

Anxiety



A guide for parents and carers

What is anxiety?

Anxiety can be defined as “a feeling of worry, nervousness, or unease about something with an uncertain outcome, that is real or imagined.”

Anxiety is a completely normal thing to experience, as we all worry about things from time to time. Stress and anxiety is something that we need in life, to make us aware of risks and dangers, or to push us to perform in stressful situations such as exams, sports or musical performances.

However if we notice that our anxiety is having an effect on our day to day life it is possible that we need some support for this. It is rare for younger people to be specifically diagnosed with an anxiety disorder, however it is very common for younger people to struggle to manage their anxiety.

If a young person you know is experiencing regular anxiety, then it may be that they need further mental health support.

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How does anxiety develop?

Resilience levels

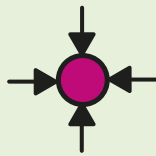


Resilience is the ability to bounce back from tough situations, meaning we can deal with stress in a healthy way.

Different young people will have different responses to similar situations depending on their resilience level.

Resilience is something we can build which will be explored later on in this booklet.

Core beliefs



These are basic beliefs about ourselves, other people, and the world we live in. They are things we hold to be absolute truths deep down, underneath all our "surface" thoughts. Essentially, core beliefs determine how you perceive and interpret the world.

Core beliefs can drive unhelpful thoughts without us realising, which fuels feelings of anxiety.

These core beliefs form in early life and are shaped by our experiences.

Learning / modelling



One way children learn is by modelling the behaviours of others. Therefore if an adult around them is having difficulties managing their own anxiety, the child may model this.

A child who grows up feeling that things are uncontrollable and unpredictable is more likely to develop anxiety.

This is not to put any blame on any parents or carers who experience anxiety. It is one of the factors that may contribute to a young person being anxious but anxiety has no single cause. It can be helpful to recognise anxiety and use strategies and self care which models positive coping strategies to young people.

Past experiences



Negative experiences from our past may cause us to feel anxiety about certain things.

For example, if we were bitten by a dog as a small child then we may develop a phobia of dogs as we grow up.

Fight, flight, freeze



When our body perceives a threat, it triggers the fight / flight / freeze response, releasing adrenaline in order to speed up our bodily systems, preparing us to attack (fight), escape (flight) or hide (freeze).

It is this response that can cause us to feel the unpleasant physical feelings related to anxiety such as increased heart rate, feeling shaky and feeling sick among other things. This is covered in more detail on the next page.

Brain biochemistry

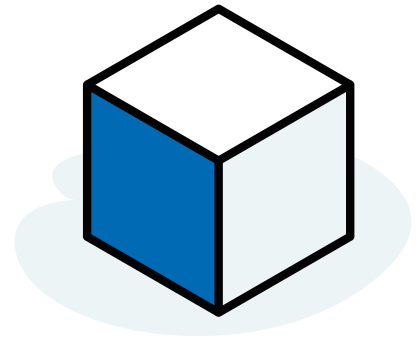
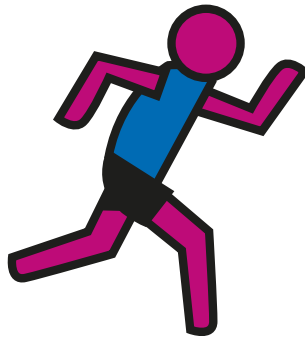
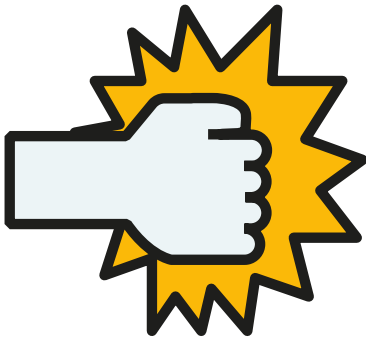


Sometimes there is a problem with neurotransmitters (chemical messengers in the brain) due to a chemical imbalance, leading to mental health issues. This can be treated by medications and lifestyle changes.

It is very rare for a child to be formally diagnosed with a mental illness in this category, as their brain has not fully developed. It is also very rare for children to be prescribed medication as treatment for a mental health issue, as this is not indicated as the appropriate treatment. In the majority of cases, if a person is under 18, they will be expected to try other treatments before medication will be considered.

It is important to remember there is no single cause of anxiety.

Fight / flight / freeze



The fight / flight / freeze response is triggered when we experience a threat. This response has been with us as a species for thousands of years. When we were cave-people, we would experience physical threats on a daily basis, such as predators and fighting for food and shelter. Our ancestors' bodies evolved this response to help them survive these threats, ensuring we could continue our biological line.

As we have evolved as a species, this biological response has stayed with us, but the things that trigger the response has changed as well. We are still triggered by physical threat, but now psychological threats can also do this, such as worries and anxiety.

When our body perceives a threat, it triggers the fight / flight / freeze response, releasing adrenaline in order to speed up our bodily systems, preparing us to attack (fight), escape (flight) or hide (freeze).

This speeds up our bodily systems and diverts blood into the big muscle groups. This stimulates many uncomfortable feelings, and if we do not recognise these symptoms as part of the fight / flight / freeze response, then this can increase our anxiety levels even further.

On the next page we will look at these physical symptoms in more detail.

Physical symptoms of anxiety

Common physical symptoms of anxiety come from the fight / flight / freeze response and have a purpose:

Dry mouth

Blood vessels in the mouth constrict and saliva production is reduced, leading us to feel tongue tied and dry in the mouth.

Dizzy

Our brain is flooded with oxygenated blood, making us initially disorientated and dizzy.

Eyes widen

Eyes widen so they can take more light in and see better. We also may produce tears to clean our eyes, and dispose of waste products.

Heart pounding

Our heart rate increases so we can quickly pump blood to the larger muscles, making them stronger for running or fighting.

Breathing rate

Our respiratory rate will also get faster, we breathe in shallowly, taking big gulps of breath so we take more oxygen in that is needed in our bloodstream.

Butterflies

During fight / flight / freeze the digestive system (eating and drinking) is not considered a priority, and blood is diverted away from our stomachs, leaving them feeling empty and "fluttery". We may also feel nauseous, which is another way of the body trying to get rid of waste to make itself lighter.

