

Community Based Psychosocial Support Facilitators Training



Introduction

The Community based psychosocial training was organised by Caritas Nepal in partnership with CADIS (Camillian Disaster Service International). The objective of this training was to increase the number of psychosocial support providers available to the victims and survivors in the disaster affected areas of Nepal.

After an initial data collection, analysis and planning it was decided to select representatives from each ward of the disaster impacted districts. A total of 30 representatives were selected for a 5 day workshop covering the various aspects of coping with disaster and dealing with the psychological impact of loss, trauma and suffering resulting from it.

Venue: Hotel Arniko, Basghari, Dhulikhel, Kavrepalanchowk, Nepal

Time: At. 9am – 5pm

Date: 4th July 2016

Programme coordinators:

- Mr.Jayaram (Protection officer, Caritas Nepal)
- Ms. Sabrina Chettri (Junior protection Officer)
- Fr.Biju Mathew (Programme coordinator, CADIS)
- Mr.Chand Pasha (Asst.Programme Cordinator)



Father Biju Mathew's address being translated by the interpreter Mr Madhav Khatiwada

Resource persons:

Name Of The Trainers	Education Details	Country
Dr.Consuelo Santamaria	Doctor in Philosophy and Educational science	Spain
Dr. .Biju Sebastian	Phd in Psychology	India
Prof.Usha Kiran Subba	D.phil/Phd From Oxford university,HOD Psychology & Philosophy, Trichandra college, Nepal	Nepal
Madhav Khatiwada	Counsellor & Interpreter, Pursuing his Psychology	Nepal



Dr Biju Sebastin and Dr Consuelo Santamaria conducting their sessions.



Dr. Usha Kiran encouraging participants to share their experiences.

Duration of Training:

- Total Training for 5 days
- Total Training Hours- 6 hours per day
- Total duration of training- 30 hours

Participants for training from Kavre District

Balthali

S.No.	Name	Ward no	Sex	Age	Academic background	Phone No.
1.	Uttam Bahadur Tamang		M	41	SLC	9849348478
2.	Mohan Thapa		M	36	SLC	9841293715
3.	Bishnu Humagain		M	50	SLC	
4.	Roshani Neupane		F	31	SLC	9813494599
5.	Ramesh K.C		M	42	Bachelors	9849879834
6.	Ram Hari Satyal		M	27	+2 (Higher Secondary School)	9841904771
7.	Sarbagya Mani Sharma		M	41	Bachelors	9861029065
8.	Ramri Tamang		F		Literate	
9.	Bhawani Shrestha		F		Literate	
10.	Surendra Tamang		M	+2/Social Mobilizer		

Participants for training from Chandenimandan

S.No.	Name	Ward No.	Sex	Age	Academic background	Phone No.
1.	Hari Prasad Nepal	1	M	42	SLC	9741042237 9811172551
2.	Bidhya Majhi	2	F	28	Bachelors	9841111973
3.	Deepak Nepal	3	M	44	+2	9741047314
4.	Apshara Nepal	4	F	25	+2	9845162956
5.	Sabitra Nepal	5	F	31	Test Pass	9808419927
6.	Mahendra Tamang	6	M	25	SLC	9808485898
7.	Subina Tamang	7	F	24	SLC	9841790389
8.	Sikha Kunwar	8	F	24	SLC	9803027474 9813079765
9.	Saraswoti Pariyar	9	F	25	Test Pass	9818902649
10.	Sunil badal		M		+2/Social mobilize	

Participants for Training from Dolakha District

Bulung V. D. C

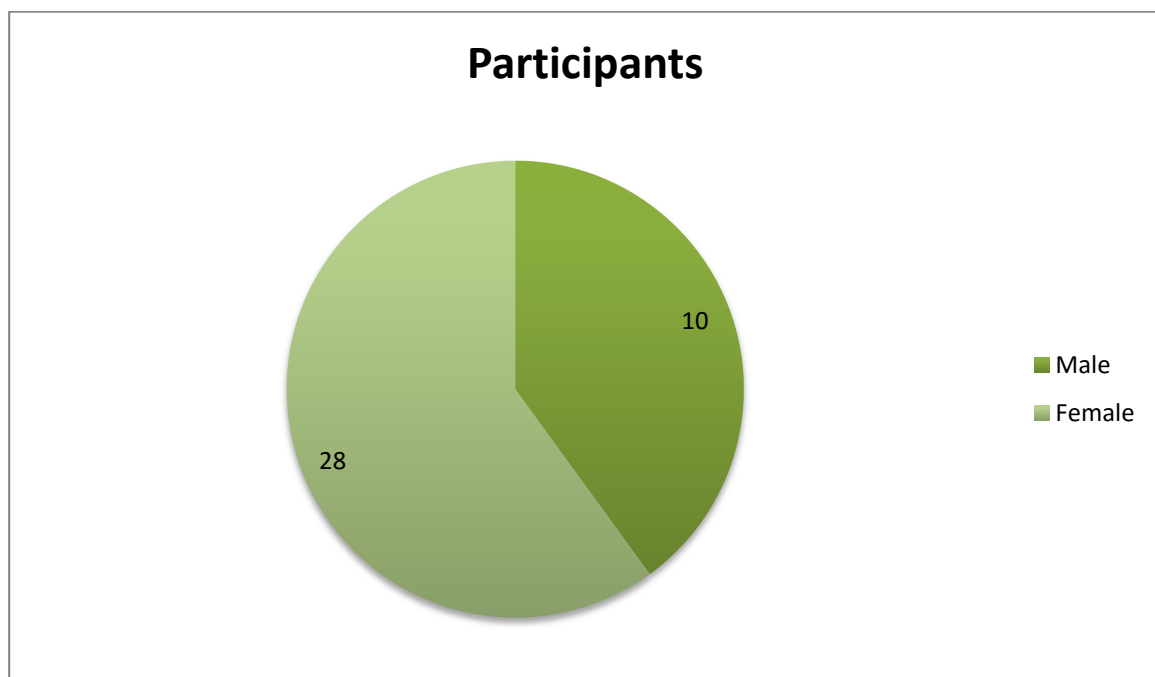
Ward No	Name	Academic Qualification	Age	Sex	Phone
1	Rupa B. K	Class - 2	35	F	9742659712
2	Thak Maya Acharya	Class - 5	40	F	9741225289
3	Tulasi Devi Khadka	Class - 3	50	F	9614920146
4	Ratna Kumari Budhathoki	Class - 4	36	F	9744045657
5	Sharada Pandey (Khadka)	+2	43	F	974056659
6	Ram Pyari K. C	S. L. C	38	F	9741065148
7	Tiri Tamang	General Literacy	30	F	9614938707
8	Netra Kumari Tamang	General Literacy	49	F	9614952739
9	Tul Kumari Shrestha	General Literacy	37	F	9814936805
10	Sumitra B.K.	+2/Social Mobilizer		F	

