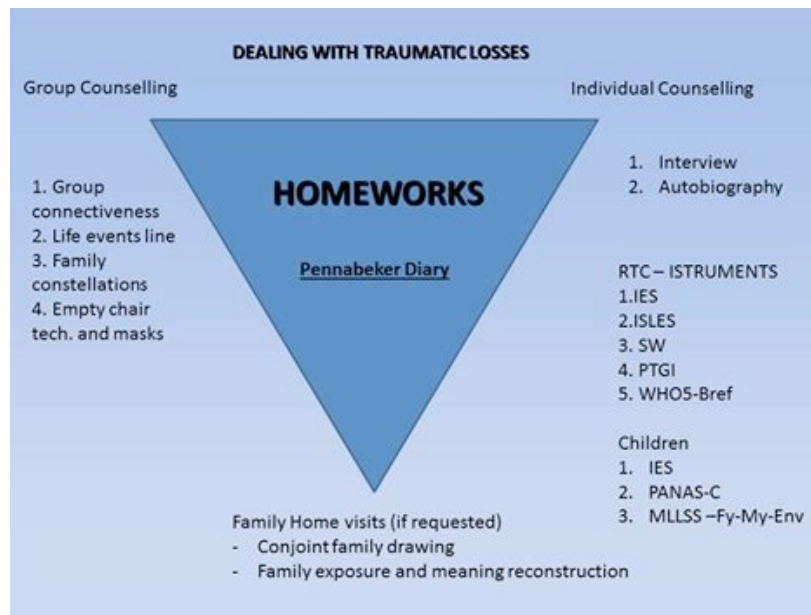


## Trauma and bereavement counselling



**Implementation Partner:** PSYHR- Psychologists for Human Rights

**Beneficiaries:** 21 teachers and Social workers of Salam School and Kdg

### Description:

**9 days intensive program on Trauma and Bereavement Counselling.**

**Objectives:** The main aim is to create the right conditions for an effective intervention directed on vulnerable children and families.

**Expected Results:** The action will be addressed in order to provide the counsellors, social workers and psychologists to elaborate primary and secondary trauma they experienced during the war.

### Methodologies:

The approach was participative and combined different activities implemented in different steps:

- A first step combined both individual and group activities. Group and individual activities were carried out to create the condition for the second step.
- A second step included individual counseling where each of the teachers and social workers attended single-session psychological intervention
- A third step involved teachers and social workers in Family Home Visits intervention- The intervention was carried on with the workers who requested their homes to be visited.

### **Day num. 1, 28<sup>th</sup> September**

During the first day the objectives and methodologies of the counseling was introduced to the attendees.

A pre-test questionnaires were taken by the Workers.

The questionnaire included:

- Impact of Event Scale; to measure the trauma.
- Post Traumatic Growth Inventory – short form; to measure the positive development after trauma.
- Traumatic Events Checklist; to measure the exposition of traumatic experience
- Integration of Stressful Life Experiences Scale; to measure the impact of emergency events on individual life

At the end of the first day the teachers and social workers was involved in a team building activity.

A network was built with wool ball between the teachers; every teacher explained with a word the contribution that each of them promise to give to the group in the next activities. The aim is to create confidence and participation where each of the participants feel part of the unit and is committed to reach the same objective of the group.

### **Day num. 2, 29<sup>th</sup> September**

During the second day individual counseling and group counseling (individual and group activities) was carried out.

#### **9:00 – 13:00- Individual counseling for 4 teachers.**

Each teacher attended single – psychological intervention for 1 hour. The aim is to stimulate the memories about the last emergency event and try to provide a solution.



#### **13:00 – 15:00 Group connectiveness**

Teachers and social workers were involved in dynamic activities (group cohesiveness and relaxation activities).

The activities want to create trust, respect and affective or emotional cohesion to determine the degree of which members feel connected to each other.

### **Day 3, 30<sup>th</sup> September**

#### **9:00 – 13:00- Individual counseling for 4 teachers.**

Each teacher attended single – psychological intervention for 1 hour. The aim is to stimulate the memories about the last emergency event and try to provide a solution.

#### **13:00- 15:30 – Individual Life Events Calendar**

Each teacher was involved in a activity to create a personal timeline ILEC –This timeline consists of highs and lows represented by the positive and negative experiences the participants have had.

The objective is to see vital information about past life, helps to recognize achievements that have been made, and creates a sense of purpose for the future.



#### Day 4, 1<sup>st</sup> october

##### 9:00 – 13:00- Individual counseling for 4 teachers.

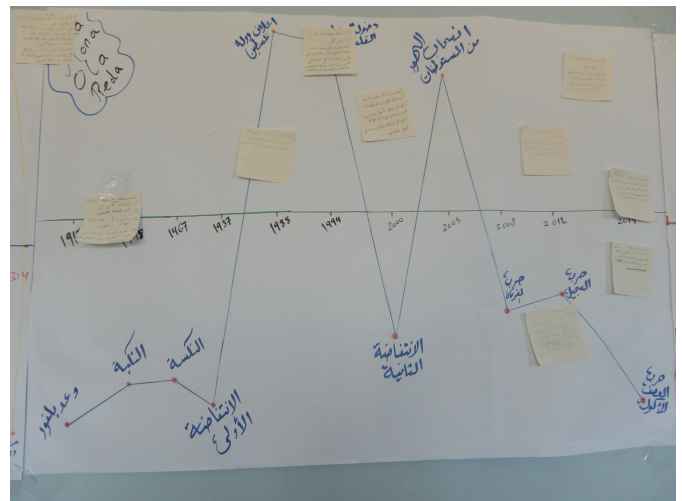
Each teacher attended single – psychological intervention for 1 hour. The aim is to stimulate the memories about the last emergency event and try to provide a solution.