Shaky limbs

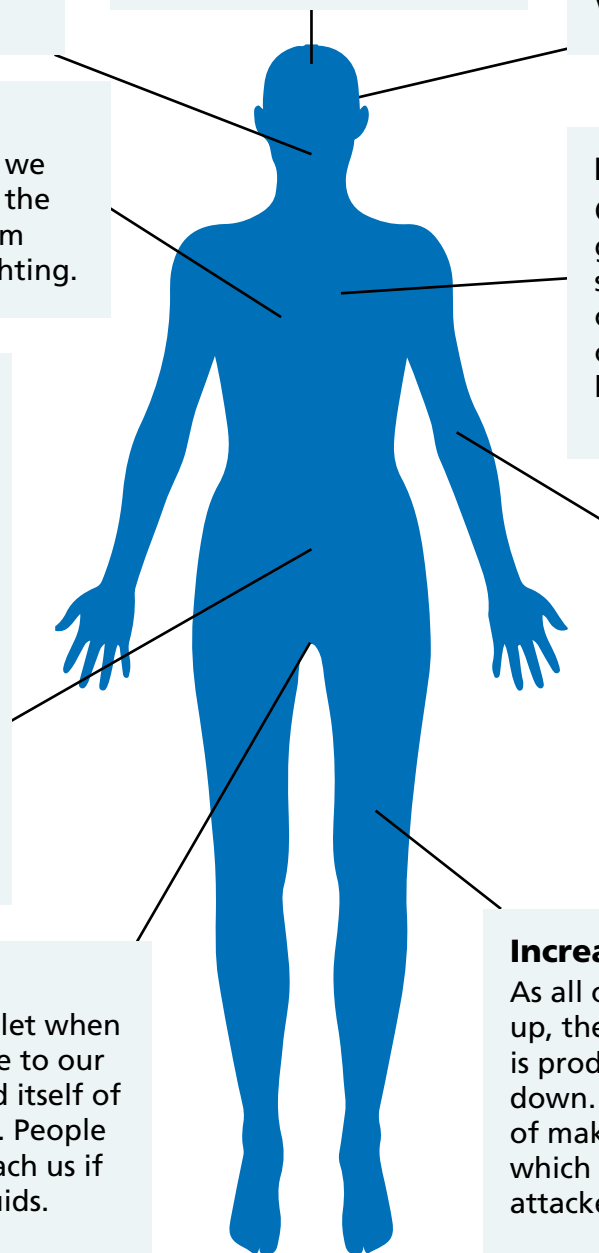
Our limbs are flooded with blood, making them stronger, however the feeling is initially of discomfort as our limbs are unused to this influx of blood, making them feel shaky.

Needing toilet

We may need to use the toilet when scared or anxious, this is due to our body feeling the need to rid itself of waste to make itself lighter. People are also less likely to approach us if we are covered in bodily fluids.

Increased body heat

As all of the body systems speed up, the body overheats, so sweat is produced to cool the body down. This has the added benefit of making our skin slippery, which could help us evade attackers.



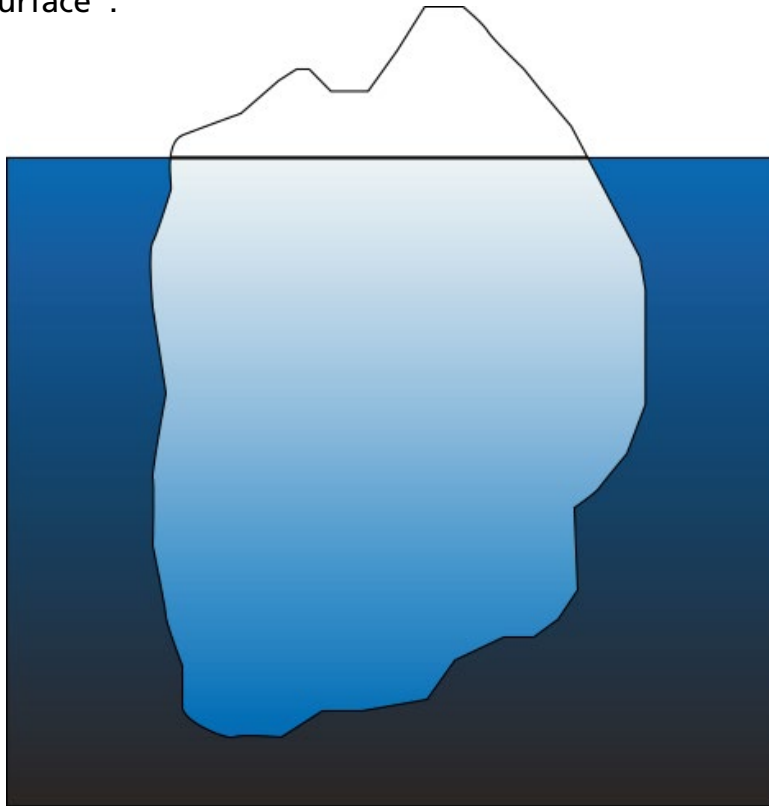
These are just some of the symptoms that we may experience when feeling stressed or anxious, and all are completely normal.

Have a think about your own child. Have you spotted any of these symptoms? Remember that these are unique to each person and may vary from those on this page.

It is important that children recognise what their own particular response is and that these cannot hurt them, even though they are uncomfortable. Once we start to recognise what is actually happening and the reason behind it, then we will find it less scary and won't panic. We will look at some methods of calming the physical response later.

Behavioural signs of anxiety

Children and young people can also exhibit different behaviours when experiencing anxiety, and quite often the underlying cause is not picked up on and addressed. We like to use the analogy of an iceberg in this situation to show how there can be a lot going on “underneath the surface”.



Behaviours related to anxiety can look like...

Fight



- Aggression
- Easily annoyed / irritated
- Shouting
- Disruptive behaviour
- “Naughtiness”

Flight



- Avoiding situations
- Trying to get other people to do things they are worried about
- School refusal
- Tearfulness

