Training Manual

Psychosocial Counseling

Participants: Para-Psychosocial Counselor

Duration: 2 days

Date: December 15, 2011

Disclaimer:

This training manual is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the sole responsibility of Plan USA and do not necessarily reflect the views of USAID or the United States Government.
Training Manual
Psychosocial Counseling

15 December, 2011

This Module developed under the project - Protecting Human Rights Implemented by Plan Bangladesh with the Support of USAID

Contact Address:
Plan Bangladesh
House: (CWN) - 14
Road: 35, Gulshan – 2,
Dhaka - 1212
Bangladesh
Phone: 88-02-8832172, 8826209, 8817589, 9860167
<table>
<thead>
<tr>
<th>Subject</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>2</td>
</tr>
<tr>
<td>Schedule</td>
<td>3</td>
</tr>
<tr>
<td>Session – 1: Inauguration, Introduction and Objectives of the training</td>
<td>4</td>
</tr>
<tr>
<td>Session – 2: Body &amp; Mind and Physical &amp; Mental health</td>
<td>10</td>
</tr>
<tr>
<td>Session – 3: Society, Rituals, and socialization process</td>
<td>15</td>
</tr>
<tr>
<td>Session – 4: Difference and discrimination between Men &amp; Women</td>
<td>19</td>
</tr>
<tr>
<td>Session – 5: Values, Culture and Human Behavior</td>
<td>24</td>
</tr>
<tr>
<td>Session – 6: Emotion and expression of emotions</td>
<td>27</td>
</tr>
<tr>
<td>Session – 7: Domestic violence: Types and Psychosocial causes</td>
<td>31</td>
</tr>
<tr>
<td>Session – 8: Impact of violence against Women and Children</td>
<td>33</td>
</tr>
<tr>
<td>Session – 9: Concept of Counseling</td>
<td>35</td>
</tr>
<tr>
<td>Session – 10: Qualities and Ethics of the counselor</td>
<td>39</td>
</tr>
<tr>
<td>Session – 11: We stand for others</td>
<td>41</td>
</tr>
<tr>
<td>Session – 12: What we can do (Service delivery)</td>
<td>49</td>
</tr>
<tr>
<td>Session – 13: My Promise (Action plan)</td>
<td>52</td>
</tr>
</tbody>
</table>
Our country is basically village oriented. Most of the people live in the village. Among total population maximum is women and children. The rights and provisions for citizens are still unreachable for maximum people. People are struggling hard for meeting their basic needs such as; education, health services, housing etc. On the other side, the dark side of the values and culture of the patriarchal society still hunt them. For example; domestic violence is still dominating our society, work place and almost in everywhere. The traditional pattern of work of women and men is breaking up slowly. A huge volume of women are now crossing their boundary by stepping outside searching for self-employment. They are taking this extra load for the sake of their family. But unfortunately, they are facing different type of conflict, discrimination due to patriarchal mentality. As a result, domestic violence is increasing day by day. New values are rising by breaking up old values. This new value is for the equality, and equal rights. The conflict seems inevitable between old and new values. Such a reflection we can see in our family, work place and the society. Women are repressed, isolated, victims of Fatwa, victims of sexual harassment, acid throwing, and early marriages etc. As a result, the state, society, family is counting the cost. Children are the most sufferers in this case. In these circumstances, the conscientious part of the society has lot to do.

The psychosocial counseling creates opportunity to do something in this issue. Counseling deals with the inner world of the mind, mental conflict, the emotion and depression of the mind. If we want to challenge this mental sickness of the society, psychosocial counseling can help us a lot.

Considering this issue, Plan Bangladesh by the support of USAID have taken initiative to develop a training module named ‘psychosocial counseling’, which will contribute to make skilled and efficient psychosocial counselor at the grassroots level. We congratulate Mr. Lutfur Rahman who played a great role for taking the responsibility to develop this training module. At the same time, we are grateful to all the resource persons like writer, publishers who were provided the relevant facts and information, materials, journals etc. We hope this module will helpful for those who are willing to work on psychosocial counseling.
### Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Subject</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day - 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session - 1</td>
<td>Inauguration, Introduction and Objectives of the training</td>
<td>1 hour</td>
</tr>
<tr>
<td>Session - 2</td>
<td>Body &amp; Mind and Physical &amp; Mental health</td>
<td>45 m.</td>
</tr>
<tr>
<td>Session - 3</td>
<td>Society, Rituals, and socialization process</td>
<td>1 hour</td>
</tr>
<tr>
<td>Session - 4</td>
<td>Difference and discrimination between Men &amp; Women</td>
<td>1 hour</td>
</tr>
<tr>
<td>Session - 5</td>
<td>Values, Culture and Human Behavior</td>
<td>45 m.</td>
</tr>
<tr>
<td>Session - 6</td>
<td>Emotion and expression of emotions</td>
<td>1 hour</td>
</tr>
<tr>
<td>Session - 7</td>
<td>Domestic violence: Types and Psychosocial causes</td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>Day - 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session - 8</td>
<td>Impact of violence against Women and Children</td>
<td>1 hour</td>
</tr>
<tr>
<td>Session - 9</td>
<td>Concept of Counseling</td>
<td>1 hour</td>
</tr>
<tr>
<td>Session - 10</td>
<td>Qualities and Ethics of the counselor</td>
<td>1 hour</td>
</tr>
<tr>
<td>Session - 11</td>
<td>We stand for others</td>
<td>1 hour 30 m.</td>
</tr>
<tr>
<td>Session - 12</td>
<td>What we can do (Service delivery)</td>
<td>1 hour</td>
</tr>
<tr>
<td>Session - 13</td>
<td>My Promise (Action plan)</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

Tea break: 15 m. and Health break: 1 hour
Summary of the session:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Subject</th>
<th>Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step-1</td>
<td>Inauguration &amp; Introduction</td>
<td>Lecture &amp; group presentation</td>
<td>30 mn</td>
</tr>
<tr>
<td>Step-2</td>
<td>Expectation &amp; Training objectives</td>
<td>Card writings, slide show</td>
<td>20 mn</td>
</tr>
<tr>
<td>Step-3</td>
<td>Ice-breaking</td>
<td>Game</td>
<td>10 mn</td>
</tr>
</tbody>
</table>

Process of the session:

Step-1 : Inauguration and Introduction

Start necessary process to inaugurate training. Example; taking sit, deliberating guest’s speech etc. and close the inauguration session.

Welcome participants and facilitators to introduce each other. Divide them into two groups as Right side-‘Body’ and left side-‘Mind’ and invite them to choose whatever side they like to join. Ensure equal number for both sides.

To form another small pair, select one from each group of Body and Mind.

Emphasis on participants choices when pair formation. After forming pair, invite to introduce them to the forum. After introducing all close the session.
Step-2 : Expectation and training objectives

- Provide cards to each participant; tell them to write their expectation from this training.
- Tag the card on the board after writing and let them read. Repeated cards can be omitted.
- Now present slide show to inform the training goal.
- Explain how the objectives will meet the expectations of participants.