Orang V. D. C

Ward No	Name	Academic Qualification	Age	Sex	Phone
1	Amrita Thakuri	5	38	F	9744048130
2	Kalu Tamang	4	40	M	9741193011
3	Laxmi Tamang	8	26	F	
4	Urmila Khatri	3	33	F	9614954666

5	Lali Mai Tamang	3	32	F	9614940698
6	Bina Thokar Magar	S. L. C	23	F	9621152600
7	Jeevan Kumari Khadka	5	52	F	9741204917
8	Jamuna Tamang	8	40	F	
9	Tara Gurung	General Literacy	56	F	9843075856
10	Bimala Ugrakoti	+2/Social Mobilizer		F	

Total number of participants: 38



Background of Participants:

Geographical background

All the participants hail from hilly area and Himalayan region. The geographical condition of these places is very complex. It consists of undulating mountain terrains, making their very life hard. Villages of the participants are very far from the district headquarters and deprived of all basic facilities.

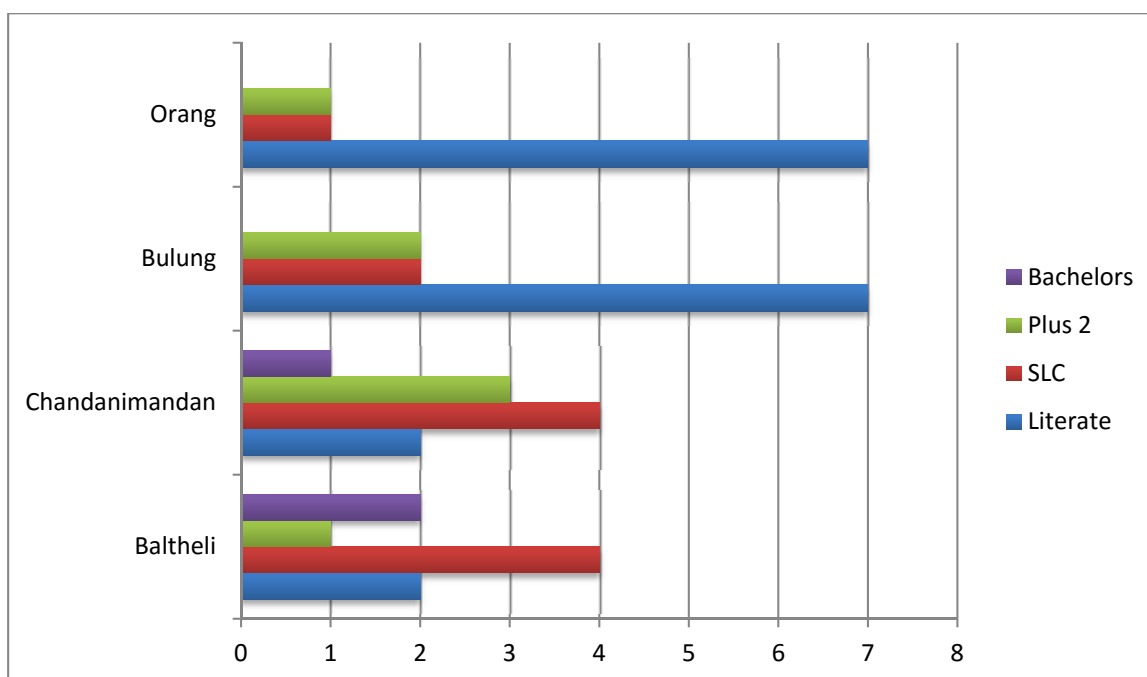
Village Formation:

These people come from 4 development committees of two districts such as Kavre & Dolakha. 9 participants represent Bulumng VDC and 9 participants come from Orang. In same way, 9 participants come from Chandanimandan and 9 come from Balthali. These village development committees are formulated with people's representatives elected directly through direct voting. One village committee is consisted of 47 people's

