

APPENDIX: SUPPORTNET COACHING MANUAL

APPENDIX A: ASSESSMENT

<i>Date</i>	<i>Status</i>	<i>SS</i>	<i>SE</i>	<i>WE</i>	<i>STS</i>	<i>BO</i>	<i>PS</i>	<i>NOTES</i>
	Red							
	Orange							
	Yellow							
	Green							
	Red							
	Orange							
	Yellow							
	Green							
	Red							
	Orange							
	Yellow							
	Green							
	Red							
	Orange							
	Yellow							
	Green							

SS – Social Support; SE – Self-Efficacy; WE – Work Engagement; STS – Secondary Traumatic Stress; BO – Burnout; PS – Perceived Stress

Pre-Coaching Checklist – For Coach

- Reviewed Assessment results
 - _____ STS is significantly present – mark if present and see Appendix A & B (if score is in the RED area on pie chart—then STS is significantly present)
 - Refer to behavioral health services if STS is RED on pie chart (see Appendix C)
 - Goals of Coaching Intervention become centered around taking care of self (in addition to enhancing self-care and social support) by seeking help from a behavioral health care specialist
- Scheduled first 60-minute coaching session to begin on: _____ (date) at _____ (time)
 - Encouraged participant to set up profile & review assessment results: explained that there would be a chance to explore the rest of the site and set up goals once coaching begins
 - Recommended computer access to the internet during first and second sessions
- Verbal OK to contact client via:
 - Email: _____
 - Phone: _____
 - Text: _____
- Coaches may find it helpful to review “ Goals and Objectives of Coaching Plan” (Appendix D)

APPENDIX B: COACHING SESSION 1 – ENHANCING AWARENESS

(Self-Awareness /Commitment)

Self-care is a skillful attitude that needs practice throughout the day ~ M. J. Mahoney

Questions / Strategies (to use during coaching session):

1. *What do you see going on?*
2. *What would you do differently if nothing stopping you? / What's holding you back?*
3. *I can see that things [at work] are really difficult for you right now and yet you have still managed to _____ . How have you done that?*

Coach: Please check each box representing what you were able to address this session:

- Focused on rapport-building (LISTEN to “their story” especially if STS present)
It is imperative that the coach validates and normalizes the participant's experiences. Reframing their reactions as being an indication that they are a dedicated and compassionate [provider] may be necessary if they are experiencing guilt or shame about their thoughts, emotions, or behaviors (Meichenbaum, 2007)
- Introduced coaching model
 - Reviewed Elements of Coaching
 - *“Recognizing the nature of your work with military trauma, this is a workplace intervention to minimize / prevent job burnout, secondary traumatic stress and to increase work engagement”*
 - Focus is on gaining awareness
 - Help you feel more capable to handle work-related stressors
 - Additional focus on the three S's (self-care, social support, self-efficacy)
 - Improve self-care
 - Increase social support

- Here to help AND to confront you when necessary (coach analogy)
- Bottom Line: *“You are in control and you are responsible for your own processes and outcomes”* (see Appendix E-F)
- Reviewed assessment results with participant
 - Invited participant to share their perceptions of the assessment results
 - Focused on strengths
 - Explored with participant their understanding of burnout
 - Physical and mental exhaustion resulting from excessive, prolonged exposure to stress
 - Explored with participant their understanding of STS (if applicable)
 - Natural consequence of caring for traumatized individuals
 - Stress associated with helping a traumatized individual
 - Early identification is important
- Promoted specific self-care strategies for healthy lifestyle
- Explained how to navigate web application
 - Highlighted assessments (self-monitoring)
 - Highlighted connections (social support)
 - Highlighted goal-setting
 - Life Balance (links values to goals)
 - Take-5 (self-care)
 - Highlighted library resources
 - EBTs (CPT, EMDR, PET)
 - Life Balance (self-care, wellbeing, work home balance, goal setting)
 - Health Status (self-efficacy, social support, work engagement)
 - Stress Indicators (Job Burnout, Perceived Stress, STS)
 - Clinician Toolkit (clinician, client, PTSD meds, neurobiology of PTSD)