Step-3 : Ice-breaking

- Tell all participants to stand. Be sure nobody has anything in their hands.
- Say you will tell them one sentence which they try to memorize. The sentence is "How you feel today now in this winter morning!"
- Ask them all to recall the sentence and tell them that everybody has to say this sentence to everybody and shake their hands. Mind it you have to meet all people within 10 minutes.
- Check everybody understands the matter and start. Facilitator can participate in this process.
- After finishing tell them to take their sit and ask how they feel!
- Close the session by giving thanks to everybody.
Pre-Test

- Mind and body how it works?

- How makes a social men and women?

- What is the social factor influence to human behavior?

- What kind of differences are exists between men and women

- What is the relations between emotion and violence

- What is psycho social counseling?

- As psycho social counselor what type of service deliver in your area

- What is the role of a psycho social counselor in society
Post-Test

- Mind and body how it works?
- How makes a social men and women?
- What is the social factor influence to human behavior?
- What kind of differences are exists between men and women
- What is the relations between emotion and violence
- What is psycho social counseling?
- As psycho social counselor what type of service deliver in your area
- What is the role of a psycho social counselor in society
Objectives of the Training

General Objective
To perform as psycho social counselor in their locality and deliver the counseling service to domestic violence women and children survivors

Specific Objectives
- Able to explain about body & mind, how it works and physical and mental health
- Can explain how people become a social man and women.
- Identify the types of discrimination the girl-child and boy-child or women and men comprise
- Explain the social values, culture and identify the role of values and culture in respect of human behavior.
- Explain about emotions and identify the relation among emotions, human behavior and violence
- Tell about the violence, types of domestic violence and explain the psychosocial causes of violence
- Explain the concept of counseling and quality of a counselor
- Explain about crisis, stress, trauma and stigma and capture the techniques to overcome it.
- Explain about the support we can provide at the Union and village level.
- Express their commitments what they can do or contribute after returning from training.
Objectives of the training

General Objective
To performs as psycho social counselor in their locality and deliver the counseling service to domestic violence women and children survivors

Specific Objectives
- Able to explain about body & mind, how it is works and physical and mental health
- Can explain how people become a social man and women.
- Identify the types of discrimination the girl-child and boy-child or women and men comprise
- Explain the social values, culture and identify the role of values and culture in respect of human behavior.
- Explain about emotions and identify the relation among emotions, human behavior and violence
- Tell about the violence, types of domestic violence and explain the psychosocial causes of violence
- Explain the concept of counseling and quality of a counselor
- Explain about crisis, stress, trauma and stigma and capture the techniques to overcome it.
- Explain about the support we can provide at the Union and village level.
- Express their commitments what they can do or contribute after returning from training.
Summary of the session:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Subject</th>
<th>Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step-1</td>
<td>Body &amp; Mind and how it works?</td>
<td>Discussion &amp; slide presentation</td>
<td>20 m.</td>
</tr>
<tr>
<td>Step-2</td>
<td>Physical and Mental Health</td>
<td>Group discussion</td>
<td>20 m.</td>
</tr>
<tr>
<td>Step-3</td>
<td>Summarization of the session</td>
<td>Participatory discussion</td>
<td>5 m.</td>
</tr>
</tbody>
</table>

Process of the session:

Step-1 : Body & Mind and how it works?

- Share the topic of this step with the participants. If necessary, write it on the board or stick the paper on the board which has already written.
- Ask them what is mind and body and write the point on the board derived from answer.
- Display the concept about mind and body by synchronizing all points from the participants.
- Clear the concept by presenting slide.
- Listen from one/or two participants about mind and body.
Step-2 : Physical and Mental health related concept

- Initiate discussion on physical and mental health among participants.
- Form a group among participants who are sitting side by side and tell that each of the group will discuss and make some points to present afterwards.
- Give five minutes to discuss each other.
- Collect points from all groups.
- Clear the concept of physical and mental health by bringing together all the points from the participants.
- Clarify the concept by presenting slide.

Step-3 : Summarization of the session

- Examine participants concept about what is mind and body and how they work.
- Check how much participants understand about physical and mental health.
Body & Mind: Physical and Mental Health

What is Body and Mind?

Human being is created by combination of both body and mind. Mind is beyond of touch, and cannot be seen. On the contrary, body is noticeable, can be touched and hold. Body is made with different parts of organ. We need these different parts of body to perform any kind of work. Mind lives deep inside the body. Mind is the domicile of all the emotions like as; happiness, sadness, delight, pain, anger, jealous, hatred, compassion, love, frightened etc, of human being. To express these emotions body is essential as well as mind. Body and mind is related to each other and one contributing other. Finally we can say; the invisible part of the body is mind and the visible part of the mind is body.

How it works?

In our Mind we think, dream, imagine the setting, and plan. We interpret this thoughts, dream or plan into reality through Body. By example; Leonardo da Vinci got famous by his painting the Mona Lisa. He first dreamed or imagine the figure inside his mind, sketched over there and then reflected it into his canvas through body. So, the Mona Lisa is a product of both body and mind. Whatever human being is approaching to do, its origin is in its mind then it come into through body. So, whatever mind is demanding or not we need body to implement, on the other hand, what body is demanding or not we need mind to execute. Mind is dormant without body and body is inactive without mind. So, one is correlating to other.

Physical and Mental Health

Usually, people’s health concept is mainly based on physical health. All sorts of physical problems and illness have been emphasized in such concept. In most case, health is meant by physical health. Perfect functioning of body refers to good health and physical problem regards as illness. But health is multidimensional. The WHO defines health as “Health is a state of complete physical, mental and social wellbeing and not merely an absence of disease or infirmity”.

Mental Health
Mental health is person’s thought feelings and ability to respond many varied experiences of life with flexibility and sense of purpose, as well. Mental health has been defined as “a state of balance between the individual and surrounding world, a state of harmony between one and other, coexistence between the realities of the self and that of other people and that of the environment. In good mental health, an individual can realize his/her potentialities, cope with normal stress of life, accomplish his/her job appropriately and contribute to the society.

Indicators of good mental health
Psychologists have mentioned the following characteristics as attributes of a mentally healthy person:

A mentally health person is-

a) free from internal conflicts; not at ‘war’ with himself;
b) well-adjusted; get along well with others; accepts criticisms from others and is not upset easily;
c) searches for identity;
d) possess a strong sense of self-esteem;
e) understand own needs, problems and goals (this is known as self actualization)
f) holds self-control and able to coordinate rational and emotion;
g) able to face problems and tries to solve them intelligently, i.e., coping with stress and anxiety.

Mental Illness
Mental illness causes depression and inconsistency to an individual. It can be identified by the outsider.

William C. Menninger, President of Menninger Foundation, Topeka, Kansas, United State of America drew up the following characteristics of mental ill person:

- Always worried
- Unable to concentrate because of unrecognized reasons;
- Continually unhappy without justified cause;
- Lose temperament easily and often;
- Troubled by regular insomnia;
- Wide fluctuations in moods from depression to elation, back to depression, which incapacitate the person;
- Continually dislike to be with people;
- Upset if routine of life is disturbed;
- Children consistently get on him nerves;
- afraid without real cause;
- he is always right and other person always wrong;
- numerous aches and pains for which has no physical cause
Mind is beyond of touch, and cannot be seen. Mind is the domicile of all the emotions like as; happiness, sadness, delight, pain, anger, jealous, hatred, compassion, love, frightened etc, of human being.