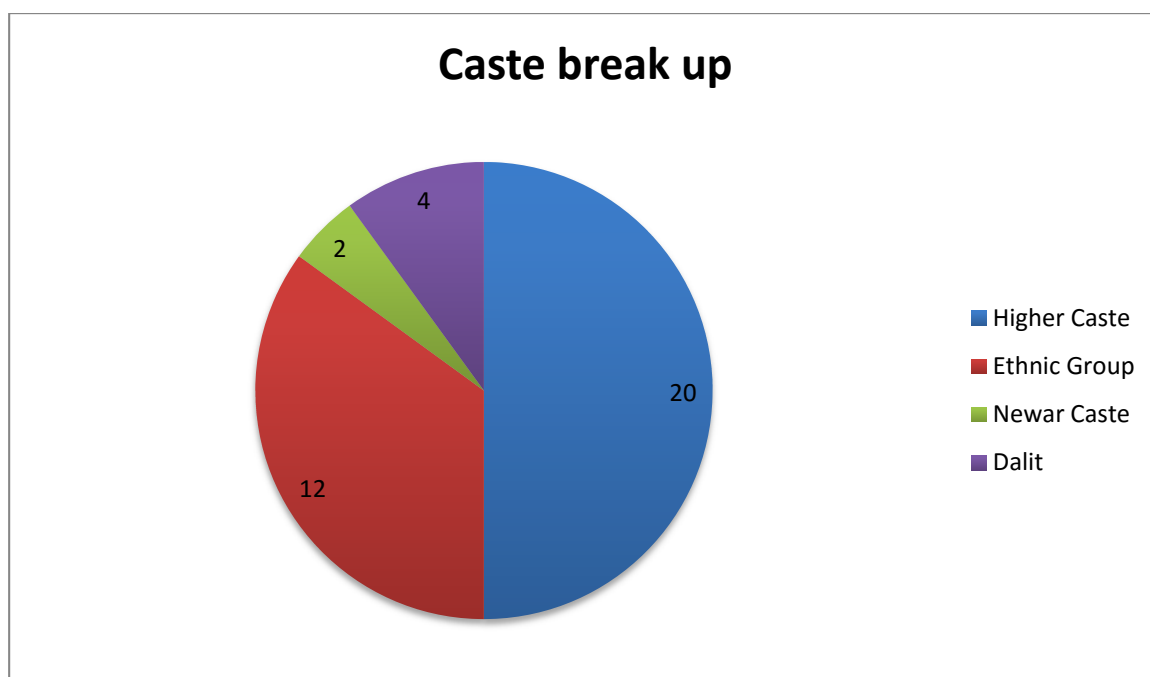
representatives elected by direct electoral system. Each ward has 5 members elected with chairman being the leader. The chairman and the vice chairman lead the whole team of the village

Educational background: VDC of Kavre & Dolakha

Sl. No	Academic Qualificaiton	Baltheli	Chandanimandan	Bulung	Orang
1	Literate	2	2	7	7
2	SLC	4	4	2	1
3	+2	1	3	2	1
4	Bachelor	2	1	0	0



Representation of diverse population based on Castes



Sl. No.	VDC	Higher Caste	Ethnic group	Newar caste	Dalit
1	Baltheli	6	3	1	0
2	Chandanimandan	5	3	0	1
3	Bulung	4	2	1	2
4	Orang	3	6	0	1
Total		18	14	2	4

Source of income:

All are predominantly agriculturists. They work as labourers. Other means of earning includes selling cattle and cash crops such as potatoes, Spinach and other vegetables. Most of them are coming from lower economic background, which means whatever they grow in a season cannot sustain them for the entire year.

Introduction & Getting to know each other:

Formally opened the meeting by welcoming all the participants present, by getting to know the Trainers first and requested each participant to introduce themselves and provide a brief description of their background and function in their respective areas.

Facilitating Learning:

Invited participants to share about the one thing that they would like to learn from the training

- Share their experience
- Learn about the programme- knowledge, skills

- How to rescue people in crisis
- How to remain safe
- Learn counselling
- How to handle fear
- How to make earthquake proof house
- To learn about psycho-social education
- Rehabilitation of people affected by Earthquake
- Help villagers in trouble
- Managing crisis due to earthquake
- Learn to immediate relief & follow up
- Learn psychological impact of earthquake
- Stigma connected to mental health problem and how to address it

Training Objectives:

- ✓ Understanding disaster and its features
- ✓ Learning the impact of a disaster on a community
- ✓ Understanding trauma and its stages
- ✓ Empowering the participants to help themselves when traumatized
- ✓ Teaching the participants to help others cope with their traumatic experiences

Day 1

Dr. Biju Sebastian MI; PhD

Key points of discussion:

- **Understanding the impact of Disaster on a community: Initial Trauma and psycho-social reactions**

- ✓ Impact of strong emotions on one's body (body-mind connection)

- ✓ Scare/Fear (loss, crisis)
- ✓ Any disaster, the primary reaction is fear

What are the other emotional reactions: Concern for the loved ones, Guilt (survivors Guilt)

What have I done because this is happening to me.

Some still feel upset and fearful

What are the characteristics of a disaster?