- Referred participant to tech team if they requested additional support
- Assessed current levels of self-care self-efficacy: *“Reflecting on your current situation, on a scale of 1 (not at all confident) to 10 (100 percent confident), how confident are you that you can establish some self-care goal(s)?”*

Low 1 2 3 4 5 6 7 8 9 10 **High**

- Assigned Homework
 - Profile: develop (if not already completed)
 - Explore web application – Instructional Video (if available), Profile, Assess (user will be provided an opportunity between session 2 and 3 to enter goals and connect with others)
 - Resources: Selected readings on Stress Indicators, Health Status, Life Balance Issues
 - Goals: complete the Life Balance Wheel - print a copy for your recs (see Appendix G)
- Negotiated level of coach support and contact in between sessions (see Appendix H for log)
- Scheduled Session 2 for _____ (date) at _____ (time)
 - Recommended computer access to the internet during first and second sessions
- Coach To Do:
 - Complete Goal Survey – see Appendix I for Session 1–6 Goals
 - Document session start and end time

Session Notes:

APPENDIX C: COACHING SESSION 2 – GOALS / CHALLENGES

Goals for Success

“If you don’t know where you are going, you’ll end up someplace else.” ~ Yogi Berra

“It is not enough to take steps which may someday lead to a goal; each step must be itself a goal and a step likewise.”

~ Johann Wolfgang von Goethe

Coach To Do (preparation for Session 2):

- Review Life Balance Wheel Results and document below

Questions / Strategies:

1. *What are your non-negotiable beliefs and values? How developed? When, where, challenged? (Kemp, 2005)*
2. *How would life be different for you if [target life balance area] were more balanced?*
3. *What would you do differently if nothing stopping you?*

Coach: Please check each box representing what you were able to address this session:

- Supported participant process of identifying and utilizing specific self-care strategies (promoting healthy lifestyle)
- Reviewed Homework (circle one) **Completed: Yes No Partially**
 - Profile: developed
 - Instructional Video (if available), Profile & Assess
 - Resources: Selected readings on Stress Indicators, Health Status & Life Balance
 - Goals: Complete the Life Balance Wheel (Appendix G)

-
- | | |
|------------------------|-----------------------|
| • Environment ____ | • Fun ____ |
| • Relationships ____ | • Health/Fitness ____ |
| • Growth/Learning ____ | • Career/Work ____ |
| • Spirituality ____ | • Money/Finance ____ |
-

- Explored Life Balance strengths and impact areas
 - Relationship to burnout (and STS)
 - Relationship to self-care (boundaries)
 - Relationship to social support (connecting with others)
 - Role of values in influencing targeted life balance area and goals
 - Facilitated participant choosing 1–2 life balance areas to focus on (values driven)
 - Explored participant knowledge base and experience with setting achievable goals
 - Re: Goal
 - Emphasized starting with the end in mind
 - How will the participant know that they have achieved this goal?
 - Specific and measurable
 - Re: Steps
 - 99 percent achievable
 - Reward progress along the way (incorporate into steps)
 - Emphasized importance of incorporating self-care
 - Encouraged incorporating social support (accountability partner)
 - Shared resources on web application to assist with goal development
 - Behavioral intentions
 - Resource Room – relevant sections on goal setting, self-care, social support
 - Encouraged participant to take steps toward developing a network of social support via Web Application Goal Connections
 - Assessed current level of self-care self-efficacy: *“Reflecting on your current situation, on a scale of 1 (not at all confident) to 10 (100 percent confident), how confident are you that you can establish some goal(s)?”*
- Low** 1 2 3 4 5 6 7 8 9 10 **High**
- Assigned Homework
 - Resources: read about goals and goal setting (if appropriate)

- Goals: identify and enter online 1–2 goals for life balance domain of choice (include self-care and social support and identified accountability partner)
- Connections: identify and establish online social support connections for goals
- Action!!!
- Scheduled Session 3 for _____ (date) at _____ (time).
- Coach to Do:
 - Complete Goal Survey – see Appendix I for Session 1–6 Goals
 - Send an encouraging message to your participants this week
 - Document session start and end time

Session Notes:

APPENDIX D: COACHING SESSION 3 – GOALS / CHALLENGE

Overcoming Obstacles

“Obstacles are those frightful things you see when you take your eyes off your goals.”

