



Psych.E.In. MOOC 1

Unit 7

Chapter 3

6.2 Improving team building in the post-emergency phase

Although crises can be overwhelming, it is possible to learn to deal with and guide the crisis through the circumstances. It is important to convey the idea that through the crisis, a person can grow. Critical events can encourage significant positive changes. For example, changes in personal goals, relationships, awareness of personal strengths and weaknesses. This is known as Post-Traumatic Growth (PTG), a concept originated from the research of Richard Tedeschi (Tedeschi & Calhoun, 1996; Tedeschi, Park, & Calhoun, 1998; Violanti, Paton, & Dunning, 2000) which explains how people who endure psychological struggle after adversity can often see positive growth later.

Setting

You are the head of the State Police Department. There are several professionals working in your department such as cops, psychologists, and rescuers. Colleagues in your unit were involved in a previous crisis; have been traumatized or injured and, after a period of recovery and rehabilitation, are ready to return to work.

Your goal is to allow traumatized and/or injured rescuers to rejoin the organization, socialize with other colleagues, and reintegrate in the best possible way.

Your purpose is also to raise awareness and transfer knowledge about emergency issues within the team/agency.

In order to raise awareness among the police department and create a new organizational culture of emergency prevention and safety, it is decided to give new roles to traumatized and /or injured workers (policemen, psychologists and rescuers) involved in a previous emerging crisis.

Allowing them to share their experience with others can be very helpful in promoting their ability to reintegrate. At the same time, it can be a great tool to strengthen team building.

As head of the police department, you must operate in such a situation by facilitating the reintegration of injured colleagues and raising awareness of emergency issues.

After consulting with colleagues in your department, you decide to establish the role of "**peer advocate**", whose skills and tasks will be crucial in the post-crisis phase. In this phase, called the "follow-up phase", peer supporters will help create opportunities for celebration and group or individual educational activities.

The following strategies can help you promote traumatic growth, maintain a sense of continuity after a critical event, and strengthen people's identity and sense of belonging among teams and communities that have experienced the crisis.

Support Team

1. Give rescuers **peer support** tasks and functions: Traumatized and injured rescuers who have recovered after the crisis can share their experience with colleagues in emergency teams in order to raise awareness and create knowledge about emergency intervention within the agency
2. Supports members with psycho-educational information in order to teach them how to deal with stress by managing high pressure situations
3. Organize commemorative moments within the agency to strengthen identity and sense of belonging
4. Commemorates and organizes awards

Support Community



Project Number: 2020-1-PL-KA202-082075- Strategic Partnerships for vocational education and training

5. Support the community with psycho-social education by promoting effective post-crisis learning
6. Create psycho-educational sessions with the population in order to spread the culture of prevention
7. Provide educational services or workshops on stress management and self-care
8. Organize celebrations and awards within the community

Source

Collier, L. (2016, November). Growth after trauma. *Monitor on Psychology, 47*(10).

<http://www.apa.org/monitor/2016/11/growth-trauma>

Shakespeare-Finch, J. E., Smith, S. G., Gow, K. M., Embelton, G., & Baird, L. (2003). The prevalence of post-traumatic growth in emergency ambulance personnel. *Traumatology, 9*(1), 58-71.