- Unpredictability
- Uncontrollability

What happens when it is uncontrollable or what is your feeling?

Helplessness/fear/ anxiety results in a sudden change in everything.

The Areas of Change in life due to a disaster

- Living standard changes
- More need for basic necessities, they will be mostly concerned about their own safety (major concern)
- Good social cooperation
- Value system changes

- Religious experience changes (don't take into account any religious or caste differences)
- Priorities change

Different Victims of Disaster;

- ✓ **Direct and Indirect victims**
- ✓ **Psychological victims**

- Shattered dreams

Complete changes in our every aspect of life

- Vulnerability/fragility/ easily broken (shared how they feel)
- Our total world view changes, it becomes a common concern

Psychological reaction and social impact as result of the earthquake: two groups are affected by the trauma

- Children and women (old age, disabled)

Who are the victims of disaster?

- Most affected are the physically injured and their families
- Every loved one in the family
- Rescue personnel and the helpers the second most affected category
- Eye witnesses and bystanders are affected

Victims are categorised as direct and indirect victims

- Direct victims: The deceased, physically and psychologically injured, all the NGOs directly getting involved
- Indirect Victims: lost family, loved ones, friends of the deceased and injured, all the participants involved.

Processing traumatic Experience

- ✓ **How many of you still get dreams about earthquake?**

- **Fearful dreams (most of them)**

Reaction Stage:

Just be with people, in reactions stage, never say don't cry, don't worry

Will prolong to one month, 2 months or one year depending on how traumatic is your experience.

Extreme trauma:

Sometimes such people will have to be even taken to hospital

Extreme reaction stage:

This stage people become aware of their emotions, what happened to them

Reaction stage, there is lot of crying, tears. Never tell them not to cry

Emotions: sadness, despair etc.. all these are natural, some people blame each other

Reaction stage also will last for some time, take blame upon oneself, Fear: Fear for one's own safety and the safety of others, somatic problems.

Whatever happens to the mind has an impact on the body or the other way. Somatic illness, excessive or less sleep.

Experiences from their own life:

Someone said, whenever i have anxiety or fear, i cannot sleep.

Reorientation stage:

It is better to work with this type of people at the reaction stage. Primarily help them to cry because they are going through deep sadness.

Thirdly, Getting back to the usual life and getting settled.

It is important to settle down and talk about your experiences

You tend to take to your body what happens to your mind.

Breakdowns in processing traumatic Experience:

✓ **Fixation in the shock stage**

Some people get fixated in this stage if not helped

Fixation in the shock stage: We completely forget what one has gone through

Traumatic stage, person will not be able to recall what one has gone through. Girl who was gang raped. She was taken to the counsellor. She was helped by the counsellor to recall her situation. Once she realized, she started crying. Counselling helped her to cope up and come back to life. Paralysis would have continued if she had not undergone counselling. It is not a conscious process but sub-conscious process. The mind cuts off the reality since it becomes too much for someone to go through. Something happens; it goes to the conscious mind after due filtering goes down to the sub-conscious mind.

If someone is not helped it becomes a mental disorder with a lot of stress.

• **Fixation in the reaction stage: Post-traumatic stress disorder**

There will be people going through this kind of situation even after years of trauma. It becomes a serious threat to one's life as a result of an accident or a trauma that still haunts his life.

The event is continuously re-lived as recurring nightmares, hallucinations or intrusive memories. We relive our sad experience again and again

Relive it on anniversaries, looking at his photo

• **Avoidance of thoughts and feeling associated with the event, or activities and situations which trigger memories of the trauma.**

Ex. Think about anything else and don't think about a Green dog

We cannot deliberately stop thinking, In a stressful situation people say, don't think about it at all but unfortunately it comes back to us again and again.

• **Traumatic feeling can affect: poor concentration, sleep disturbances, rage/irritability. Someone's sleep is disturbed, it irritates their entire activities. If it continues for more than a month, we should take it seriously.**

➤ Immediate stress

➤ Delayed stress

1. **Denial of the truth:**

A traumatic event is almost always accompanied by an attempt to deny it. Stress and trauma can carry you for many years. It can lead you even to suicide. People who see trauma in front of them very often, get traumatized.

➤ Some occupation can also bring you trauma. For example a loco-pilot who has to witness a lot of suicide.

➤ Prevent trauma by taking care of people on time

Acute crisis Work

➤ Proactive offering of support and services, This training intended to make you support service personnel.

➤ All families should be included in your service (All affected parties)

➤ Start with people who are affected the most

➤ Follow up our service for sometime/ continued availability of support

➤ Do it with all family members together

- Community should be involved
- A crisis centre should be set up
- Group meetings/ Group should come together and discuss their problems
- Support group meeting

Emotion Focused Coping:

Emotion focused coping strategies: coping efforts that are directed toward regulating emotional states

- Denial/ avoidance
- Distraction or minimization
- Wishful thinking
- Self-control of feelings
- Seeking meaning
- Self-blame
- Expressing/ sharing feelings

Primary and secondary methods to solve problems

- Primary control coping: directly go and solve the problem
- Secondary control coping: whatever can be solved do it, whatever cannot be solved, accept it
- Disengagement coping: inaction, emotional numbing to avoid harassment

Common aspects of coping:

- Self efficacy
- Being flexible: how flexible are you in your life?
- Effectiveness: how well a strategy has worked

Coping and Culture

Individual and collective culture

Individual coping mechanisms: they cope with themselves

Collective support: Family support, respect for authority figures will help us cope with situations

Cope sometimes as our fate or karma

Help seeking, stigma and mistrust

By becoming resourceful attending trainings, we build our resilience and that is how coping and resilience are connected.