Body is noticeable, can be touched and hold. Body is made with different parts of organ. We need these different parts of body to perform any kind of work.

The invisible part of the body is mind and the visible part of the mind is body.
Summary of the session:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Subject</th>
<th>Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step-1</td>
<td>Society, Rituals of the society</td>
<td>Group discussion</td>
<td>20 m.</td>
</tr>
<tr>
<td>Step-2</td>
<td>socialization process</td>
<td>Role play and Group discussion</td>
<td>40 m.</td>
</tr>
<tr>
<td>Step-3</td>
<td>Summarization of the session</td>
<td>Participatory discussion</td>
<td>15 m.</td>
</tr>
</tbody>
</table>

Process of the session:

**Step-1 : Society and Rituals of the society**

- At first stick the paper on the board with name of the session and give some ideas about the discussing topic.
- Try to know the participant’s view about the society. Can discuss about the elements of the society.
- Can discuss who decide the rituals of the society and who educate the new generation. Listen participant’s opinion and focus discriminatory rituals from gender aspect as an example while you discuss.
- Be careful that the trends and norms of the society that are followed in behaving with the children must come into the discussion point.
- Close the discussion by pointing out that we follow and guided by the rituals and norms which our society is holding.
Step-2 : Socialization process:

- Give the idea of the discussing point of this step and prepare them for role play.
- Divide the participants into five groups and encourage them to role play.
- Give the topic and time to each group. Ten minutes for preparation and four minutes for role play for each group.

  Topic of 1st group: Childhood  
  Topic of 2nd group: Adolescent  
  Topic of 3rd group: Youth  
  Topic of 4th group: Older  
  Topic of 5th group: In what process human being learn these topics of the society

- After delivering the topic tell them to get prepared and co-operate them to understand the topic. Keep notice that preparation can be completed by given time.
- After particular time tell all groups to come together and tell them to play their role.
- After performing a group ask for opinion or point from other group about the topic and let them speak on it. You can participate to make the topic clearer if needed. Be careful that discussion will focus on the topic not more on performance.
- Try to know the participants response after finishing the role play and close this step by ensuring that everybody has clear concept about socialization process.

Step-3 : Summarization

- Try to listen from some participants about how social rituals and norms guide/lead people.
- Listen participants response on how people learn this rituals and norms from the society.
- Close the session by ensuring clear understanding of the participants about socialization process.
Society and Social Customs

Society
When some people live together, are related to each other, believe in same ideology and accustom to similar social norms- then it is called society.

Social customs
Every society possesses an ideology, which provides guidance to the society and the social customs are constructed on the basis of ideology. For example, our society uphold patriarchal ideology, hence our social customs are based on that. If we look into our society, we see that our social customs are constructed to ensure domination, control and dignity for men. Men will be involved in income generating activities whereas women will be confined in domestic chores. In our society men will accepted for guardianship. They will have more right on property than women. Bride grooms will take dowry from brides’ father during marriages. The external world will be open for men and internal for women. Men will be independent and women will dependant to them. So, we see that through the above social customs people foster ideology and belief of patriarchy.

Socialization
Men and women live in the society within the socialization process. They have to maintain social customs; and their behavioral patterns and practices are constructed on the basis of that. So, it is said that we born in freedom but the society bound us within some rules and practices. Our society is dominated by men. They constructed social rules, customs, practices and taboos from patriarchal perspectives. We define the roles of men and women on the basis of our longtime social and cultural practices. We rear our boy and girl children on the basis of that. ‘Masculinity’ and ‘femininity’ are taught to them throughout the life cycle- i.e. childhood, adolescent hood, youth, conjugal life and working life. Socialization process refers to the conventional process of growing up as men and women.

Babies in Mother’s Womb: Introduce differentiation
The family members as well as the parents express their desires regarding the sex of unborn baby- whereas it will be boy or girl. Usually, they desire a boy, as it is regarded as property and family glory in our society. They also believe that it will preserve the family race.
Childhood: Start differentiation

After birth boy and girl children grow up in difference. A boy is welcomed with pomp and grandeur than a girl. His naming and dressing is different to a girl. His toys and games are different too. A boy can go to market with his father, but a girl cannot. She cannot go to the play ground with him. Hence her world is confined. Boys are provided with more food. Emergency medical services are provided to them when they are sick. On the contrary, girls get less food and are neglected when they are sick. As a result they suffer from malnutrition. Gradually, boys are oriented with productive activities. They are introduced to and involved with father’s activities. From childhood boys and girls are grown up with different perceptions.

Adolescent hood

Adolescent boys and girls lie in between dreams and reality. Biological changes start in the body at the age of nine. Their biological changes are treated by the elder from different perspectives. Particularly girls are treated specially. Different rules are attributed to them. Different taboos are introduced to them. They are given lessons for husband’s and in-law’s house. Besides, girls come to know their lesser right on husband’s and father’s property in childhood. As a result, it creates inferiority complex to her and they start thinking as helpless and hopeless. On the other hand, boys get opportunity for growing up independently. They have been provided with skills on income generating activities. They are encouraged and provided with especial care for education. They are warned continuously that they will have to take responsibility of the family as they are men. During childhood, boys also come to know about their greater right to the father’s property.

Youth

After attaining youth, the young women start new life after marriage. They have to face different tests and trials in their in-law’s house. They have to stand for trials on chastity of a wife, intelligence, behavior, skills in household activities; by in-laws and their relatives, even by husbands. In establishing themselves as ideal women, they lose own identity. On the other hand, young men get different opportunities to establish themselves. Family provides them with opportunities to get education, life skills etc. They have control over the family properties and resources; and wife and daughter affairs as well. Getting service of wives is regarded as their right. These types of perceptions construct a type of worldly pleasure mentality to men. Family desires masculine attitude to them. In case of exception or absence of such attitude will define them as men with feminine nature. If any husband is compassionate with wife’s matter, he would be regarded as henpecked husband. As a result, a man becomes a master of a wife, instead of co-operator.
Session-4  Difference and discrimination between Men & Women

Objectives  : At the end of the session participants will be able to-
- Identify the differentiation among girls and boys or women and men
- Identify and explain what type of discrimination girls and boys or women and men comprise

Duration  : 1 hour
Method  : Group discussion, slide presentation and picture presentation
Materials  : Slide, Handout

Summary of the session:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Subject</th>
<th>Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step-1</td>
<td>differentiation between women and men</td>
<td>slide presentation</td>
<td>20 m.</td>
</tr>
<tr>
<td>Step-2</td>
<td>discrimination the women and men comprises</td>
<td>Group discussion</td>
<td>30 m.</td>
</tr>
<tr>
<td>Step-3</td>
<td>Summarization of the session</td>
<td>Participatory discussion</td>
<td>10 m.</td>
</tr>
</tbody>
</table>

Process of the session

Step-1  : Differentiation between women and men

- At first stick the paper on the board with name of the session and give some concept about the discussing topic.
- Discuss through slide and picture presentation about the differentiation among women and men and ensure maximum participation from the participants.
- Close the discussion of this step by examining that participants could understand clearly about the physical differentiation or biological characteristics of women and men through this discussion.
Step-2  : Discrimination among the girl-child and boy-child or women and men

- Clear the point of the discussion among the participants.
- Focus the gender concept in discussion by describing that there is another kind of differentiation among women and men that is social.
- Discuss by giving example that this differentiation is discriminatory.
- Divide the participants into four groups and identify the areas of discrimination through group work.
- Be sure that the participants are clear enough about two types of differentiation and discrimination among women and men.
- Sum up this step by examining how much they can explain about this concept.
- Provide handout to assist discussion.