Freeze



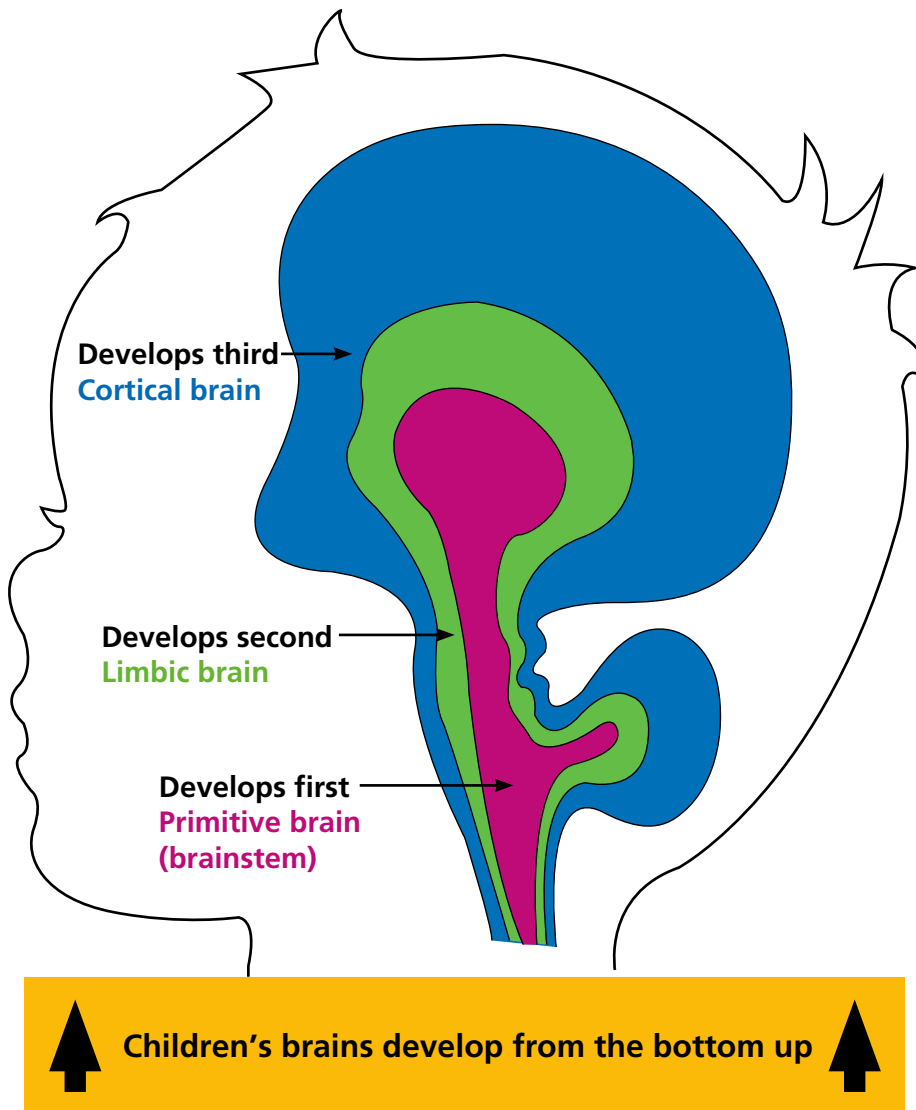
- Spending an unnecessary amount of time on tasks
- Not speaking / speaking quietly
- Withdrawal
- Low mood
- Losing interest in things
- “Clinginess”

This list is not exhaustive, and it can also feel very difficult to understand and cope with the behaviours children and young people are exhibiting.

Anxiety and the brain

Why is it so hard to reach or reason with children when they are in the middle of the fight / flight / freeze response?

The human brain develops from the “ground up”, and does not usually finish developing until the age of 25, meaning that even 18 year olds who are considered adults in the eyes of the law have a long way to go before their brain is complete. This explains why younger people react differently to situations than an adult would, and can experience great changes in emotions.



The first part of the brain to develop is the **primitive brain**, otherwise known as the brain stem, which is responsible for our general survival, breathing, and motor skills.

The second part of the brain to form is the **limbic brain**, which is responsible for forming emotional attachments and emotional developments. This helps us to form relationships and attachments with others.

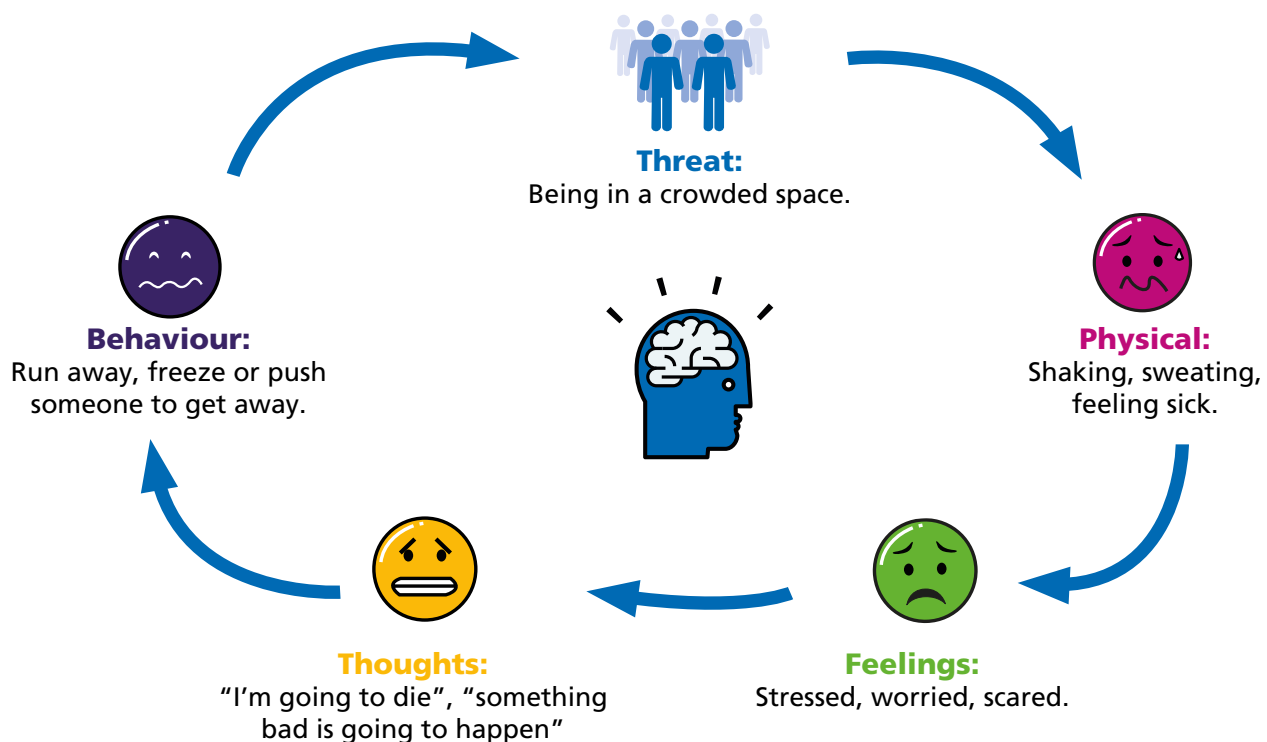
The final part to develop is the **cortical brain** which is responsible for rational thought, inhibiting and learning. This is the part of the brain that helps us to make logical decisions and stopping us from doing things that are risky.

When we are in the fight / flight / freeze response, the functions of the **limbic** and **cortical** brain are inhibited and our brain relies on the **primitive** brain.