And you will be able to survive.

Day 2

Prof. Dr. Usha Kiran Subba

Key points of discussion:

- Utilization of family and community resources to achieve resilience
- Discussion on the role of family with the specification of each member like father, mother, brother to achieve resilience
- The role of neighbours, relatives and social workers to reach the resilience state,
- The discussion of psyche in connection with Nepalese culture and how specifically culture brings changes in the state of psyche
- Cultural practices followed for a long time can have tremendous influences on the psyche of the people. So we need to know cultural elements to facilitate people psychosocially.
- Explained about the connection of psyche and social dimension to formulate the term psychosocial
- Photo presentation (on slide) to exhibit the link between mind (thought, feeling, desire) and one's own community.

- psychological Wellbeing: the factors effecting psychological wellbeing: social support, social harmony, sense of mutual respect
- Characteristics of Psychosocial wellbeing:
 - ✓ Emotional wellbeing
 - ✓ positive relationship
 - ✓ cope stress and anxiety positively
 - ✓ Planning efficiently and have normal thinking pattern
 - ✓ Take efforts to achieve definite purpose in life
- Four aspects of effects of psychosocial problems
 - ✓ Emotional effects
 - ✓ Cognitive Effects
 - ✓ Behavioural effects
 - ✓ Relational effects
 - ✓ Active Listening / Role play in active listening
 - ✓ Stress Management

Day 3

Prof. Dr. Consuelo Santamaria

Key points of discussion:

General introduction:

This part of the training is meant to teach you certain skills to cope up with problems, we can find in our life and in the life of others. What happens when our loved one is lost, my husband/ wife is lost, somebody is diagnosed with Cancer and the suffering continues. Sometimes the people are able to remove suffering by themselves; sometime they would require the help of a counsellor to remove the suffering. You are going to remove this knot which is difficult for the people to do it themselves.

It demands from us some good attitude. Fundamental attitudes of the help relationship

Three types of attitude

- **Empathy:**
Objective: Take awareness of the impact of losses in life especially emotional level. You are now going to write down five importance situations of losses in life, such as family, work, health, girlfriend, studies and children.
Cross it off, giving this symbolic gesture the value of the loss.
Think:
How would be my life if I had lost them? How would I feel? Write your emotions

Participants Feedback:

Significant Losses	Emotion
Parents	Loneliness
Friends	Helplessness
Religion	Emptiness
Husband	Loneliness
Children	Emptiness

Reflection:

What can we learn from this exercise? Share in groups of two or three people.

Participants Feedback:

- I couldn't cross because I could not imagine cutting the knot of my family, work, death of my child, earthquake.
- Subdued to the vulnerability due to disaster
- We couldn't imagine an earthquake would take place in our land and it happened. We never expected that our children's life would be lost and it happened.

Key Learning:

- Psychosocial workers should help people to cut this knot
- Learning new techniques, aware of how their own forefathers managed difficult situations
- To get the meaning and to give back the meaning, to tell them what you have understood.

The requirement to attain this understanding:

- Ability to perceive correctly what others are experiencing and paraphrase the same to them
- We should learn to be empathetic, Empathy is an attitude, an interior disposition
- Connecting your heart with the heart the one hurt by a situation
- To find out what emotions a person has, how strong they are, why person feel that way
- If not understood emotion, you can't be empathetic

Phases of Empathy:**○ Identification:**

To know the pain of someone, we should be at the same level, neither above and nor below. If I am at the same level, I am able to perceive your need and understanding suffering well.

Feedback of participants:

Sufferings of their own kit and kins have affected their life because it has deeply connected with my own vulnerability.

○ Impact:

Suffering of other makes an impact on my life, it doesn't leave me indifferent.

Feedback: It helps me to understand the suffering of others better

○ Incorporation:

The vulnerability of other helps to incorporate into myself my own vulnerability. It also helps me to incorporate your suffering into my heart.

○ Separation:

To be separated in the plane of feelings is necessary for maintaining mental health. The separation denotes keeping an emotional distance.

Burn out syndrome:

I feel the pressure and don't feel like doing anymore. People are exhausted because they are overloaded with work.

Cognitive empathy & Emotional empathy:

Cognitive empathy is an understanding of the others and emotional empathy is an attitude to go out of your comfort to help others in need.

**Group Discussions,
Participants Feedback:**

The participants were divided with 2 members in each group. They were given the task to learn empathetic listening.

Instructions:

- Observe others
- Listen to others and to pay attention to their need. Our way of thinking, feeling and behaving reflects our attitude whether we are empathetic or not.

Key learning:

- Attentive Listening should be there
- It is important to listen to their problems and share their problems each other
- I should feel concerned
- I give you what I have and you give me what you have

Unconditional Acceptance:

- ✓ **Absence of moralistic judgment**
 - The person overcomes his fears more easily
 - Able to accept himself as he is
 - He/she feels much better
- ✓ **Confidence in the other, positive vision**
 - I trust you, you can do it
- ✓ **Reception of the emotional world**
 - Counsellor enter in contact with the suffering person
- ✓ **Cordiality in helping relationship**

Reactions:

Morally feelings are neither good or nor bad. They are just a reaction. Emotions are just a reaction. Express feelings is difficult and depends on the feeling itself. To say I am happy is very easy but It is difficult to say I feel angry, sometimes I feel hate, I feel envious of other children.