Step-3  : Summery of the session:

- Examine participants whether they clearly understand the sex or the differentiation of biological /physical characteristics of women and men.
- Discuss and examine gender that is the different social characteristics among women and men made by the society is discriminatory.
- Sum up the session by giving thanks to all.
**Sex and Gender**

**Sex**
Sex indicates the biological/physical differences between men and women that we are born with, based on our sexual and reproductive functions; for example women can give birth and breastfeed and men produce sperm. Sex is universal and is generally unchangeable. The terms ‘male’ and ‘female’ are used to describe the sex of an individual.

**Gender**
Gender indicates the socially-created differences between men and women and is changeable in societies, cultures and even families over time. It refers to the economic, social and cultural attributes and opportunities associated with being male or female. Societies create and assign gender attributes, roles and relationships to girls and boys, women and men, and there is often considerable social pressure to conform to these ideas about behaviour. For example, in many societies women are expected to be subordinate to men. But in some societies women are dominant in decision-making and in other societies it is expected that women and men will participate equally in decision-making.

**Differences between Sex and Gender**

<table>
<thead>
<tr>
<th></th>
<th>Sex</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, biologically defined</td>
<td>Socially constructed roles and responsibilities</td>
<td>Gender rules/regulations are learned/imposed – we build them in our own minds</td>
</tr>
<tr>
<td>Determined by birth – we are born with it</td>
<td>Difference in dress and behavior</td>
<td>Same throughout the world – universal</td>
</tr>
<tr>
<td>Determines our bodily functions</td>
<td></td>
<td>Differs between and within cultures – includes variables identifying differences in roles, responsibilities, attitudes, opportunities, expectations, needs and constraints</td>
</tr>
<tr>
<td>Same throughout the world – universal</td>
<td></td>
<td>Generally unchangeable</td>
</tr>
<tr>
<td>No difference observed in place – time – person</td>
<td></td>
<td>Changeable over time</td>
</tr>
<tr>
<td>Generally unchangeable</td>
<td></td>
<td>Difference observed in place – time – person</td>
</tr>
</tbody>
</table>
Discrimination between men and women

Discrimination
Discrimination denotes deprive of equal rights and opportunity. For example, women get fewer wages than men with same work hour. So, here discrimination exists in wage distribution.

Discrimination between men and women: According to CEDAW, Discrimination denotes division between men and women. As a result, women are treated as subordinate to men; and their human rights in social, economic, political and cultural arena are hampered. In our society, there are a lot of discriminations, which are described below -

Work
Gender division of labor exists in our society. Women’s work are mainly determined as household activities e.g. rearing children, nursing the elder, looking after the guests, washing dish and cloths etc. On the other hand, men’s are involved in productive activities i.e. business, harvesting, shopping, office job, industrial work and so on. Women do unpaid job, whereas men paid. As a result, women become dependent to men.

Education
Another significant discrimination of men and women is unequal opportunity for education. Men and women do not get equal opportunity for education and training. A number of girls drop out before entering into college and university. They are victim of early marriage and their education is treated as unnecessary by the parents.

Occupation
Women get chance for job, only when the financial condition of the family is poor. On the other hand, their job nature is determined by the family. They are preferred for less managerial job e.g. teaching in primary school, college; nursing; telephone/computer operator; receptionists etc.

Resources
In our society, unequal right prevails regarding control of men and women over resources. According to Muslim Family Law, women get half of the inheritance property. Moreover, they cannot retain the allocated property due to power exercise by men. If they able to attain it, they have less control over the property.
Mobility
In our society, Women cannot go outside of the house independently. They are not allowed to go far alone. Male companions, even minor boys are sent with them for the sake of security.

Social Functions
Women are mainly allowed to participate in the social functions wedding; birthday, obituary etc. They have limited scope to participate in the massive social functions like meeting, congregation, rally, procession, shalish, public gathering etc.

Casting Vote
Women cannot cast her vote independently. They have to exercise this right according to the strong opinion of male family members like brother, father, husband, father in-laws and so on.

Political activities
Women are discouraged to participate in political activities. Women’s active participation in procession, meeting etc is not approved easily by male family members. If they do so, they are rebuked and punished sometimes.

Leadership
Women’s leadership is not recognized in the society. ‘Men will always lead’ -is the strong perception of the society.

Medical Care
Discrimination prevails in getting medical care for women. At primary stage of disease, women’s medical care is neglected by the family members. Traditional Purdah system does not allow her to go to the hospitals/clinic to get reproductive health services. They are taken to Hospitals at the last stage of disease or in case of emergency.

Information
Women’s access to information is insufficient. In house or in office, newspapers are mainly read by the men first. Scope for using internet is limited for women. As a result, men’s information volume is greater than women.

Dignity
In our society, women have no dignity at all. Women are considered as subordinate to the men. As they are not income earning, their opinions are merely heard.

Decision making
Women are neglected in the decision make process. In a family, father gives decisions on the important issues e.g. business, buying or selling properties, marriage, education and so on. On the other hand, a mother can give decision on minor issues like homestead tree plantation, buying furniture etc. A man can take decision independently about his marriage. On the other hand, a woman cannot take decision of giving birth of her child, though the process is toilsome and may occurs severe health hazard.
**Session-5**  
**Values, Culture and Human Behavior**

**Objectives**: At the end of the session participants will be able to -
- Explain the social values and culture.
- Identify the role of values and culture in respect of human behavior.

**Duration**: 45 m.

**Method**: Participatory discussion, Slide show

**Materials**: Slide, Handout

---

**Summary of the session:**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Subject</th>
<th>Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step-1</td>
<td>Social values and culture</td>
<td>Participatory discussion, Slide show</td>
<td>15 m.</td>
</tr>
<tr>
<td>Step-2</td>
<td>Influence of values and culture of human behavior</td>
<td>Participatory discussion</td>
<td>20 m.</td>
</tr>
<tr>
<td>Step-3</td>
<td>Summarization of the session</td>
<td>Question/Answer</td>
<td>10 m.</td>
</tr>
</tbody>
</table>

---

**Process of the session:**

**Step-1: Social values and culture**

- Try to know first what values are and discuss our social values by creating some example.
- Ask them what culture is by referring some example.
- Clear the concept by discussing about the culture after slide show.
- Mention some example of common values and culture of our society.
- Try to add more example which reflect patriarchal values and culture.
- Shift to next discussion after examining that everybody has clear concept on social values and culture.
Step-2 : Human behavior

- Pick out the point about good behavior and bad behavior of the people from participants through discussion.
- Does the behavior equally honor men and women which are influenced by the patriarchal values and culture- include this into the discussion.
- Discuss if we want to bring change into the behavior of people then from where we can do this.
- Social values and culture made a significant role defining human behavior – try to clear this concept and close this step.