##### 13:00 – 15:30 Palestinian Historical Event Calender

During the fourth day the workers was involved in discussing the individual life event calendar (created the day before).

The second activity of the day was making the Palestinian Historical Event Calender. All the workers were divided into 4 groups. Each group had to create the Palestinian Historical Event Calender.

The methodology was the same to the ILEC. The aim is to recognize positive and negative events of the Palestinian nation.



## **Day 5, 2<sup>nd</sup> October**

### **9:00 – 13:00- Individual counseling for 4 teachers.**

Each teacher / social worker attended single – psychological intervention for 1 hour. The aim is to stimulate the memories about the last emergency event and try to provide a solution.

### **13:00 – 17:30 Palestinian Historical Event Calender – Family Constellations**

During the fifth day, the workers was involving in a discussion to compare the different PHEC and to match with the ILEC.

The aim is to analyze the historical situation and to give the workers the tools to relate their personal lives as a part of the Palestinian life. The action want to compare the impact of the historical events on each of the groups.

The second activity carried out during the fifth day is Family Constellations. This activity is a Dynamic interplay where the teachers created a psycho – drama where the workers are the actors that play the rules to represent a familiar event lived during the war.

This activity aimed to recognize the different dynamic played by every family member. The action aim to uncover an event and provide a solution through solidarity mechanism between all the participants.



The workers were involved in writing messages for teachers colleagues all over the world.

With The second activity a network was built with wool ball between the teachers; every teacher express a wish for another colleague. The aim is to understand the involvement of the group of reaching the same objective and to build strong relationship between them for the future.

### **Day 6, 3<sup>rd</sup> October**

#### **9:00 – 13:00- Individual counseling for 4 teachers.**

Each teacher attended single – psychological intervention for 1 hour. The aim is to stimulate the memories about the last emergency event and try to provide a solution.

### **Day7, 5<sup>th</sup> October**

#### **9:00- 12:00 - Individual counseling for 3 teachers.**

Each teacher attended single – psychological intervention for 1 hour. The aim is to stimulate the memories about the last emergency event and try to provide a solution.

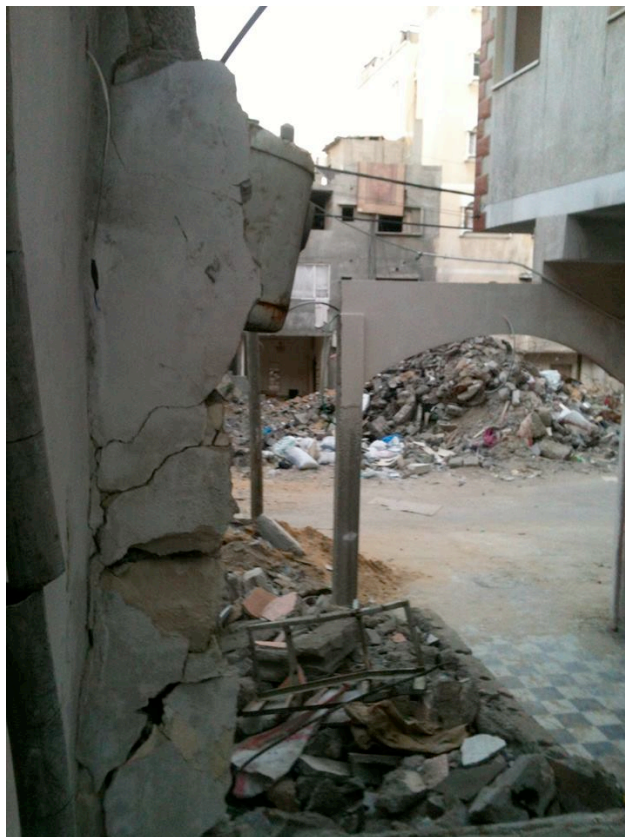
### **Day 8, 6<sup>th</sup> October**

#### **9:00- 14:00 - Individual counseling for 5 teachers.**

Each teacher attended single – psychological intervention for 1 hour. The aim is to stimulate the memories about the last emergency event and try to provide a solution.

#### **15:00 –21:00 - num. 2 Homevisits.**

Family group – psychological intervention for 2 hours (more or less). The aim is to stimulate the memories about the last emergency event and try to provide a solution. To understand the family dynamic and discover resilience mechanism to overcome the impact of the emergency event.



**Day 9, 7<sup>th</sup> October****10:00 –12:00 - num. 1 Homevisit.**

Family group – psychological intervention for 2 hours (more or less). The aim is to stimulate the memories about the last emergency event and try to provide a solution. To understand the family dynamic and discover resilience mechanism to overcome the impact of the emergency event.

**Final observation / evaluation**

The activities was carried out without difficulties. The participants who attended all of the sessions were able the end of the event to focus on the positive episodes and experiences they had during the emergency event , and to find the best qualities they possessed to overcome the memories of the negative events and to try to focus on building a better future. In general the workers participated with enthusiasm and in collaborative manner. Some hesitation was observed at the first day, but the workers showed a gradual involvement and active participation during other sessions. For a most specific evaluation an analysis will be carried out (pre/ post – test; interview; final workshop).