Podcasts available for different concerns: pain, sleep, stress, anxiety, relaxation, & more

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