Step-3 : Summery of the session

- Make the concept clear that human beings are guided by values and culture plays a significant role.
- Sum up the session giving all necessary answer to the participants.
Values, Culture and Human Behavior

Values

Values cannot be touched. It exists in human mind. Values are such an ideology, which we believe in heart and practice and promote, so that, others become enthusiastic practicing it. For example, in our society most of the people are followers of patriarchy and they practice and promote it.

Our society has a strong structure of practicing and promoting values. For example, head of the family will be a man. All social organizations will be male headed and be managed and administered by men. These organizations will uphold men's supremacy. For instance, educational institutions are social organizations. Still now most of the school, college, university campaign for patriarchal ideology and culture.

Culture

Our culture consists of our surroundings. Culture is collections of human behavior. It consists of ideas, rules, norms, thought, practice, values, humanity, belief, attitude, and so on. We create culture for our wants. As we grown up in social environment, we learn and attain it socially. Culture is subjected to mind. It is related to thought, intelligence, perception, concept etc. So, social ideology has profound relationship with culture.

Human Behavior

We are controlled by mind. Mind provides us guidance-what we will do or eat or say. Mind provides guidance to every human behavior. Mind controls human thought, likings, respects etc. While a baby take birth, it does not know anything about society. During growing up as a man/woman, he/she will be habituated with social ideology through socialization process. His/her intelligence, thought are outcomes of the culture of society. His/her behavioral patterns are also influenced by social ideas, ideology and culture. Culture determines: whether a man will eat by hand or fork; make violence to his wife or not. Values and culture determine the behavioral pattern of individuals, though they born separately.
Session-6  Emotion and expression of emotions

Objectives: At the end of the session participants will be able to-
- Tell about the emotions and expression of the emotions.
- Identify the relation among emotions, human behavior
  and violence

Duration: 1 hour

Method: wall write, card and present

Materials: Slide, Handout

Summary of the session:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Subject</th>
<th>Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step-1</td>
<td>Emotions and expression of the emotions.</td>
<td>Cards writing</td>
<td>30 m.</td>
</tr>
<tr>
<td>Step-2</td>
<td>Expression of emotions</td>
<td>Participatory discussion</td>
<td>20 m.</td>
</tr>
<tr>
<td>Step-3</td>
<td>Summarization of the session</td>
<td>Question/Answer</td>
<td>10 m.</td>
</tr>
</tbody>
</table>

Process of the session:

Step-1 Emotions and expression of emotions
- Give the idea about discussion topic.
- Ask them what emotion is and how people express emotion.
- Distribute cards among participants and tell everybody will write down two words of expressing emotions on the cards.
- Tell them stick the card on the board after finishing writing.
- Divide the cards into six category following the expression like as; anger, jealous, delight, love and compassion, fear and anxiety, sorrow-frustration etc. while sticking on the board.
- Invite participants to read loudly from the board. Make sure that the topic is clear to everybody.
Step-2  : Expression of emotion
- From the beginning, fix two brown papers on the wall.
- Give marker to the participants and tell them to write how we express our emotions like as; if we feel sad or anger how we usually express ourselves.
- Invite participants to read aloud after finishing writing and relate expression led to violence
- Ensure that the topic is clear to everybody

Step-3  : Summery of the session
- Make the concept clear that emotion and expression of emotions.
- Try to relate the behavior, expression of emotion and violence
- Sum up the session giving all necessary answer to the participants.
Emotion

Emotion
Usually, emotion means excitement of an individual to react to the environment. Emotion is internal physical condition. Emotion is physiological but we can control its level of expression. An emotion may be exposed or not.

Reaction of Emotion
Physical and mental

Physiological Reaction
- Increase heart beat
- rapid breathing
- sweating
- increase blood pressure
- no salivation
- pupil enlarge
- shivering

Mental Reaction
- tension
- depression
- mental stress
- lack of attention
- insomnia
## Expression of feelings

<table>
<thead>
<tr>
<th>Statement</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wanted to make my son a doctor, now he is a doctor</td>
<td>Fulfillment of hope, zeal, satisfaction, pride</td>
</tr>
<tr>
<td>Which one I’ll buy while two dresses are beautiful?</td>
<td>Indecision, hesitation, dilemma, repent</td>
</tr>
<tr>
<td>If you any one slapped you</td>
<td>Pain, embarrassment, anger, pleasant, unpleasant, insult, intolerable, restless, inferiority complex, annoyance</td>
</tr>
<tr>
<td>If anybody pinches you</td>
<td>sadness, hot temperament</td>
</tr>
<tr>
<td>eating favorite dishes</td>
<td>Relish, happiness, delight, joy</td>
</tr>
<tr>
<td>If favorite dress is torn</td>
<td>surprise, unpleasant, depression</td>
</tr>
<tr>
<td>If anybody offers you love openly</td>
<td>Surprise, excitement, unbelievable, stupidity, embarrassment</td>
</tr>
<tr>
<td>Sufficient eating</td>
<td>Fulfillment, tranquility, unhappiness, tiredness, inactive, sleepy, comfort</td>
</tr>
<tr>
<td>If any insecticide is on your body</td>
<td>Uneasy, dirty, disgust, panic, restless</td>
</tr>
<tr>
<td>Extra handsome/beautiful husband or wife</td>
<td>Pride, mistrust, tension, attraction</td>
</tr>
<tr>
<td>If anyone gifts you</td>
<td>Delight, excitement, curiosity, enthusiasm</td>
</tr>
<tr>
<td>If you have a tame animal for long time</td>
<td>Affection, fascination, attachment, anxiety</td>
</tr>
<tr>
<td>If any miscreant offers you marriage</td>
<td>Insecurity, sympathy, silly</td>
</tr>
<tr>
<td>If you are in tension</td>
<td>Hot temperament</td>
</tr>
<tr>
<td>If husband marriage anybody</td>
<td>Attack, revenge, stun thunderstruck, horrible</td>
</tr>
<tr>
<td>If you are sitting in a place for a long time</td>
<td>Monotonous, loneliness</td>
</tr>
</tbody>
</table>
### Session-7

#### Domestic violence: Types and Psychosocial causes

**Objectives**: At the end of the session participants will
- Know about the domestic violence and types of violence
- Can identify the causes behind the violence and explain the psychosocial perspective

**Duration**: 1 hour

**Method**: Seminar and Case Analysis

**Materials**: Case, Handout

---

**Summary of the session**:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Subject</th>
<th>Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step-1</td>
<td>Domestic violence and types of violence</td>
<td>Participatory discussion, seminar</td>
<td>30 m.</td>
</tr>
<tr>
<td>Step-2</td>
<td>Causes of violence</td>
<td>Case analysis &amp; participatory discussion</td>
<td>20 m.</td>
</tr>
<tr>
<td>Step-3</td>
<td>Summarization of the session</td>
<td>Question/Answer</td>
<td>10 m.</td>
</tr>
</tbody>
</table>

**Process of the session**:

**Step-1**: Domestic violence and types of violence

- Give idea about discussing topic.
- Divide participants into five groups
- Distribute four types of cards that has been categorized as physical violence, mental violence, sexual violence and financial violence. Each group will have to identify which kind of violence usually face the people of their community related the topic of the card they have been selected.
- Give one case to the number five group and tell them to find out the causes of violence through case analysis
- Give 20 minutes to the group to do the tasks.
Invite each group to present and give opportunity to add other groups’ opinions after finishing.