This is why it is so difficult to make sensible decisions when we are feeling anxious, and often have irrational thoughts. This effect is exacerbated in children, as their brain is not fully developed, which is why they worry about things that an adult wouldn't.

The anxiety cycle

When we are experiencing anxiety, it is common to get into a vicious cycle, which it is hard to escape from. This is a good tool to use to help identify the different stages of the cycle and how they affect young people.



Threat: The threat is whatever has caused the anxiety response in our body. Our eyes and ears perceive something that makes us scared or anxious and triggers the fight / flight / freeze response. In this example we have used "being in a crowded space", which is a very common worry.

Physical: As the body responds to the threat, the physical sensations begin, preparing our body to attack, escape or hide. Our brain shuts down to the brain stem, meaning that access to the more rational parts of our brain is limited

Feelings: If we do not recognise the purpose of those physical symptoms, then we will start to feel stressed worried and scared, increasing our fear of the situation.

Thoughts: Our increase in anxiety will trigger unhelpful and negative thought processes, something we all experience, however when our brain is shut down due to fight / flight / freeze we find it harder to challenge or rationalise these thoughts, meaning we are more likely to believe them. It is impossible to challenge and balance our thoughts when in this state.

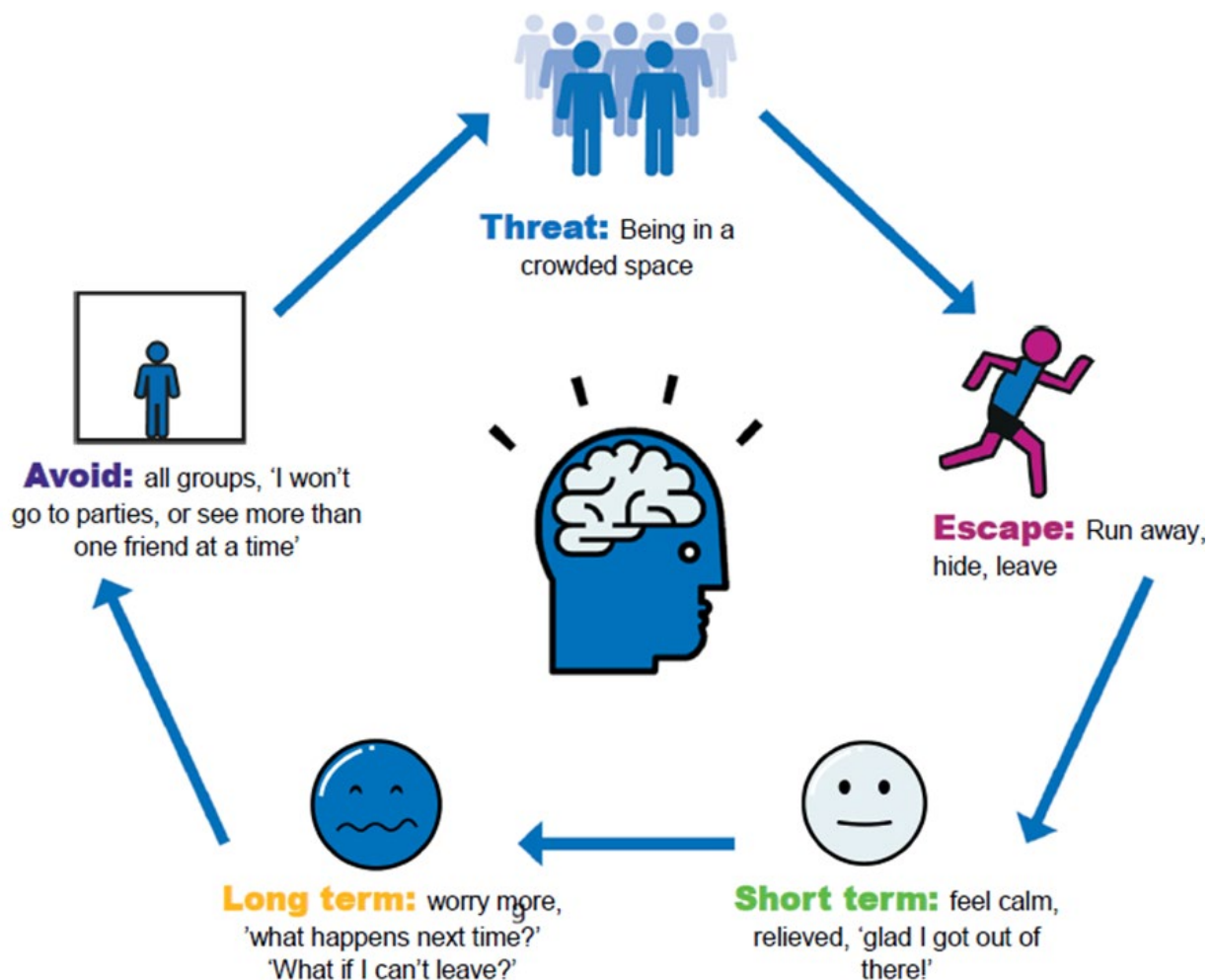
Behaviour: The culmination of the physical, feeling and thought response is a change in behaviour. Our brain will look for a way to escape the stressful situation and change our behaviour accordingly. We may run away from the crowd, try to make ourselves unnoticeable so the threat will move on, or lash out verbally or physically in order to make the threat move on. Whichever occurs (fight, flight or freeze), we initially feel relieved as we have escaped, however it is likely we will have to experience the threat again at some point, meaning the cycle will begin again, with the threat appearing bigger and more scary every time we encounter it, leading to **avoidance** (see the avoidance cycle on the next page).

The way to deal with this is to try and break off the cycle, and open up our brain capacity so we are in a better place to deal with the worry itself.

The avoidance cycle

When we experience anxiety, it is very tempting to avoid the things that we know cause us to worry. This is particularly the case for children, due to their brain not being fully developed yet, and avoidance is the simplest way to deal with an issue. As parents, it can be really hard to see our children's distress in situations, and there us a temptation to enable them to avoid the things that are causing them anxiety. However if we do not intervene and help our children to learn about how to break out of the anxiety cycle, then this can make the anxiety worse in the long run.

Avoiding the situation can cause relief from anxiety in the short term, however in the long term, it magnifies the worry and we will start to worry more and more, and expand the worry to different situations. Therefore it is more helpful for us to support our children to deal with the worry in a healthy way, rather than avoiding the situation entirely. We can do this by breaking the situation down into steps and helping the children to build up to things gradually, or by helping them to problem solve and deal with the thoughts behind the worry. This is something we will look at later in the booklet.



