

MOOC 1 – Unit 2

Different phases in Early Psychological Interventions: a dimensional crossings paradigm

Not a full mind, but a beautiful mind.

Developed by Institut Alfred Adler de Paris (FR)

Different Phases in Early Psychological Interventions: a Cross-Dimensional Paradigm

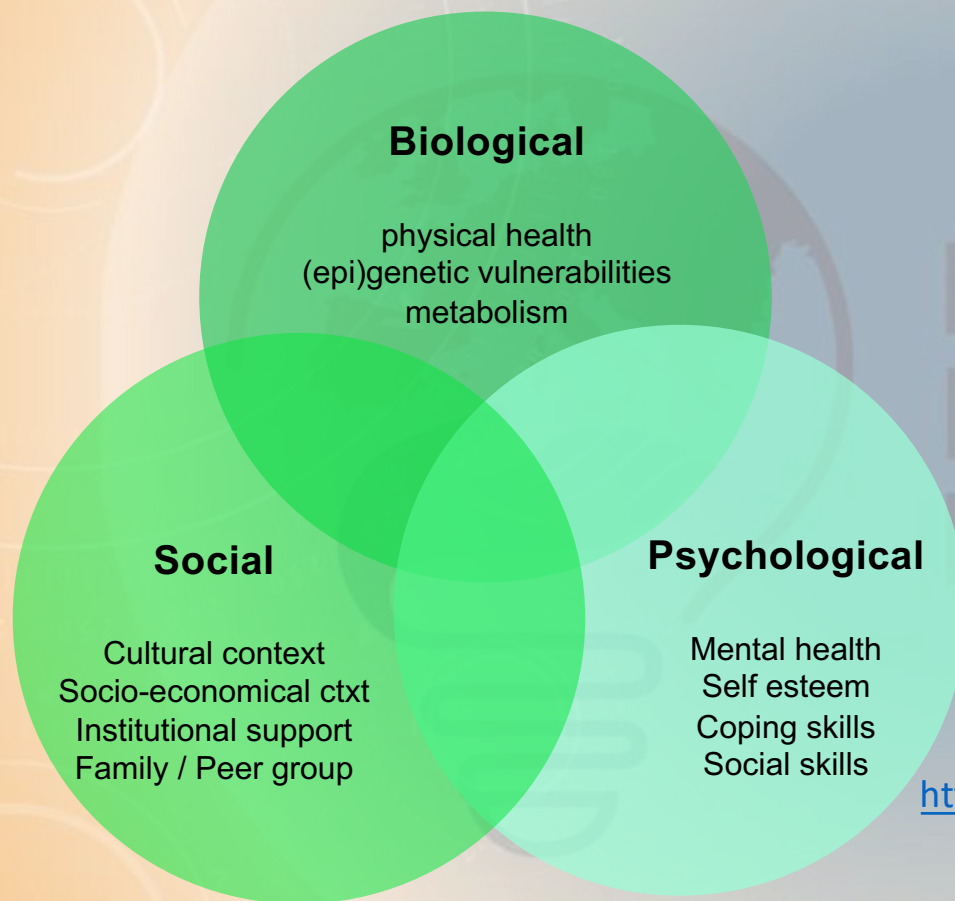
INTRODUCTION

The Constitution of the WHO assumes that „Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity” , and adds that Mental Health* is a process, including time as a crucial element. But today the WHO introduces „an emerging and growing **Brain Health**** concept that encompasses neural development, plasticity, functioning, and recovery across the life course. **Good brain health is a state in which every individual can realize their own abilities and optimize their cognitive, emotional, psychological and behavioural functioning to cope with life situations ”.** [https://www.who.int/health-topics/brain-health#tab=tab_1]

This is a modality to describe the biopsychosocial paradigm which is taken by this project as its foundation and tries to offer its different global dimensions in this profile of an Emergency Psychologist.

In a crisis situation, this Emergency Psychologist has to manage the phases of the paradigm's 3 dimensions, bio-psycho-social, for individuals and communities, but also for emergency rescue workers and volunteers.

Bio-psycho-social paradigm in early intervention



„**Brain health** conditions emerge throughout the life course and are characterized by disruptions in normal brain growth and/or brain functioning. Health and social care for those conditions require multisectoral and interdisciplinary collaborations with a holistic person-centered approach focused on promotion, prevention, treatment, care and rehabilitation over the lifespan and the active engagement of persons experiencing the conditions and their families and carers, as appropriate. „

Brain Health concept of WHO

https://www.who.int/health-topics/brain-health#tab=tab_1



INTRODUCTION

The procedures of PFA (Psychology First Aid) already show the understanding of the importance of grasping the interweaving of the bio-psycho-social dimensions as the basis and guide for Psychological Early Intervention. Moreover, they pay attention to the implicit rules of fortifying, respecting and urging the implicit resources in the individual and territory, understood as a systemic biopsychosocial unit. If we want to navigate the phases of the 3 dimensions without undergoing them, we must connect to the biopsychosocial structure of the crisis phases themselves, individual and territorial, because this is the secret of a good intervention in Psychological Early Intervention: and so we keep the course in the storm.