Emotions change our look, change our countenance. Sometimes we have no control of our emotions. It's easy to disqualify or say impossible but it is difficult to express feelings assertively.

Following steps to integrate emotions

- ✓ Awareness
- ✓ Recognizing emotions
- ✓ Investigating
- ✓ Clarifying emotions
- ✓ Integrate the emotions

What were your predominant fears while facing the disaster?

Participants Feedback:

- Fear of death
- Fear of uncertainty
- I am doomed
- Fear of separation
- Fear of loneliness
- Concerned about others
- Concerned about safety
- Fear of physical injury

Emotional Intelligence	Indicators of Emotional Intelligent person Competencies
<ul style="list-style-type: none">▪ Ability to motivate ourselves▪ Ability to persevere in the task▪ Ability to control impulse▪ Ability to delay gratification▪ Ability to regulate our own moods	<ul style="list-style-type: none">• Self regulation• Knowledge my emotion• Recognize the emotion of other• Motivation• Self-awareness

Day 4

Dr. Biju Sebastian MI PhD & Dr. Consuelo Santamaria

Key points of discussion:

Communication Skills: There are two kinds of communication: verbal and non-verbal communication. In the first counselling mock session, you help the client discover what his emotions are when you talk to him. You have to be attentive to the conversation to find out his main emotions.

In the second Mock session, we found that, the counsellor was disturbed and was not paying attention to the talk. It means to say that the body can never lie. Our words can say lie but not our body. It's important how we communicate with our body. The person who listens to you concerned and sensitive about the way you behave with him/ her. We do less talking and our body talk more than we verbally communicate.

Different postures while sitting with the counselor: counseling activity sessions.

Key Learning:

Attending skills:

- Face the client squarely
- Open posture
- Lean forward
- Eye contact
- Be relaxed

What to help your client with:

- Helping them to plan,
Planning is very important. Duty is to plan with them, don't have a duty to plan for them
- Time management: time is a big resource, important to make use of that,
- Plan with rules (planning within the rules of the nation)
What solution they tried and how successful they were, if the solutions were unsuccessful, you should help them find some other solutions. Some people may say that they are helpless, they tried all the solutions and nothing worked. All of us have a tendency to feel helpless when all the doors are closed. It is important to tell them it is natural.
- Learning skills
- Teach them
- Only few helpers and others are spectators
- Think before we speak
- Disentangle
- Patience

What was your major learning, something that you can apply to your life?

General Feedback from the Participants:

- | | |
|---|---|
| <ul style="list-style-type: none">• Distraction as coping• Positive outlook towards life• Keeping calm and making our presence available• Turning our negative thoughts into positives• Counseling can heal people• Group sharing• Operating on exaggeration• Every problem has a solution• Being realistic | <ul style="list-style-type: none">• Emotional Intelligence• Competence• Learned others emotions• Non judgemental• Unconditional acceptance• Importance of expanding social relationship• Assertiveness• Accept others emotions with unconditional acceptance• Regulating one's own emotions• Being helpful to other• Anger management |
|---|---|

It was encouraging to know that the group was very interactive and committed to learn. Dr. Counselo Santamaria said, the participant's eyes were opened, which means they are very curious

and happy to learn. She appreciated everyone for their attentive participation. This is the best way to learn, pay attention to everything, the means to be a best counsellor.

SESSION EVALUATION QUESTIONNAIRE

General View:

1. Was the course design suitable to meet the desired objective of the course?
2. Is the content of the course relevant to your work?
3. Did the course meet your expectations?

Data

Question	Yes	No	Not exactly	May be	Some what
?1	38				
?2	34			4	
?3	32				6

Analysis: Overall the feedback from participants regarding the course was very positive.

Methodology

4. Were you able to participate totally?
5. Did the course design delivery and method give you scope for participation?
6. Did the course give scope for experience sharing?
7. Group work and exercises
8. Did you have a conducive environment to enable learning?

Data

Question	Yes	No	May be	Some what	Engaging	Not engaging
?4	38					
?5	35			3		
?6	30			8		
?7				16	21	1
?8	32	2		4		

Analysis: There is potential to improve the course through better experience sharing and group work and exercise.

Content

9. How much did the course improve your understanding on disaster management?
10. How much the course has helped in developing your skills in counselling?
11. How much the course has helped in managing trauma?

12. Have you developed your knowledge in stress management?
13. Have you developed skills in documentation?
14. Are you comfortable in organizing and mobilizing community?

Data

Question	Yes	No	May be	Some what	Engaging	Not engaging	Least	Most
?9								38
?10								38
?11								38
?12								38
?13							21	19
?14								38

Analysis: 21 participants expressed their interest to learn more about documentation skills. We should therefore focus more on teaching them how to document the psycho-social demographic details. It can certainly improve their participation and the overall quality of the training.

How was the Facilitation?

15. Presentation Methods
16. Approach & Attitudes

Data

Question	Yes	No	May be	Some what	Engaging	Not engaging	Least	Most
?15								38
?16								38

Analysis: Most of the participants were happy about the presentation methods, Approach and attitudes applied in the training.