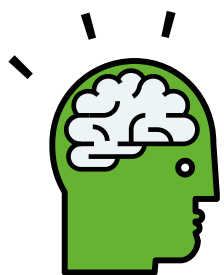
It is worth looking at the context of the worry, and choosing your battles at time. For example, if your child dislikes going on rollercoasters, then it is fine to avoid these, as they are not a fundamental part of everyday life. However if your child is anxious about going to school, or being on a bus, this is likely something they will have to encounter in everyday life, and therefore we should not enable them to avoid this.

Unhelpful thinking patterns

Negative and unhelpful thoughts often occur outside of our control. They can often make levels of anxiety increase.

Next time your child is worrying about something, ask yourself are thoughts they are having based on fact? More often than not, they aren't, they are based on opinions or assumptions, which can lead to incorrect conclusions and negative thought processes. On this slide we have identified some examples of common unhelpful thinking patterns (or thought traps) that everyone experiences from time to time. However if we are experiencing these all the time, then these can make it harder for us to break out of the anxiety cycle.

Here are some examples of common thought traps:



Mind reading

when we think we know what others are thinking, often assuming they are thinking bad things about us e.g. 'My friend thinks my hair looks stupid'



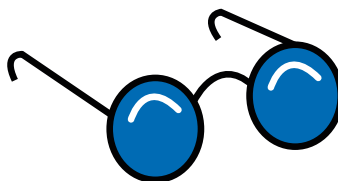
Catastrophising / Disaster thinking

where we think the worst possible outcome is going to happen e.g.- 'If I miss this bus then I'll get kicked out of school for being late'



Blowing things up

where things seem a bigger issue than they actually are, children are particularly prone to this, as the part of the brain in charge of putting things in perspective is not fully developed yet. This is why to our adult perception, children may "overreact" over things that don't seem a "big deal" e.g.- 'I've had a row with my mum and I'm never going to talk to her again'



Negative glasses

where we only notice or focus on the negative things in life, and not the positive, giving us a negative outlook e.g.- 'I did well in my tests, except maths, and that's the only one that matters'



Rubbish/ Dustbin thinking

Where we label ourselves as "rubbish" based on one negative experience, and extend that to everything we do e.g.- 'I've not done well in that test; I'm just rubbish at everything'



Predicting the future

where we predict what will happen based on our worries, often predicting a negative outcome e.g.- 'I'm going to fail all of my exams'

Have a think about your young person, are any of these thought cycles/ patterns familiar? Does your child spend a lot of time in one particular thought trap? Or do they exhibit all of them? You may find that you are guilty of doing some unhelpful thinking yourself! If this is the case, there is no need for concern, as everyone has negative thoughts at some point.

It is important to help our children to recognise their unhelpful thought processes and try to challenge them with a more positive mindset, and to problem solve.

We can learn techniques to challenge our unhelpful thoughts and we will be looking at some strategies for you to help your child with this.

Resilience

Resilience is our ability to bounce back from tough situations, helping us to deal with stress in a healthy way. Our resilience levels can rise and fall depending on what is happening in our lives, so if we work on building our resilience, we are more able to manage anxiety.

We can use the example of a bike puncture to explain resilience. If you have a puncture in your bike tyre, the bike will function for a short time, however eventually it will stop working. Our resilience is the same. If we don't look after ourselves we will function for a while, but eventually we will burn out.

There are 5 main things we can focus on to improve our resilience, these are:

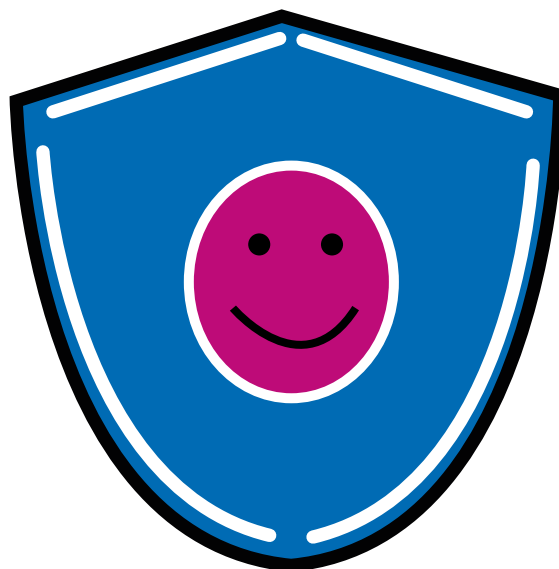
1. Sleep
2. Eating a healthy diet
3. Exercising
4. Connecting with other people
5. Relaxation

Even though these things might seem basic, improving these things provide an excellent starting point for building up our emotional wellbeing.

When we feel anxious, it can become difficult to do the things that make us feel better: we might struggle to get to sleep because of anxious thoughts, and lack of sleep can lead to us feeling more anxious; our eating patterns may change – we may eat more or less than we usually do, and find it more difficult to eat a balanced diet; we may not feel like doing exercise or spending time with our friends and family, which can lead us to feel even more worried and low in mood.

A vicious cycle can soon occur leading to the worsening of feelings of anxiety and low mood.

This is why it's important to focus on working on the five areas we have mentioned if your child struggles with some of these things.



Resilience (cont.)

Sleep



Some tips for improving sleep include:

1. Turning screens off at least one hour before bed
2. Getting into a bedtime routine
3. Getting fresh air and exercise earlier on in the day
4. Room atmosphere is consistent throughout the night e.g. temperature, sound
5. Removing / covering up technology, toys and school work from the bedroom at bedtime

Exercise



Exercise releases endorphins which help us feel happier. Some ideas to incorporate exercise may include:

- Walking to school
- Joining a sports team
- Online exercise videos
- (Finding something your child enjoys that involves movement and activity is the main thing!)

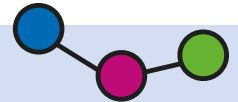
Food and drink



High sugar and caffeine foods /drinks can over /under stimulate our brain which can have a negative impact on anxiety levels. Therefore it is a good idea to reduce these

A balanced, healthy diet has many benefits, and the NHS Eatwell Guide website has some great resources www.nhs.uk/live-well/eat-well/the-eatwell-guide/

Connections



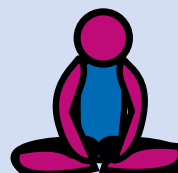
Connecting with others is important, some ways to improve this may be:

- Doing games or activities as a family
- Team sports or activity groups with peers
- Encouraging your children to talk to you or other significant adults in their lives – sharing worries and what is on your mind can really help

Relaxation

Relaxation can look different to different people. Some things people find relaxing include:

- Breathing exercises
- Mindfulness activities
- Meditation
- Spending time in nature
- A bath or shower



Strategies to manage anxiety

We will now look at how we can help our children to deal with the physical and cognitive symptoms of anxiety. The most important thing to do first is to calm the physical response.