Hang the chart paper on four corners of the wall after finishing the presentation and hang one blank paper beside the other papers.

One group will discuss the causes of another group by observing the written types and add this in the blank paper. Remind them to consider the discussion of previous session while finding out the causes.

Tell them that each group will observe another groups tasks or exercise.

Tell group five to present the result of analysis after observing whole groups tasks and ask them to add if they want. Participate with them if necessary.

Step-2  : Psycho social causes of Violence

Present identified causes in short and explain them in psychosocial perspective.

Check out that the idea is clear about the types and causes of violence from the session.

Be sure that they can relate the causes of violence with mind and body, differentiation and discrimination among women and men, values and culture, expression of emotions through their discussion.

Sum up the session by summarizing the discussion.
### Session-8

**Impact of violence against Women and Children**

**Objectives**: At the end of the session participants;
- Can explain the impact of body and mind caused by women and children violation

**Duration**: 1 hour

**Method**: Slide show

**Materials**: Handout

### Summary of the session:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Subject</th>
<th>Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step-1</td>
<td>Physical and mental impact of violence against women and children</td>
<td>Participatory discussion, seminar</td>
<td>30 m.</td>
</tr>
<tr>
<td>Step-2</td>
<td>Summarization of the session</td>
<td>Question/Answer</td>
<td>10 m.</td>
</tr>
</tbody>
</table>

### Process of the session:

**Step-1**: Physical and mental impact of violence against women and children

- Write down the discussing topic on the board and make it clear.
- Give example of some types of violence from previous session and discuss the nature of physical and mental pain/shock of repressed women and children.
- Write down the points said by the participants.
- Show the slide on physical and mental shock.
- Make it clear that the impact of violation affect more on mind than body. Take support of handout if needed.

**Step-2**: Summarization of the session

- Try to know participants opinion or response.
- Sum up the session after summarize the discussion.
Mental effects for Violence against Women and Children

The mental effects of a survivor:

- inferiority complex and vacant mind
- loss of memory
- nightmare
- helpless
- hopeless
- tension for physical condition and future
- remembering the incidence continuously
- distorted faith
- lack of self control
- mental stress due to threat
- lack of attentiveness
- feel like the actual incidence again and again
- denial of the reality
- Afraid of the person, things, place involved in the incidence
- Loss of self identity
- Lack of self control, anger and annoyance
- Unhappiness
- Suicidal tendency
- Lack of self-confidence
- Indecision and unable to solve any problem
- Lack of capacity for social relation-building
- Restless, exhausted, bad headache and loss of appetite
- Lack of capacity for normal activity
- Mental stress due to non-cooperation of family and society
- troubles in conjugal life
- Insomnia
- Lack of capacity for personal relation-building
Session-9  Concept of Counseling

Objectives: At the end of the session participants;
- Can explain the concept of counseling

Duration: 45 m.

Method: Participatory discussion and slide show

Materials: Slide, Handout

Summary of the session:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Subject</th>
<th>Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step-1</td>
<td>Counseling: What it is and what not? What is psycho social counseling and why?</td>
<td>Participatory discussion &amp; slide show</td>
<td>20 m.</td>
</tr>
<tr>
<td>Step-2</td>
<td>Steps, elements and ethics of counseling</td>
<td>Participatory discussion, slide show</td>
<td>20 m.</td>
</tr>
<tr>
<td>Step-3</td>
<td>Summarization of the session</td>
<td>Question/Answer</td>
<td>5 m.</td>
</tr>
</tbody>
</table>
Step-2: Steps, elements and ethics of counseling

- Try to know the opinion of participants about the steps and elements of counseling and listen their answers.
- Clear the topic by presenting slide.
- Ask everybody whether they are clear about the topic.
- Sum up the session by thanking to all.

Step-3: Summarization of the session

- Try to know participants opinion or response.
- Sum up the session after summarize the discussion.
Concept of Counselling

Counselling

Counselling is a process in which the helper (counsellor) expresses care and concern towards the person with a problem. The purpose for counselling is to create an environment of trust where the client can learn more about their thoughts, their feelings, and their life. Through this process, the client is able to take action to achieve their goal or to solve their problem(s).

Counselling is a supportive relationship that helps a person cope with some aspect of his/her life. The process of counselling aims to empower people to acknowledge and understand their problem(s) so that they can reduce/solve them. It is an interpersonal communication through which a person is helped to assess his/her current situation, explore his/her feelings, and arrive at a solution to cope with the problem.

The Three Stages of Counselling

Helping the client to tell his/her story (problem identification)

Here the client discusses the problem by describing it and locating its cause(s) and effect(s).

The counsellor should be able to differentiate between the real problems versus the presented problem, if such a difference exists.

The counsellor guides the client to prioritise his/her problems — to deal with the life threatening issues first and address the underlying or root causes later.

Identifying problem solving options (consider options)

The counsellor helps the client to consider his/her options; what can be done to solve the problem?

Together the client and counsellor identify and discuss possible interventions.

The counsellor provides necessary information for each option and conveys its specific advantages and disadvantages.

Make an implementation plan (action plan)

Here the counsellor helps the client to develop the steps to implement his/her chosen option.

Together they review the plan, and the counsellor equips the client with the knowledge and skills to carry it out.

This involves demonstration wherever necessary/possible, such as preparation of a safety plan.

Counsellor and client schedule a future appointment to appraise the strategy
What Are The Three Forms Of Counselling?

1. **Individual counselling:**
   Individual counselling is counselling offered to one person at a time. The counsellor will help the clients to make decisions about their concerns and how to manage their lives.

2. **Group counselling:**
   Group counselling is where more than two people with a common concern or interest are counselled at the same time. It involves an interactive discussion between the counsellor and the group members.

3. **Couple counselling:**
   Couple counselling is when a pair of partners come to be counselled together. Couple counseling shall not be utilized until an assessment has been conducted which indicates the victim is at low risk for endangerment of further abuse due to the counseling. The assessment shall, at a minimum, document that the abuser is taking responsibility for his behavior and that all forms of physical abusive behavior have stopped. In addition, it shall document that the victim is not taking responsibility for the abuser's behavior, and has acquired sufficient assertiveness skills to state her needs in the relationship. This section does not preclude brief meetings conducted jointly with the victim and the perpetrator for the purpose of explaining or informing the parties about such matters as program procedures, behavioral contract provisions or anger management techniques.
Session-10 Qualities and Ethics of a counselor

Objectives: At the end of the session participants;
- Can explain the qualities of counselor
- Can tell about the ethics of counselor

Duration: 1 hour
Method: Writing cards and making Tree
Materials: Leaf shaped cards, Handout

Summary of the session:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Subject</th>
<th>Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step-1</td>
<td>Qualities of a counselor</td>
<td>Cards writing and tree making</td>
<td>35 m.</td>
</tr>
<tr>
<td>Step-2</td>
<td>Ethics of counseling</td>
<td>Participatory discussion, slide show</td>
<td>15 m.</td>
</tr>
<tr>
<td>Step-3</td>
<td>Summarization of the session</td>
<td>Question/Answer</td>
<td>10m.</td>
</tr>
</tbody>
</table>

Process of the session:

Step-1: Qualities of a counselor

- Give the idea to the participants on the discussing issue.
- Distribute the leaf shaped cards to the participants. Good qualities will be shown on green cards and yellow cards will show what not to do.
- Hang the chart paper painted trees with branches on the board.
- Tell all to tag the leaf they have got. Arrange glue or tape to stick the leaf.
- Call two among the participants after sticking all the leaves. One will read green leaf and other will read yellow leaf so that everybody hear them.
- Thanks them after finishing reading.
- Tell the participants that the qualities written on green leaf must a counselor should have and the characteristics written in yellow leaf should be avoid by the counselor. A counselor avoids the characteristics written in yellow leaf just like a falling leaves of a tree.
- Sum up the discussion by ensuring whether the topic is clear to all.
Step-2: Ethics of the counselor

- Ask participants, what to do and what not to do
- Discuss the topic by accommodating all participant’s answers.
- Present the slide and sharpen the concept.