~ Henry Ford

“Challenges are what make life interesting and overcoming them is what makes life meaningful.”

~ Joshua J. Marine

“Whether you think you can, or you think you can’t—you’re right.” ~ Henry Ford

“When everything seems to be going against you,

Remember that the airplane takes off against the wind.” ~ Henry Ford

Coach To Do (preparation for Session 3):

- Review participant’s goals and steps and print a copy for your records if desired
- Review participant’s connections
- Review and document any updates on assessments

Questions / Strategies:

1. *Why did you become a behavioral health provider?*
2. *What would you do differently if nothing was stopping you?*
3. *Describe your most significant professional achievement to date. What made it significant?*
(Kelp, 2005)
4. *How does self-care influence your ability to meet your life goals? What have been your most rewarding/difficult personal challenges?*
5. *How do you need to be thinking and perceiving differently to accomplish your goals? (Kemp, 2005)*
6. *How have you overcome past challenges?*
7. *How can you apply what you have learned about yourself when facing obstacles/challenges in the past to your current situation?*

Coach: Please check each box representing what you were able to address this session:

- Reviewed Homework (circle one) **Completed: Yes No Partially**
 - Resources: read about goals and goal setting (if appropriate)
 - Goals: identify and enter online 1–2 goals for life balance domain of choice (include self-care and social support and identified accountability partner)
 - Connections: identify and establish online social support connections for goals
 - Action!!! How did it go???
- Explored with participant potential obstacles to achieving stated goal(s)
 - “*What obstacles do you see getting in the way of achieving your goals?*”
 - Explored with participant strengths and successes when facing past challenges
 - Supported participant in leveraging strengths to overcome obstacles
 - Encouraged realistic expectations of self and others
 - Challenged participant’s potential problematic core beliefs / cognitive distortions
- Facilitated development of strategies to promote goal attainment such as:
 - Identification of obstacles and plan in place to overcome obstacles
 - **Obstacle(s)** _____
 - **Plan** _____
 - Self-regulation techniques (monitor goal steps, evaluate goal progress, modify goal/steps)
 - Reviewed role of three S’s-social support, self-care, self-efficacy in overcoming obstacles and referred participant to Resource Room for more information
- Reminded client to “*Celebrate your accomplishments!*”
 - Role of rewards
 - Social posts (form of support)

- Supported the client in identifying their needs *“How can I help/support you?”*
- Assigned Homework
 - Goals: practice self-regulation (monitor, evaluate, modify goals online)
 - Connections: encourage others
 - Resources: review relevant readings of choice
 - Assess: revisit self-assessment (particularly perceived stress scale, if relevant)
 - _____
- Assessed current level of self-care self-efficacy: *“Reflecting on your current situation, on a scale of 1 (not at all confident) to 10 (100 percent confident), how confident are you that you can achieve your goal(s)?”*

Low 1 2 3 4 5 6 7 8 9 10 **High**
- Scheduled Session 4 for _____ (date) at _____ (time).
- Coach To Do:
 - Complete Goal Survey – see Appendix I for Session 1–6 Goals
 - Document session start and end time
 - Document progress toward goals

Session Notes:

APPENDIX E: COACHING SESSION 4 – ACTION / SUPPORT

Self-Care

*Knowing is not enough; we must apply. Willing is not enough; we must do.*³⁹

~ Johann Wolfgang von Goethe

Coach To Do (preparation for Session 4):

- Review participant's goals and steps and print a copy for your records if desired
- Review participant's connections
- Review and document any updates on assessments

Questions / Strategies:

1. *RE: Goals: What is influencing your successes? What is getting in the way of your being successful? What could get in the way?*
2. *How does self-care influence your ability to meet your life goals? What have been your most rewarding/difficult personal challenges?*
3. *How have you overcome past challenges?*
4. *How can you apply what you have learned about yourself when facing obstacles/challenges in the past to your current situation?*
5. *Describe how you (or others) know you are stressed (i.e., emotional, physical, and behavioral indicators).*

Coach: (Reminder—session 4 content is reinforced in session 5)

Please check each box representing what you were able to address during these sessions:

- Reviewed Homework: (circle one) **Completed: Yes No Partially**
 - Goals: practice self-regulation (monitor, evaluate, modify goals online)
 - Connections: encourage others
 - Resources: review relevant readings of choice
 - Assess: revisit self-assessment (particularly perceived stress scale, if relevant)
- Encouraged participant to be aware of stress indicators and to practice daily self-care strategies

- Self-monitor
 - Assessed: *“On a scale of 1 (not at all) to 10 (completely) how aware of your stress level are you on a daily basis?”* _____
 - Enhance awareness of emotional, physical, & behavioral indicators of stress
- Stress Reduction Techniques
 - Take 5
 - practice mindfulness and acceptance
 - relaxation
 - meditation
 - visualization
 - journaling
- Continue to encourage development of strategies to promote goal attainment such as:
 - Identification of obstacles and plan in place to overcome obstacles
 - **Obstacle** _____
 - **Plan** _____
 - Self-regulation techniques (monitor goal steps, evaluate goal progress, modify goal/steps)
 - Three S’s-social support, self-care, self-efficacy
- Praised participant for each step taken thus far
- Assigned Homework (highly individualized at this point)
 - Self-monitor personal indicators of stress
 - Take 5: identify and implement Take 5 or other self-care strategy of choice
 - Goals: self-regulation (monitor, evaluate, modify goals)
 - Connections: encourage others
 - Assess: revisit Self-Assessment (particularly perceived stress scale, if relevant)

Assessed current level of self-care self-efficacy: *“Reflecting on your current situation, on a scale of 1 (not at all confident) to 10 (100 percent confident), how confident are you that you can achieve your goal(s)?”*

Low 1 2 3 4 5 6 7 8 9 10 **High**

- Scheduled Session 5 for _____ (date) at _____ (time).
- Coach To Do:
 - Complete Goal Survey – see Appendix I for Session 1–6 Goals
 - Send an encouraging message to participant this week
 - Document session start and end time
 - Document progress toward goal(s)

Session Notes:

APPENDIX F: COACHING SESSION 5 – ACTION / SUPPORT

Social Support

*Knowing is not enough; we must apply. Willing is not enough; we must do.*³⁹

~ *Johann Wolfgang von Goethe*

Coach To Do (preparation for Session 5):

- Review participant's goals and steps and print a copy for your records if desired
- Review participant's connections
- Review and document any updates on assessments

Questions / Strategies:

1. *RE: Goals: What is influencing your successes? What is getting in the way of your being successful? What could get in the way?*
2. *How can you apply what you have learned about yourself when facing obstacles/challenges in the past to your current situation?*
3. *How does self-care influence your ability to meet your life goals?*

Coach: Please check each box representing what you were able to address during these sessions:

- Reviewed Homework: (circle one) **Completed: Yes No Partially**
 - Self-monitor personal indicators of stress
 - Take 5: identify and implement Take 5 or other self-care strategy of choice
 - Goals: self-regulation (monitor, evaluate, modify goals)
 - Connections: encourage others
 - Assess: revisit Self-Assessment (particularly perceived stress scale, if relevant)
- Emphasized importance of social support
- Encouraged participant to be aware of stress indicators and to practice daily self-care strategies
 - Check-in re: Self-monitoring indicators of stress
 - Check-in re: Use of Stress Reduction Techniques
 - Take 5, mindfulness/acceptance, relaxation, mediation, visualization, journaling