Logistics and Administration

17. Advance information about the training including sufficient time
18. Choice of Venue
19. Accommodation and hotel facilities
20. Training room facilities
21. Training materials
22. Food and refreshments

Data

Question	Yes	No	May be	Some what	Engaging	Not engaging	Least	Most
?17								38
?18							2	36
?19							2	36
?20								38
?21							2	36
?22							2	36

Analysis: The overall response of the participants about the training was very positive. Very few people expressed their concerns on accommodation, training materials, quality of food provided during the training etc.

Conclusion:

Fr. Silas the Director of Caritas Nepal was present on the concluding day of the 5 days training programme held at Dhulikhel. He appreciated each trainer for their hard work and commitment and thanked all the participants for their active participation. The training was concluded at 5.30pm on 8th Friday 2016.

Annexure 1

Case studies: 1 Tulkumarishrestha, Dolakha District, VDC-Bulung, Ward-9

Story:

She was threshing millet straw when the earthquake struck the village. I felt the ground shake and I ran around to find out what was going on. I could see two houses hit and dashed against each other. I felt funny initially but quickly realised the danger of staying in an unsafe environment. I felt the pain so fierce and persistent deep inside me and I could also see a huge tree fell apart almost in front of me.

My husband was staying with my children in a cowshed for safety. He came searching for me leaving our children back in the cowshed. Finally they managed to reach back to the cowshed and stayed inside overnight until the tremor came down and it was safe to exit. However, the following day, we decided to go across the river to 'Cheptedhunga' where they thought, they could find a place to stay. This was considered as the safest place for many during earthquake. The Nightmare remains even one Year after devastating earthquake.

She recalled the second earthquake took place in May; she had gone to her older house to pick up something hid under her broken house. While she was doing something on the courtyard, a big rock fell opposite her and she had a narrow escape. She was so much scared and had to stay alone in an open field for long time. She was much concerned and worried about her husband and children, what must have happened to them. Their absence worried her so much so; she thought that, she would not meet them again.

Later she went to the newly built house in search of her husband and son but they were not there. To her astonishment, after an hour of waiting, her husband arrived back with the children. Her

daughter had a severe fall by the river. She became fearful staying alone for long time and started complaining of headache, nausea, nightmares. Even the slight provocation of nature startled her. Mother searched for help from the local health facility.

One of the organisations reached there with counselling support, she was feeling better after each counselling session. Finally she felt better and started going to the school. Her headache persisted for a long time and continued to trouble her. She took her daughter to the district headquarters and visited the psychiatrists. She had to take medicine for two weeks. They suggested her to take medication for six months. She is still under medication. People are giving her psycho-social support at the local level.

Annexure 2

Case studies: 1 Sukumaritha, Dolakha District, VDC- Orang, Ward-8

Story:

Imagine growing up in an idyllic, pastoral world, where abject poverty is already a part of your daily existence. Where you spend your days, living a day at a time, where your greatest worry may have been your next meal and where it would come from. Imagine growing up as a little girl in this world, with barely a grade or two of education, without much in terms of prospects for the future or even an exposure to opportunities that most of us take for granted. Imagine having to start to work for a living in such a world at a very tender age, doing metal work with her hands, day in and out to scrape enough together to support herself and her family.

Sukumaritha is just such a girl, living in the Dolakha District of Nepal, and as if it were not enough to live life on these terms, her world literally shook on its foundations in the Earthquake of April 25, 2015, turning what was already a life of poverty into something far worse. She was away at work on that fateful day. The home was a distance away from her workplace. About mid-morning while she was hard at work, she felt the first tremor and soon her world would be turned upside down. Her thoughts went to her parents. Her mother was out in the pasture with the cattle. She knew her father was in a safe place. She rushed back home and they all moved into one of the local schools for temporary shelter, where they camped through the night.

The communication networks were all down. News was coming in a trickle. It was chaos all around her village. The village elders and officials were in a state of confusion, unable to help or provide leadership. They too had families that had been affected. Two of Sukumaritha's dear friends lost their lives. They were having their lunch while the roof of their home collapsed on top of them. Their bodies were recovered three days later. Sukumaritha and her family had very little to eat for those three days. Supplies weren't coming in and there was an absolute shortage of food and clean drinking water. There simply wasn't enough to go around.

Almost five days later, some relief organizations and NGO's began to make their way into more remotely affected parts of the disaster zone. Their mere arrival raised the spirits of Sukumaritha, her family and all of the villagers. Relief work began in earnest. But it took the next three to four months to bring about some semblance of normalcy back to their village. But, even today they continue to live in a make shift shelter, a temporary hut.

Sukumaritha and her family went from abject poverty to abject misery and suffering and are now back to their former state. But, the outlook for their future is bleak. A great deal of relief work continues to be done with more that needs to be done in the coming months and years. The television cameras are long gone, the attention of the world on this disaster and its after effects have also waned. But Sukumaritha continues to struggle to meet the daily needs of a life of bare

existence with an indomitable spirit. Her struggle is emblematic of the struggles of countless others who refuse to lay down and give up when nature hands out its worst.

Annexure 3 EVALUATION FORM

Name of the training

Place

Date

COURSE EVALUATION FORM

Thanks for your active participation in the CBPSF's Training. Before we close the training, please take some time to complete this questionnaire that will help us improve similar attempts in future. Once again, thank you!