Step-3: Summarization of the session

- Summarize the whole session.
- Try to know participants’ opinion or response.
- Sum up the session after summarize the discussion.
- Check out that the topic is realized by all.
- Close the session by distributing handout and thanking all.
We stand for others

**Objectives**: At the end of the session participants will able to-
- Explain about crisis, stress, trauma, and stigma and capture the techniques to overcome it.
- Can grasp the techniques of being self-confident by analyzing four windows of mind.

**Duration**: 1 hour 30 m

**Method**: Cooperative reading and presentation

**Materials**: Handout

### Summary of the session:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Subject</th>
<th>Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step-1</td>
<td>Crisis, stress, trauma and stigma</td>
<td>Cooperative reading and presentation</td>
<td>50 m.</td>
</tr>
<tr>
<td>Step-2</td>
<td>Mind analysis and self-confidence</td>
<td>Single presentation and slide show</td>
<td>30 m.</td>
</tr>
<tr>
<td>Step-3</td>
<td>Summarization of the session</td>
<td>Question/Answer</td>
<td>10m.</td>
</tr>
</tbody>
</table>

### Process of the session:

**Step-1 : Crisis, stress, trauma, stigma**

- Show the chart paper that written the name of the session and give idea about discussing topic.
- Divide participants into four groups. Give handout to every groups. Like as; Crisis – group 1, stress- group 2, trauma- group 3 and stigma- group 4.
- Tell every group to read the handout find out what it is and how one can overcome it. Tell them to prepare for presentation. Give them 20 minutes.
- Cooperate them to finish the tasks in due time. Welcome them to present one by one after finishing the tasks.
- Invite comments from other groups while one group is presenting.
- Coordinate the topics of four groups after completing presentation and start processing next session.
Step-2  : Mind analysis and self-confidence:

- Give the idea of four windows of mind by showing slide and analyse how it works.
- Tell them what self-confidence is and how it can be increase.
- Tell everybody to think by closing their eyes and tell them to identify two best courageous step that he/she made in life. Give two minutes to think.
- Tell them to say one courageous task in short and cooperate them to see/realize how four windows works. Tell them the more one can utilize these stages the more he/she will become self-confident.
- Try to know that the topic is clear to all.

Step-3  : Summary:

- Focus on key learning point of the session shortly.
- Check out that the techniques of become self-confident is clear to all.
- Ask them whether they can help others in this matter and close the session thanking all.
We stand for others

Crisis

Crisis is such an acute experience for an individual, while his/her normal adaptation quality does not work at all. As a result, he/she becomes helpless and faces emotional, behavioral, physical and mental problems. Crisis is of mainly two types: i) manmade; and ii) natural.

The followings are some examples of crisis:

- Risky condition or trauma- death of relatives; victim of violence, rape; fall into accident, etc.
- Adolescent hood and aging related mental stress- ministration; menopause; admitting in school; getting marriage; become parent
- Change related mental stress- joining in new service; losing job; changing job; changing situation
- Stress due to- determining aim in life; security concerns; wants for love.

Symptoms of crisis

Symptoms of crisis can be divided into five:

1. **Behavioral**
   - Anxiety; inattentiveness; walk unmindfully; aimlessness, inactiveness, wind up from others

2. **Mental**
   - Insomnia, tension, bad headache

3. **Emotional**
   - Panic, fearless, anger, sense of guilt

4. **Intelligence**
   - Irrelevant thought, vacant mind, unable to think

5. **Physical**
   - Weakness, shivering, increase heart beat
Mental Stress

Stress stands for physical and mental excitement. Threat, competitive mentality, changing surrounding creates such condition. A person feels mental stress while physical and psycho-social demands create tremendous pressure on mind. These types of demands are called stressor. It is outcome of different social, cultural, economic, political and reality factors e.g. death of nearest one, accident, violence, sexual harassment etc.

Different symptoms of mental stress

Physical- bad headache, abdominal pain, getting nervous, stiffing the muscles of neck and shoulder, increasing heart beat, insomnia, exhausting

Intellectual- delusions, indecision, inattention, in-coordination of memories, forgetting

Emotional- panic, anxiety, depression, irritation, staying away, unsocial, anger

Adaptation with the stressful condition

Adaptation is a skill, through which an individual can control mental and behavioral pattern during stressor. Adaptation skill might be positive or negative. Positive adaptation skill can help a person to cope with any problem. On the other hand, negative adaptation skill can push a person into a critical situation.

Examples of adaptation skills:

- Facing stressful incidence and struggle for improvement of the situation
- Search for helps of family and friends
- Positive thought and attitude to recover anxiety and depression
- Take the incident easy and adjust with the situation; outburst the emotions to release pain i.e. crying, discuss about the situation, look forward for bright future
Trauma

An individual may face a situation which is beyond the normal life (e.g. displaced after war; victim of violence like rape, acid throwing; extreme mental and physical punishment etc) and causes critical mental condition. Trauma exposed as painful mental state and cause negative impact on an individual. When a person or child is acute traumatized, they need help for expert opinion and medical treatment.

Usually, the experiences of trauma are:

- tremendous stress
- helplessness and lack of the control
- insecurity and anxiety
- fail to understand the reality, as the situation is beyond the experience

Prevention of mental trauma influence the protection and development of psychosocial wellbeing

Naturally, the most favorable condition for women and children is absence of violence or torment in life, which hamper their psychosocial wellbeing. But irony is, we often face such adverse situations due to occurrence of violence, discrimination and disaster. When the situation arises, service provider must make prompt responses and provide necessary assistance so that the victim can be rescued from greater loss. For that reason, the prevention activities can be considered as three steps (first, second and third). Each step might have different strategy and involve different professionals for the psychosocial wellbeing of the groups of individuals.
Stigmata

Making stigmata to an individual and group is one kind of blaming without any reason, which makes him disgraceful in the society. Usually, if someone conducts something beyond the social rules, ideas, he/she will be stigmatized and identified as a troublemaker of the society. For example, we have some social rules e.g. women will not go outside without permission; will not speak and keep quite in front of outsiders; will not oppose to the older. If someone does not obey to these rules, he/she will be stigmatized. Stigmata are made with a view to disgrace someone in the society.