- Continue to encourage development of strategies to promote goal attainment such as:
 - Identification of obstacles and plan in place to overcome obstacles
 - **Obstacle** _____
 - **Plan** _____
 - Self-regulation techniques (monitor goal steps, evaluate goal progress, modify goal/steps)
 - Three S’s-social support, self-care, self-efficacy
- Praised participant for each step taken thus far
- Assigned Homework (highly individualized at this point)
 - Assess: revisit relevant portions of self-assessment
 - Take 5: continue Take 5 (or other) stress reduction strategy of choice
 - Connections: continue encouraging others
 - Reflect on your successes and what you have gained from this coaching process these past 6 weeks so we can discuss next time
 - Goals: revisit Life Balance Wheel and print a copy for your records
- Assessed current level of self-care self-efficacy: *“Reflecting on your current situation, on a scale of 1 (not at all confident) to 10 (100 percent confident), how confident are you that you can achieve your goal(s)?”*

Low 1 2 3 4 5 6 7 8 9 10 **High**
- Scheduled Session 6 for _____ (date) at _____ (time).
- Coach To Do:
 - Complete Goal Survey – see Appendix I for Session 1–6 Goals
 - Document session start and end time
 - Document progress toward goals

Session Notes:

APPENDIX G: COACHING SESSION 6 – EMPOWERMENT

Successes and Beyond

“If we are facing the right direction, all we have to do is keep on walking.”

~Zen Proverb

*“...you have endless ability and unlimited potential, so make your move,
start unleashing it and living your dream!!!”*

~ Ricardo Housham

Coach To Do (preparation for Session 6):

- Review participant’s Goals and Steps and print a copy for your records if desired
- Review participant’s Connections
- Review and document any updates on Assessments
- Review and document any updates on Life Balance Wheel

Questions / Strategies:

1. *What successes have you experienced in the past couple of months? What has changed? What will you take with you from this experience?*
2. *RE: Life Balance: What is different or what has changed? What needs to happen (or what will you do) to continue (or begin) moving in a forward direction? What obstacles do you see getting in the way? What is your plan for overcoming those obstacles?*
3. *What do you see as your next step(s)?*

Coach: Please check each box representing what you were able to address this session:

- Reviewed Homework: (circle one) **Completed: Yes No Partially**
 - Assess: revisit relevant portions of self-assessment
 - Take 5: continue Take 5 (or other) stress reduction strategy of choice
 - Connections: continue encouraging others
 - Goals: revisit Life Balance Wheel and print a copy for your records

- Reflect on your successes and what you have gained from this coaching process
- _____
- Reviewed Life Balance:
 - Domain # 1 _____
 - ____ (session 2 rating) ____ (current rating) *scale 1–10
 - Domain # 2 _____
 - ____ (session 2 rating) ____ (current rating) *scale 1–10
- Reviewed successes
- Encouraged participant to identify next steps
 - Provided participant opportunity to consider obstacles that could get in the way of longer-term goal attainment and encouraged follow through on plan
 - Discussed how to apply to other life domains
- Encouraged participant to complete the Time 2 survey.
- Informed participant that online platform will be available until May 2, 2014
- Assessed level of self-care/self-efficacy: *“Reflecting on your current situation, on a scale of 1 (not at all confident) to 10 (100 percent confident), how confident are you that you can make your self-care changes a long-term part of your lifestyle?”*

Low 1 2 3 4 5 6 7 8 9 10 **High**

- Coach to Do:
 - Document session start and end time
 - Document progress toward goals
 - Complete Goal Survey – see Appendix I for Session 1–6 Goals
 - Provide research team with de-identified documents for analysis:
 - Completed Data Sheet for Goals Session 1–6 (Appendix I)
 - Coaching Manual
 - Emails
 - Log Sheet

Session Notes:

APPENDIX H

Contact Log

Log of Contact In Between Coaching Sessions

<i>Date</i>	<i>Method</i>	<i>Length</i>	<i>Purpose (content)</i>
■			
■			
■			
■			
■			
■			
■			
■			
■			
■			
■			
■			
■			

Coach Initials: _____

APPENDIX I

Data Sheet for Coaching Sessions 1–6
(To be completed by the Coach)

Coaching Session 1:

Date _____ Length of Session: _____ (in minutes)
Communication Method: _____ Phone _____ Skype Coach Initials: _____

Self-care self-efficacy: Document the current level reported by the participant in response to the question: *“Reflecting on your current situation, on a scale of 1 (not at all confident) to 10 (100 percent confident), how confident are you that you can establish self-care goals?”*

Low 1 2 3 4 5 6 7 8 9 10 **High**

Directions: Reflecting on the coaching session just completed, please mark each statement as it applies to your experience with the participant.