Expected out-puts of the training

Note:

The various questions have objective type choices ranging from **YES, NO or MAY BE** to 5 point scale to **What You Think**. In the case of 5 point scale, 1 indicates **did not meet expectations/poor** and 5 indicates **fully met expectations/excellent**

General Views

1	Was the course design suitable to meet the desired objective of the course	YES	NO	NOT EXCACTLY
2	Is the content of the course relevant to your work	YES	NO	MAY BE
3	Did the course meet your expectations	YES	NO	SOME WHAT

Methodology

4	Were you able to participate totally	YES	NO	SOMEWHAT
5	Did the course design, delivery and method give you scope for participation	YES	NO	SOMEWHAT
6	Did the course give scope for experience sharing	YES	NO	SOMEWHAT

7	Group work and exercises	ENGAGING	NOT ENGAGING	SOMEWHAT
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8	Did you have a conducive environment to enable learning	YES	NO	SOME WHAT
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Content **least** **most**

9	How much did the course improve your understanding on disaster management	1	2	3	4	5
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10	How much the course has helped in developing your skills in counseling	1	2	3	4	5
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11	How much the course has helped in managing trauma	1	2	3	4	5
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12	Have you developed your knowledge in stress management	1	2	3	4	5
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13	Have you developed skills in documentation	1	2	3	4	5
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14	Are you comfortable in organizing and mobilizing community	1	2	3	4	5
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How was the facilitation

15	Presentation Methods	1	2	3	4	5
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16	Approach & Attitude	1	2	3	4	5
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Logistics and Administration

17	Advance information on the workshop including sufficient time	1	2	3	4	5
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18	Choice of venue	1	2	3	4	5
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19	Accommodation and hotel facilities	1	2	3	4	5
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20	Training room and facilities	1	2	3	4	5
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21	Training materials	1	2	3	4	5
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22	Food and refreshments	1	2	3	4	5
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Please share any other comments you have regarding this workshop. (Use the back of the form if needed.)

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Annexure 4

DEMOGRAPHIC DESCRIPTION:

Demographic Description

Personal Data

Name	
Sex	
Age	
Date of birth	
Marital status	
Religion	
Education	<ul style="list-style-type: none"> • No education • Primary education • Secondary education • Higher Secondary • Pursuing college education •
Monthly Income	<ul style="list-style-type: none"> • Less than 1000 • Between 1000 to 5000 • Between 5000 to 10000 • Above 10000
Occupation	<ul style="list-style-type: none"> • Daily wage • Salaried • Self employed • Agriculture • Business • Unemployed

	<ul style="list-style-type: none"> • •
Address	

Household survey

Educational Qualification	1. Not educated 2. Primary education 3. Secondary education 4. Higher Secondary 5. Pursuing college education
Employment status	1. Daily wage 2. Salaried 3. Self employed 4. Agriculture 5. Business 6. Unemployed
Any other details	

Village Infrastructure

SL.NO	Facility	Yes	NO
1	Hospital		
2	Veterinary hospital		
3	Electricity		
4	Water supply		
5	Dispensary		
6	Gas supply		
7	Telephone		
8	Bank		
9	Post office		

10	Television		
11	Cable connection		
12			
13			
14			
15			

Land ownership

Total land	Area of house	Cultivable area	Cultivated area	Uncultivated area	Reasons (non-cultivation)

Crops cultivation

Name of the crop	Area	Average production	Total expense	Total profit

Livestock and Poultry

Name of animal	Average milk (Litres)	Average weight (KG)	Total expense	Total profit
Sheep				
Goats				
Cow				
Bull				
Buffalo				
Poultry				
Other				

Water resources

Water resource	Yes	No
Well		
Government supply		
Bore well		
Spring		

Psycho-social Assessment

Support System:

Name	Relationship	Phone

Date

Marital Status	Living with (check all that applies)	Living in
<input type="checkbox"/> single <input type="checkbox"/> married <input type="checkbox"/> divorced <input type="checkbox"/> domestic partner <input type="checkbox"/> Widowed <input type="checkbox"/> Separated <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> alone <input type="checkbox"/> w/parents <input type="checkbox"/> w/spouse <input type="checkbox"/> w/child/children <input type="checkbox"/> w/spouse/children <input type="checkbox"/> w/grandchildren <input type="checkbox"/> w/significant other/friend/relative <input type="checkbox"/> Other <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> own home <input type="checkbox"/> rental apartment <input type="checkbox"/> Group home <input type="checkbox"/> public facility <input type="checkbox"/> <input type="checkbox"/>

Describe family composition/ GENOGRAM (Please use another sheet)

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History of abuse/neglect/ domestic violence ☐No ☐Yes/Describe

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History of alcoholism ☐No ☐Yes/Describe

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History of Mental illness ☐No ☐Yes/Describe

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History of separation/ Divorce ☐No ☐Yes/Describe

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History of suicide in the family ☐No ☐Yes/Describe

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Coping strategies during stressful events:

☐ keeps stress to him/herself

☐ Talks to family

☐ Talks to friends

☐ Prays

☐ Talks with a professional

☐ Talks to support group

☐ Resources on internet

Name of the surveyor:

Date:

Place:

Signature:



Participants of CBPSF's pose for a photo at the close of the training at Dhulikhel.