As mentioned earlier, when we are in fight / flight / freeze our brain shuts down to the survival centre, so will not be able to problem solve rationally. Therefore it is vital to calm our bodies down before looking at the cognitive aspects. We will now look at some different strategies to calm the physical response:

Relaxation

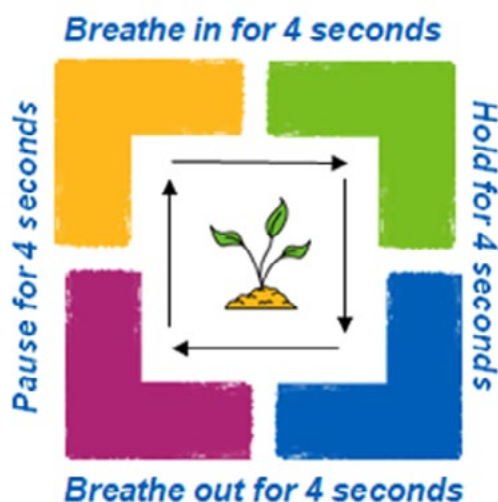
To break out of the anxiety cycle, we must relax the mind and the body. This will calm the body's physical response and open up the brain's full capacity again, giving us access to our reasoning skills.

The number one way to do this is to regulate our breathing.

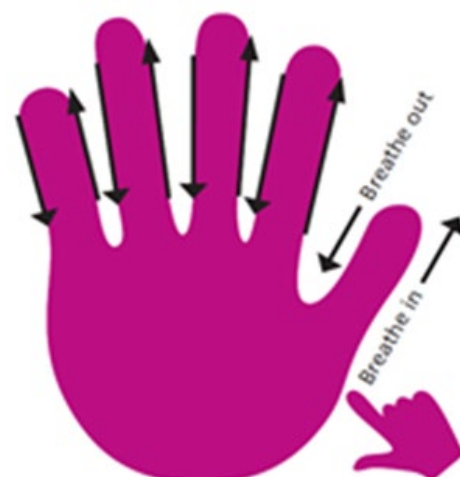
These can be used in crisis situations and on a day to day basis. By incorporating these into the daily routine, such as before bed or on the way to school, a child will begin to associate the exercises with relaxation and positive emotions, making them more easy and reassuring to use in a crisis situation. As an adult, modelling the exercises for young people, and showing that adults can also benefit from these techniques, will show them a healthy stress response which they are likely to imitate.

When doing deep breathing exercises, we should breathe in through the nose and out through the mouth. Our stomach should inflate on the in breath and deflate on the out-breath, meaning our diaphragm is engaged. We should always breathe in and out for the same amount of time, this activates the body's parasympathetic system which calms the physical and mental symptoms of stress, and balances the levels of oxygen and carbon dioxide in the body. When we breathe in and out, our shoulders should not rise and fall, but should remain level and relaxed, reducing tension in the neck and back.

For younger children tracing shapes or their hands can be beneficial, as it gives them a frame of reference and grounds them in the moment.

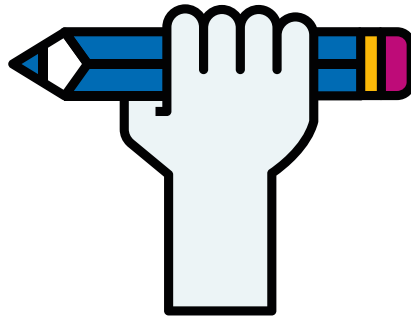


5 Finger breathing



Distractions

Distractions are another great strategy to manage anxiety. What activities make your child feel better? Music, drawing, sports, games, toys? Have a list of activities your child can turn to when they are feeling anxious. Distractions help us to re-regulate and enable us to problem solve from a calmer place. Please bear in mind this is not a long term or permanent solution, as this can lead to avoidance.



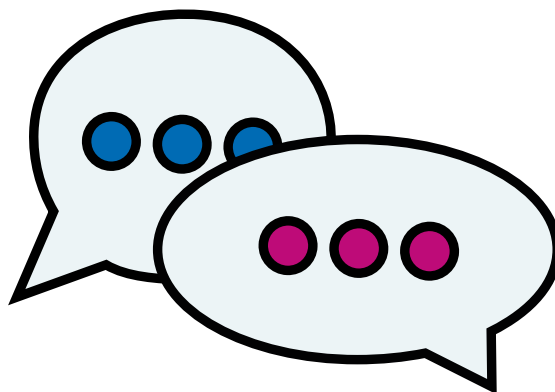
Talking

It is important that you encourage your child to talk to you, and remind them that you will be there to listen to them.

It can be really tempting to try to 'fix things' when children are feeling very anxious, however this isn't always what they need, sometimes they just need to talk through their problems to get them "off our chest", and they are not looking for solutions, but comfort.

Having 'worry time' each day can be a good way for children to have a space to discuss things they are worried about. Having a specific time to discuss these worries can be beneficial as it promotes children to problem solve with someone (not rely on someone to problem solve for them).

For younger children it might be helpful to create 'feelings cards' by drawing pairs of different feelings on paper or card then play a matching pairs game or snap. Another activity that can be useful is watching the film Inside Out together and discussing the different characters/emotions. These can help to build emotional awareness in our children.



