Ginsburg Ingerman Overseas Students Program
Ben-Gurion University of the Negev

Dealing with Stress in Daily Life and in Emergency Situations

13-5-4026

Spring Semester

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Course Description
This course focuses on teaching students how to deal with individuals, groups and communities exposed to emergency situations and traumatic conditions. The course further addresses issues related to the psychological preparedness for and following such situations. Presenting a systemic model for dealing with emergency situations (Belsky, 1980; Berger, 2002), we will describe the psycho-social impact on communities affected by emergency situations, and will outline the strategies to enhance their resiliency and to cope with the immediate and long-term aftermath of these situations. Additionally, the course will provide students with organizational skills (team work and communications skills) and professional skills (psychological first-aid and group interventions) as well as self-maintenance skills to deal with emergency situations (each class students will learn and practice self-maintenance skills for dealing with emergency and crisis situations.)

Course Objectives:
1) To familiarize students with the phenomenology of individuals exposed to emergency situations.
2) To acquaint students with the epidemiology and psychopathology of affected communities.
3) To teach students how to plan an emergency preparedness program.
4) To teach students with psychological first-aid strategies.
5) To teach students how to utilize team work during emergency situations.
6) To provide students with communication skills relevant to emergency situations.
7) To equip students with personal coping skills during stressful emergency situations.

Total # of Credits: 2 BGU credits, 3 ECTS
**Structure of Final Course Grade**

1. Class participation  
   20%

2. Final Exam  
   80%

**100%**

**Teaching Method:**
The course will be conducted through a combination of lectures, experiential exercises, group work, role-playing and simulations, skill-practice, video-tape and class discussion. The lectures will be based on weekly reading assignments as well as handouts which will be given to the students prior to each class.

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<tr>
<th>Class</th>
<th>Subject</th>
<th>Description</th>
<th>Reference</th>
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| 1     | Enhancing students natural resources of coping with emergency situations | Students will learn through experiential exercise using expressive art therapy and group work how to identify resources & deficits in population affected by emergency situations. They will then be presented with a model to enhance resiliency of this population. Students will also learn & practice **meditative practices**. | Teacher Handout 1  
Reference # 1 |
| 2     | The phenomenology of individuals during emergency situations | Students will learn how emergency situations affect individuals' inner schemata related to the perception of the world, others self and the future. They will then learn and practice **breathing techniques**. | Teacher Handout 2  
Reference # 2 |
| 3     | The epidemiology and diagnosis of population exposed to emergency situations | Students will learn the psycho-social impact of emergency situations on affected population and how to identify risk-factors in different groups using simulation and group work. They will also learn **body scan**. | Reference # 3-4 |
| 4     | The epidemiology and diagnosis of population exposed to emergency situations | Building on the previous lecture, students will learn how to identify stress-related disorders and how to diagnose and refer affected individuals by utilizing role-playing situations. They will then learn and practice a **focusing**. | Teacher Handouts 3-4  
References # 5-7 |
| 5     | The ecological-systemic model for dealing with emergency situations – theory & principles | Students will be acquainted with the ecological multi-systemic model for dealing with emergency situations by using a case-study. Students will then learn and practice an **imagery relaxation technique**. | Teacher Handout 5  
Reference # 8 |
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<th></th>
<th>The ecological-systemic model for dealing with emergency situations - Application</th>
<th>Students will learn how to design a community comprehensive preparedness program that addresses both organizational and professional aspects by using a simulation and small group processes. Students will then learn and practice an muscular relaxation technique</th>
<th>Teacher Handout 6 References # 9-10</th>
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<tbody>
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<td>7</td>
<td>Psychological first-aid interventions during emergency situations: individual interventions</td>
<td>Students will learn the how to engage individuals affected by emergency situations and the principles of psychological first-aid. They will then apply these principles in small group simulations and observe a video-tape of a life crisis-intervention situation. They will also learn leading and pacing techniques.</td>
<td>Teacher Handout 7-8 References # 11-12</td>
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<td>8</td>
<td>Psychological first-aid interventions during emergency situations: group interventions</td>
<td>Students will learn to work with groups during emergency situations and process their experiences in the initial stages. They will participate in a whole class simulation where they will apply group interventions. Students will then learn affect-modulation techniques.</td>
<td>Teacher Handout 9 Reference # 13</td>
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<td>9</td>
<td>Rehabilitation following emergency situations: Individual practices</td>
<td>Students will learn a theoretical model (the TMR) model for intervening with individuals in the aftermath of emergency situations that will be demonstrated in the class. Students will then attempt to apply it in small groups. They will learn and practice somatic modulation.</td>
<td>Teacher Handout 10 Reference # 14</td>
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<td>10</td>
<td>Rehabilitation following emergency situations: Group practices</td>
<td>Students will learn principles for designing and implementing group interventions in the aftermath of emergency situations and will apply them in a class simulation. They will learn and practice sensory-motor exercises and watch a video of its application.</td>
<td>Teacher Handouts 11-12 Reference # 15</td>
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<td>11</td>
<td>Team work during emergency situation: principles and application</td>
<td>Students will be presented with the principles of team work during emergency situations and ways to create collaborative practices. They will then participate in small group simulation of emergency situation where their ability to show leadership and collaborative skills will be assessed. They will learn and practice leadership skills.</td>
<td>Teacher Handouts 16-19 Reference # 16</td>
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<td>12</td>
<td>Communication during emergency situation –</td>
<td>Students will learn the principles of informing population during emergency situations and how to create efficient and effective communication network. They will learn</td>
<td>Teacher Handout 20 Reference # 17</td>
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principles and strategies engage in a whole class simulation and apply learned techniques in small groups. They will learn and practice **mirroring and validation communication skills.**

| 13 | Designing a comprehensive psycho-social emergency plan – Application of all the principles learned | Based on the theory and principles learned, students will be divided into task groups and design a comprehensive intervention plan incorporating psychological first-aid and rehabilitative interventions. They will apply leadership and communication skills. |