	<i>Definitely False</i>	<i>Mostly False</i>	<i>A little bit False</i>	<i>A little bit True</i>	<i>Mostly True</i>	<i>Definitely Does True Not Apply</i>				
	<i>F</i>	<i>F</i>	<i>T</i>	<i>T</i>	<i>T</i>	<i>T</i>	<i>T</i>	<i>T</i>	<i>NA</i>	
Participant was provided an opportunity to “tell their story”					F	F	F	T	T	NA
Participant understands the coaching process					F	F	F	T	T	NA
Participant understands the Web Application interface					F	F	F	T	T	NA
Participant understands results of self-assessment (SA) as related to job burnout					F	F	F	T	T	NA
Participant understands results of self-assessment (SA) as related to STS (if applicable)					F	F	F	T	T	NA
Participant understands the importance of social support					F	F	F	T	T	NA
Participant understands the importance of self-care					F	F	F	T	T	NA
We have established a collaborative working relationship					F	F	F	T	T	NA

Deviation from protocol (please circle): YES NO

Notes: Please provide an explanation for any deviations from the protocol or for any items you marked as “Definitely False” above. Also, please document any other relevant information.

Coaching Session 2:

Date _____ Length of Session: _____ (in minutes)

Communication Method: _____ Phone _____ Skype Coach Initials:

Self-care self-efficacy: Document the current level reported by the participant in response to the question: *“How confident are you that you can establish self-care goals?”*

Low 1 2 3 4 5 6 7 8 9 10 **High**

Directions: Reflecting on the coaching session just completed, please mark each statement as it applies to your experience with the participant.

<i>Definitely False</i>	<i>Mostly False</i>	<i>A little bit False</i>	<i>A little bit True</i>	<i>Mostly True</i>	<i>Definitely True</i>	<i>Does Not Apply</i>				
<i>F</i>	<i>F</i>	<i>F</i>	<i>T</i>	<i>T</i>	<i>T</i>		<i>NA</i>			
				F	F	F	T	T	T	NA
					F	F	F	T	T	NA
				F	F	F	T	T	T	NA
				F	F	F	T	T	T	NA
				F	F	F	T	T	T	NA
				F	F	F	T	T	T	NA
				F	F	F	T	T	T	NA

Deviation from protocol (please circle): YES NO

Notes: Please provide an explanation for any deviations from the protocol or for any items you marked as “Definitely False” above. Also, please document any other relevant information.

Coaching Session 3:

Date _____ Length of Session: _____ (in minutes)

Communication Method: _____Phone _____Skype Coach Initials:

Self-care self-efficacy: Document the current level reported by the participant in response to the question: *“How confident are you that you can achieve your self-care goals?”*

Low 1 2 3 4 5 6 7 8 9 10 **High**

Directions: Reflecting on the coaching session just completed, please mark each statement as it applies to your experience with the participant.

	<i>Definitely False</i>	Mostly False	A little bit False	A little bit True	Mostly True	<i>Definitely True</i>	Does Not Apply
	<i>F</i>	<i>F</i>	<i>F</i>	<i>T</i>	<i>T</i>	<i>T</i>	<i>NA</i>
Participant identified potential obstacles to goal achievement					F	F	F T T T NA
Participant understands how to overcome obstacles to achieving goals					F	F	F T T T NA
Participant understands role of self-regulation in achieving goals					F	F	F T T T NA
Participant is actively engaged in achieving goals					F	F	F T T T NA
Participant is actively engaged in seeking social support					F	F	F T T T NA
Participant is actively engaged in self-care behaviors and activities					F	F	F T T T NA

Deviation from protocol (please circle): YES NO

Notes: Please provide an explanation for any deviations from the protocol or for any items you marked as “Definitely False” above. Also, please document any other relevant.