Reasons for Stigmata are:

- to exercise power
- to hamper prestige of someone
- to take a revenge
- to hamper women and children’s right
- to threaten women and children
- to ensure self position
- to create negative image
- to exclude from the privilege of social life; or excommunicate
- to suppress someone’s ability, skill or knowledge
- to conceal the violence incident to impede justice

Bad Impact of Stigmata

- diminish self-confidence
- enhance self-willed; whimsicality
- detach from family, society
- closure of education
- involvement in crime
Resilience

Resilience is such a characteristic of an individual through which he/she can adapt him/herself in the stressful condition. The process of resilience varies person to person and situation to situation (e.g. sexual harassment, violence, discrimination). Nevertheless, different factors assist an individual to obtain resilience. Resilience is important for social protection. If community and family supports an individual, he/she will be able sustain in any adverse situation. The factors influencing resilience are both external and internal. These can be influenced by different relationship of individuals and social environment. These types of relationships and environmental component plays vital role in human life, particularly in childhood.

According to the above discussion, we are unanimous to point that an individual can overcome the extreme situation, if family and society provide with proper assistance. It should not be thought that everybody will react similarly in stressful incidence or they have long-term psychosocial problem.

Barn out

Continuous physical, mental and emotional stress creates barn out condition. The service providers who work with vulnerable people are less interest in career developments or fortune building. They are physically, mentally and emotionally barn out due to work with the vulnerable people. The barn out condition as a result of extreme work stress causes negative impact on personal and professional life of the service providers.

Reasons behind barn out in professional life

- longtime involvement in similar work without any diversity
- absence of appreciation or negatively evaluated by the supervisor
- supervisors always create the impression like the staff has not done his job properly
- conflict, stress and non-cooperation among the staffs
- lack of reliability among the supervisor and staff
- lack of opportunity for expressing opinion; initiating new ideas
- frustration and mental stress due to lack of guidance to take higher responsibility;
- discrimination and lack of transparency to select participants for training and conference
- lack of opportunities for time to time training for knowledge update
- personal conflict among staffs
The strategies to reduce professional Burnout condition

1. **Time to time supervision and cooperation meeting:** Manager and supervisor will not only evaluate or appraise the development, but also introduce such a process where they will be able to talk about their problems and seek assistance to resolve it.

2. **Recognize the critical work condition and provide opportunity to release relevant stress:** The process might be both formal and informal. For example, arrange a weekly tea break for all the staffs; organize an annual picnic or recognizing the stressful working condition through an official memorandum.

3. **Recognize the contribution of the staff:** Usually, the manager or supervisor identifies the lacking of the staffs but their contribution or concentration to work is not recognized. Their contribution or contribution should be appreciated.

4. **Encourage the staffs to take leaves and not to hamper personal life:** The staffs should be encouraged- not to work at late night; enjoy weekly holidays and informal holidays. Moreover, if they bound to work in holiday, further leave should be arranged for them and encouraged them to enjoy it. If the staffs cannot spare time for family or for their own, they will be frustrated. This continual tiredness and frustration will create negative impact on the activities related to the wellbeing of women and children.

5. **Transparency and impartiality:** The selection process of participants for trainings, workshops and meetings must be transparent and impartial. If someone has been selected for training continuously, then the other staffs will get an impression that they are being neglected.

6. **Organization must have a specific guideline and communication structure to address the problems of the staff:** An independent and transparent policy will assist the staffs to reduce stress, work load; and conflict resolution.

7. **Not to insult or criticize staffs openly:** If the supervisor or manager wants to provide negative feedback to the staffs, it should be done confidentially and constructively.
**Session-12**

**What we can do (Service delivery)**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>At the end of the session participants will able to-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Explain about the support we can provide at the Union and village level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method</td>
<td>Rotational contribution and participatory discussion</td>
</tr>
<tr>
<td>Materials</td>
<td>Brown paper, Handout</td>
</tr>
</tbody>
</table>

**Process of the session:**

**Step-1** : Our services are:

- Give idea what will be discuss in this session.
- From the beginning, Tag four brown papers on the four corner of the wall which will show the title Counseling, Preventive advertisement, Referral service, monitoring and record keeping.
- Divide participants into four groups.
- Give them marker and tell them to write down their suggestion on brown paper. Ensure it is discussed in the group what we can do our village level while writing.
- Tell the group to change their place and to visit another corner after particular time so that every group can provide their suggestion to every corners.
- Tell them to read four brown papers one by one after finishing writing and add if someone has any comments.
- Sum up the discussion by presenting summary of the session.
Reading Material

What we can do (Service delivery)

Counseling Services:

- Stand beside suppressed women and children.
- Promote mental strength of the survivors.
- Enhance self-confidence of the survivors
- Support survivors to identify key reason of the problem.
- Encourage to take initiative by one’s own to solve the problem.
- Support survivors to raise their enormous potentiality.
- Maintain communication with the survivors

Campaign for Prevention:

- Take initiative to raise awareness among community people about the importance and significance of the psychosocial counseling.
- Initiate campaign in the community about the harmful effects of domestic violence.
- Involve and Inspire Influential community people on this issue.
- Make active and involve different local institutions such as; Union Parishad, NNPC, Bazar committee, Kazi office, Gram police etc.
- Involve school and colleges in the community in campaign and initiate to make all students become aware in this issue.
- Encourage religious leader or institutions in the community to talk against domestic violence.
- Encourage youth group in the community to stand against domestic violence by organizing themselves.
- Take initiative to make active of the elected parliamentarian of the community.
- Involve information center of the union parishad to campaign against domestic violence.
Referral Services:

- Different government and non-government organizations are working to prevent domestic violence in the area. Information can be collected on the operation and services provided by the institutions.
- Inform or refer survivors to this kind of institutions while emergency arises (such as; Doctor, health center, counselor etc. for health services).
- Inform or refer survivors to the particular lawyers, private agency, court, thana, social protection group, marriage register etc. for legal support.
- Suggest for psychosocial counselor, psychiatrist, mental hospital to support mental health related problem.
- Above all, search the people who are voluntarily working for the suppressed women and children and inform survivors to seek their help.

Monitoring and Record keeping:

- Certain monitoring role is necessary regarding the cases or occurrences or initiatives taken for the survivors by anybody or any group. Sometimes the legal process takes so long therefore it is important to monitor the process in this case.
- In case of service delivery, this kind of information can be utilized in future if we can store this information. Moreover, this kind of information can be utilized for campaign as evidence. So, whatever services we provide in the community it is helpful to keep record.
**Session-13**

**My Promise (Action plan)**

---

**Objectives**: At the end of the session participants will be able to-
- Tell about what they can do or contribute after returning from training.

**Duration**: 30 m

**Method**: Fill up the Format

**Materials**: Format

---

**Process of the session:**

---

**Step-1** : My Promise

- Tell participants the present responsibility.
- Tell them to share what they will do or how they contribute returning from here.
- Distribute format to the participants and tell them to fill it up. Give 15 minutes for this task.
- Tell them read one by one after finishing fill up the format.
- Collect the format after reading.
- Close the discussion by summarize the session.
### My Promise

Name:……………………………….

Address:…………………………….

Date:…………………………..

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>What will do (Activities)</th>
<th>Whom with</th>
<th>How will do</th>
<th>When will do</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>