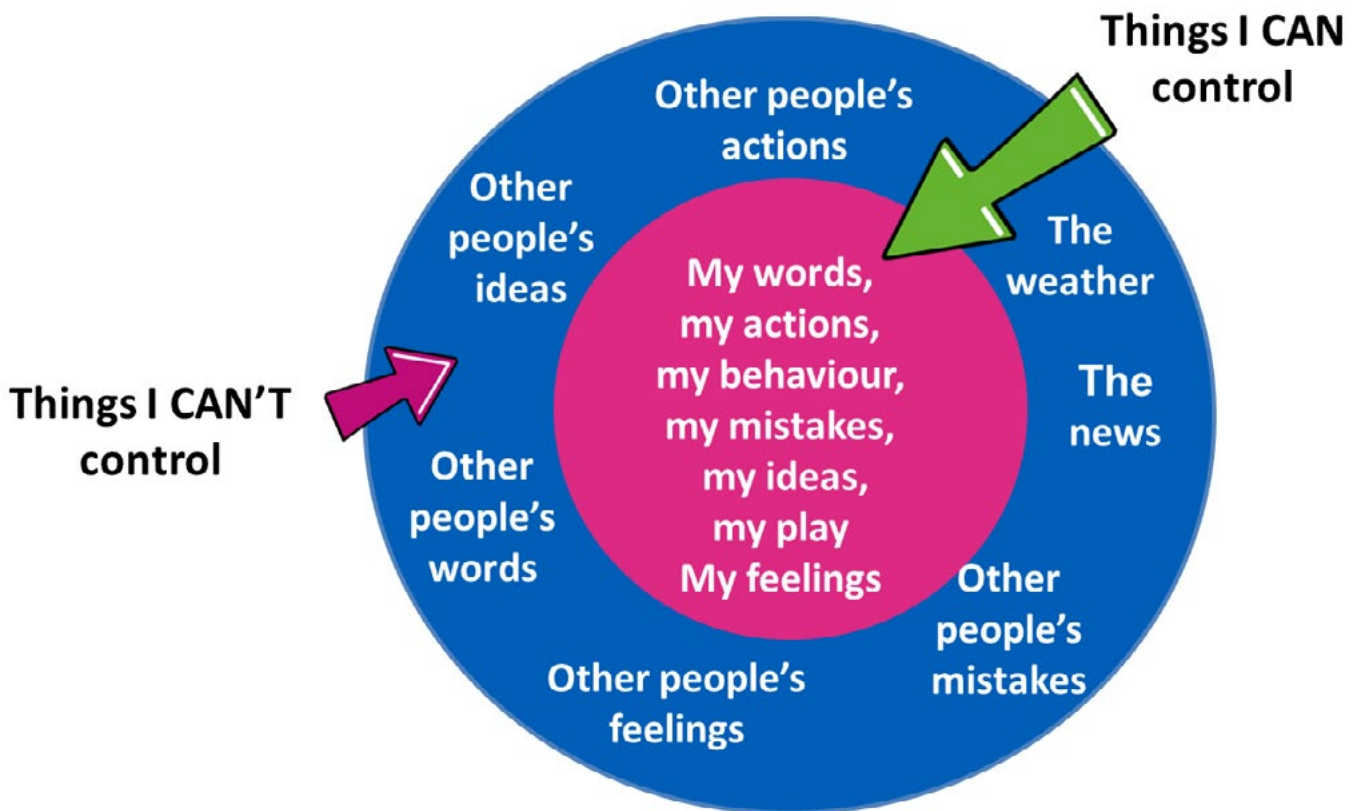
'Circle of control'

When we are worrying the first thing that is important to recognise is if we are worrying about things we can or cannot control. Often we worry about things that we have no control over, therefore the situation will never resolve itself and the cycle will continue.

We should encourage our children to look at what they can control.

For example if they are worried about a test, they cannot stop the test from going ahead, but they can revise and talk to others about how they are feeling. By looking at what we do have control over, we empower each other to make decisions.

It is also important to encourage our children to practice their own problem solving skills and to consider what is in their zone of control. More about this is on the next page.



Supporting problem solving

When our children are anxious we may automatically tell them “Don’t worry” or “Everything will be fine”. Sometimes our children need this reassurance, other times this doesn’t help and they still feel anxious. In this situation it might be that our children need to come up with some solutions to their problems themselves before they can believe that things will be fine.

Good ways to start the problem solving process with your child can be to ask things like:

- *“If happens, what could you do?”*
- *“Let’s think of some ways that you could handle that situation”*
- *“Who could you ask for help if that happens?”*

If your child can come up with solutions to their problems they’re more likely to feel in control of their anxiety.

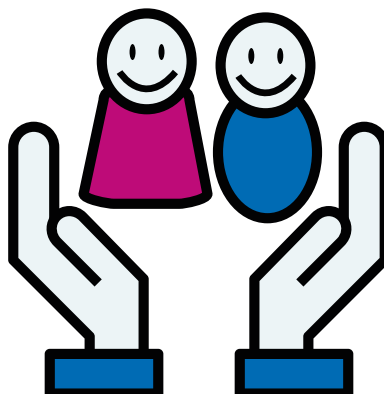
It might be that if you ask your child what they can do they might say “I don’t know”. Here it’s a good idea to remind your child of things they have found helpful when they have felt anxious in the past:

e.g. “Last time you were anxious at school I know you told me your teacher helped, I’m wondering if you think you could talk to your teacher tomorrow?”

If your child tells you the things you have suggested won’t help and tell you nothing can help then it might be that they are feeling too anxious to be able to reflect. In this situation use coping techniques and distractions to try to calm your child down and revisit the conversation when they are feeling calmer.

Steps you can follow...

1. Identify the problem
2. Identify what may make the problem worse
3. Come up with some possible solutions
4. Think about ‘for’ and ‘against’ factors
5. Choose a solution
6. Break down the solution into practical steps
7. Try the solution out



Thought balancing

There are several questions you can ask your child (or they can ask themselves) when unhelpful thoughts are identified. These questions can help us to try and come up with a more rational and balanced thought– this is called thought balancing. It can be helpful for the young person to write down their answers and then read through them to come up with the more balanced thought.

Some helpful questions to ask include:

- Is there any evidence that contradicts this thought?
- Is this thought a fact (based in evidence) or an opinion (based in emotion and feeling)?
- What would you say to a friend who had this thought in a similar situation?
- What are the pros and cons of thinking in this way?
- How will you feel about this in 6 months time?
- Is there an alternative way of looking at this situation?

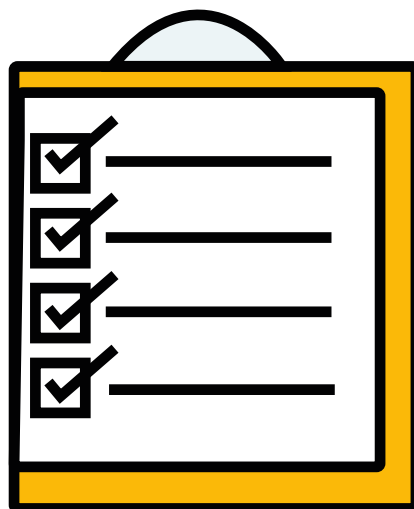


Plan ahead

When your child is calm, discuss what is helpful for them when they are feeling anxious:

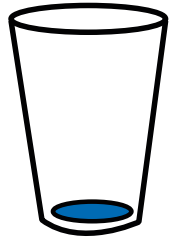
- What would they like you to do – do they want a hug, or maybe some space?
- What signs might they recognise – tight chest, fast heart rate
- What things might be helpful for them to try – breathing exercises, distraction techniques

It can be difficult for a young person to think of and communicate what is helpful when they are experiencing anxiety, so having a plan in place before it happens can help them feel supported.