Coaching Session 6:

Date _____ Length of Session: _____ (in minutes)

Communication Method: _____Phone _____Skype Coach Initials:

Life Balance:

Domain: _____ Session 2 rating _____ Current rating _____

Domain: _____ Session 2 rating _____ Current rating _____

Self-care self-efficacy: Document the current level reported by the participant in response to the question: *“How confident are you that you can make your self-care changes a long-term part of your lifestyle?”*

Low 1 2 3 4 5 6 7 8 9 10 **High**

Directions: Reflecting on the coaching session just completed, please mark each statement as it applies to your experience with the participant.

	<i>Definitely False</i>	Mostly False	A little bit False	A little bit True	Mostly True	<i>Definitely True</i>	<i>Does Not Apply</i>				
	<i>F</i>	<i>F</i>	<i>F</i>	<i>T</i>	<i>T</i>	<i>T</i>	<i>NA</i>				
Participant achieved 1-month goals					F	F	F	T	T	T	NA
Participant can identify successes					F	F	F	T	T	T	NA
Participant can identify next steps					F	F	F	T	T	T	NA

Deviation from protocol (please circle): YES NO

Notes: Please provide an explanation for any deviations from the protocol or for any items you marked as “Definitely False” above. Also, please document any other relevant information.

APPENDIX J

Additional Session Notes



ABOUT THE AUTHOR

Charles C. Benight, PhD, is the author of more than 50 articles on coping with traumatic stress, and has received funding from the National Science Foundation, the National Institute of Mental Health, the Department of Defense, and the Substance Abuse and Mental Health Services Administration. He holds a PhD from Stanford University and completed post-doctoral training in behavioral medicine from the University of Miami. His scientific work applies social cognitive theory to the human adaptation to extreme events. He is a Full Professor, Chair of Veteran Health and Trauma, and a President's Teaching Scholar at the University of Colorado. He is the recipient of several awards including the Cornelia Sabine Award for Outstanding Contribution to Psychology. In 2011, Benight focused his work on burnout and secondary traumatic stress in our military mental health providers.

CONTRIBUTOR NOTES

Judith Bock, PsyD, works in the Trauma, Health, & Hazards Center, University of Colorado at Colorado Springs, Colorado Springs, Colorado. Dr. Bock is interested in posttraumatic stress, secondary trauma, and burnout with specific focus on military behavioral health providers and first responders. She is also a practicing therapist specializing in the treatment of combat-related PTSD.

Kotaro Shoji, PhD, works in the Trauma, Health, & Hazards Center, University of Colorado at Colorado Springs, Colorado Springs, Colorado. Dr. Shoji is interested in research on recovery from traumatic experiences using biological and dynamic systems approaches. His research has focused on secondary trauma among military mental health providers and the development of a web-based intervention system that has machine learning capability to maximize user effectiveness for trauma survivors.

Shaun Stearns, PhD, works in the Trauma, Health, & Hazards Center, University of Colorado at Colorado Springs, Colorado Springs, Colorado. Dr. Stearns's research interests include emotion regulation, biofeedback, stress reactivity, and the psychophysiological correlates of trauma. He has developed an easy relaxation technique employing simple hand movements and has studied how diet can alter emotion and stress reactivity. Currently, he is studying the interaction between professional burnout and secondary traumatic stress in military mental health providers and working on the development of a web-based intervention system for trauma survivors. He is also a reviewer for the *Journal of Applied Social Psychology*.

Carolyn Yeager, MS, MA, is a Ph.D. student in the Department of Psychology, University of Colorado at Colorado Springs, Colorado Springs, Colorado. Ms. Yeager is interested in the design and development of internet interventions for mental health. This interest stems from her background in computer science and her work with survivors of traumatic events. Ms. Yeager is currently working toward a PhD in clinical psychology and her research has focused on machine learning and understanding web-intervention engagement. She is interested in combining psychological theory and practices with state-of-the-art technology to deliver effective and engaging interventions to those who have experienced trauma.

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