"You can't pour from an empty cup"

As a parent with a young person who has difficulties with anxiety, looking after yourself is fundamental. If we are not looking after ourselves (our "cup is empty") it can become difficult to look after other people.

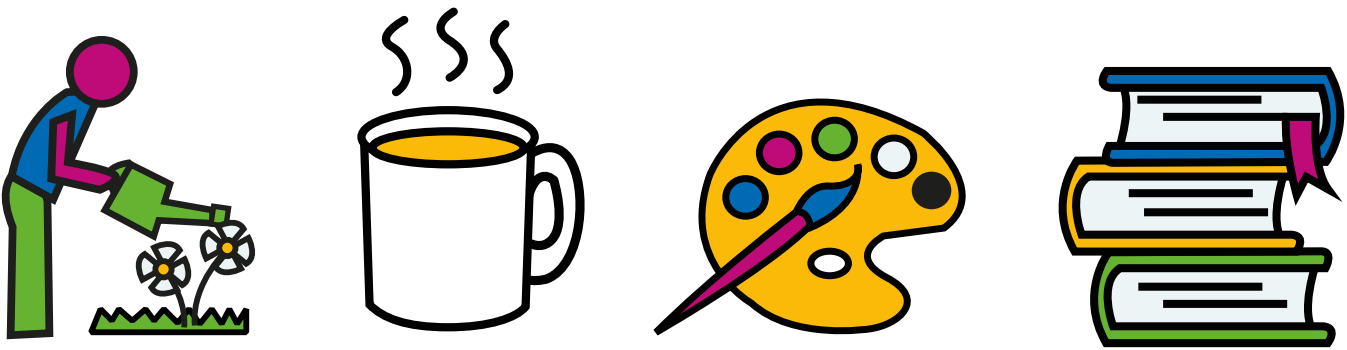


We recognise that as a parent you may be very busy and short of time, however it is really important that you engage in some self care in order to "fill up your cup".

Self care doesn't exclusively mean candles, yoga and baths (although it could be these things!) Self care can be anything from a 15 minute cup of tea in the garden to a weekly exercise class or catch up with a friend. The key thing is that you are doing something for yourself that doesn't involve caring responsibilities or other people's needs.

Looking after yourself is not selfish and will mean you are better equipped to support your young person.

In addition to this, by engaging in self care you are modelling healthy behaviours and coping strategies to your young person which will help them understand the importance of self care.



When to seek further support

- When anxiety has a significant impact on daily life
 - » This would mean that they cannot carry out age appropriate tasks in a timely way
- When the child has multiple symptoms of anxiety
- When anxiety creates barriers to learning
- When there is felt to be risk of significant harm to themselves or others

Where to seek further support

The strategies in this booklet take consistency, time and practice to help to change how your child deals with anxiety. However, if you have been working with your child to implement these over a period of time and they do not seem to be helping your child may need further support.

There are several options for further support

CAMHS Single Point of Access

Can be used if you have parental responsibility, or if you are a child aged 16-18. You can use their self referral service which can be accessed:

- Using the online self referral form on our website www.southwestyorkshire.nhs.uk/wakefield-camhs-online-referral-form/
- By calling the Single Point of Access team directly Monday to Friday, 9:00am – 5:00pm, on: **01977 735865** option 2

Professional referrals

Are also accepted and you can ask your child's school or GP to complete a referral on your behalf

Kooth

Provides free, safe and confidential information and online counselling for young people (between the ages of 11 – 25) .

Kooth also provides face to face counselling for young people through schools in Wakefield. This can be accessed by getting school to complete a referral.

www.kooth.com

Turning Point

Delivers talking therapy services and online wellbeing workshops in Wakefield. They are available for young people aged 16 and above who are registered with a GP surgery in the district. Young people can self-refer online into talking therapies for a range of support around anxiety, low mood and depression, stress, sleep, and low self-esteem

www.talking.turning-point.co.uk/wakefield/

The Mix

Provides online/ telephone counselling services for people up to the age of 25

www.themix.org.uk

Young Minds

Has a great website with resources for children, young people and parents

www.youngminds.org.uk

Childline

Provide a 1-2-1 counsellor chat service online and can also be called on **0800 111**

www.childline.org.uk

Clear Fear

A free app providing information and strategies for managing anxiety

We also have further resources and information on our website:

www.southwestyorkshire.nhs.uk/wakefield-camhs-resources/

If you require a copy of this information in any other format or language please contact your healthcare worker at the Trust.

إذا كنت تحتاج إلى نسخة من هذه المعلومات بأي صيغة أو لغة أخرى، فيرجى الاتصال بأخصائي الرعاية الصحية الخاص بك في
أمانة الصحة الوطنية (Arabic)

Pokud požadujete kopii těchto informací v jakémkoli jiném formátu nebo jazyce, kontaktujte svého zdravotnického pracovníka z Trust. (Czech)

چنانچه اگر شما به یک نسخه از این اطلاعات در هر قالب یا زبان دیگری نیاز دارید، لطفاً با کارمند مراقب بهداشت خود در بنیاد
(Trust) تماس بگیرید. (Farsi)

Si vous avez besoin d'une copie de ces informations dans un autre format ou dans une autre langue, veuillez contacter votre professionnel de santé au service national des soins médicaux (NHS). (French)

Ja jums ir nepieciešama šīs informācijas kopija jebkādā citā formātā vai valodā, lūdzu, sazinieties ar savu Trasta veselības aprūpes darbinieku. (Latvian)

如果您需要以任何其他格式或语言版本获取此信息，请与您的国民健康服务医疗保健工作者联系。(Mandarin)

Jeśli potrzebuje Pan(i) kopii tych informacji w innym formacie lub języku, prosimy o kontakt z pracownikiem służby zdrowia. (Polish)

ਜੇ ਤੁਹਾਨੂੰ ਕਿਸੇ ਹੋਰ ਫਾਰਮੈਟ ਜਾਂ ਭਾਸ਼ਾ ਵਿਚ ਇਸ ਜਾਣਕਾਰੀ ਦੀ ਇਕ ਕਾਪੀ ਦੀ ਜ਼ਰੂਰਤ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਟਰੱਸਟ ਵਿਚ ਆਪਣੇ ਸਿਹਤ ਸੰਭਾਲ ਕਰਮਚਾਰੀ ਨਾਲ ਸੰਪਰਕ ਕਰੋ. (Punjabi)

اگر آپ کو ان معلومات کی ایک نقل کسی اور شکل یا زبان میں چاہیے تو برائے مہربانی ٹرسٹ پر اپنے ہیلتھ کیئر ورکر سے
رابطہ کریں۔ (Urdu)