In this Unit 2 you'll learn to recognize those phases of the crisis in the three dimensions of the paradigm.

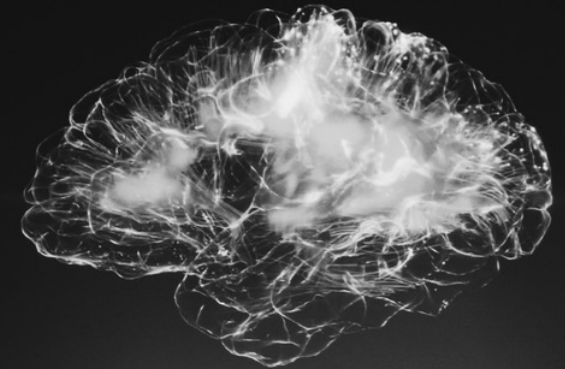
In Chapter 1 you'll learn how to coordinate the 3 dimensions of the paradigm (bio-psycho-social) with the typology of 6 victims and the 3 or more phases of crisis. We'll lead you through the second and third dimensions of the paradigm, to focus on competences and skills, such as:

- how to identify the different types of victims of a crisis,
- how to find those different categories of victims at different stages of the current crisis,
- how to relate the phases of the crisis and the different categories of victims with the different crisis contexts.

INTRODUCTION

In Chapter 2 you'll learn to stay open minded about the new concepts due to crossing the specific context of the crisis with changes of the paths and victim's typologies. You'll learn how to match the known crisis bio-psychological response pattern phases and the characteristics of crisis context, and how to use it with the psychodynamic empathy and psychodiagnostics tools. In Chapter 3 you'll find three Specific Categories of Victims: Children, Adolescents and Rescuers – as You,-crossed with specific contexts in Early Psychological Intervention.

The goal here is to teach you how to synchronize your psychological skills and competences at every phase/time of the crisis – not only the first one -- with the general body phases of stress and trauma (you'll learn the details of that in the next unit) that your single interlocutor patient is experiencing, related to their state, to bring them the right supportive help and **care to recreate their “beautiful mind”**.



seeing the beautiful brain today

Santiago Ramón y Cajal employed the art of drawing to depict his observations and to convey scientific arguments. He understood the persuasive power of images, and his drawings helped convince other neuroscientists of his theories. The aesthetic appeal and subtle emotional qualities in Cajal's images underscore their scientific content. Today neuroscientists have access to vastly more complex visualization tools than Cajal did. Modern scientists use digital images, not drawings, to share their observations and put forth their hypotheses. As this section of the exhibition shows, their images convey a different kind of beauty. As with Cajal's drawings, these contemporary images were chosen by neuroscientists and art historians for both their scientific significance and their aesthetic impact.

Cajal focused on cellular structures that make up the nervous system, magnifying cells that were about the width of a human hair. Since the invention of the electron microscope in 1931, first used in neuroscience in the 1940s, brain cells can be examined at increasingly greater magnification levels. Through Magnetic Resonance Imaging (MRI) techniques, in use since the late 1970s, scientists can examine the entire human brain. Cajal was limited to dead tissue fixed on slides that he viewed through his ocular microscope; MRI technology allows scientists to visualize the living brain.

Today, we can see much more of the brain than Cajal could. We can understand in detail how the neurons he identified send signals across space to distant brain regions. But we still do not fully understand how the brain creates the mind. Cajal wrote: "Like the entomologist in search of colorful butterflies, my attention has chased, in the gardens of gray matter, cells with delicate and elegant shapes, the mysterious butterflies of the soul, whose beating of wings may one day reveal to us the secrets of the mind." Current scientific questions and goals remain much the same as Cajal's.

Please note that in all contemporary experiments that produced images in this exhibition, scientists treated animals humanely in compliance with international standards for animal use and care. Animals were fully anesthetized prior to sacrifice and tissue harvesting. Experiments on human volunteers complied with international standards for consent and research participation.



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Chapter 1: New Psychologist Profile

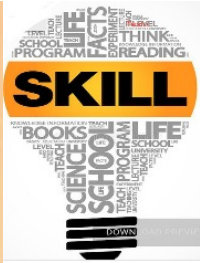
Crossing Crisis Phases and Paradigm Dimensions

Introduction

§1.1 The bio-psychosociological paradigm and crossing levels

§1.2 Assessment of victim's typology in this paradigm

§1.3 Crossing the victim's typology with crisis phases



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Chapter 2: “Facilitator” as a New Profile for the Psychologist in Crisis Intervention: Coordination and Evaluation as Management Support Tools

Introduction

§2.1 Crossing the specific context of the crisis with possible changes to the paths and typology victim

§2.2 Crisis management and clinical assessment: the great alliance to understand and match the crisis phases and their context.



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Chapter 3: Specific Categories of Victims and Specific Contexts in Early Psychological Intervention

Introduction

§3.1 Child facing the death of a caregiver during intervention

§3.2 Adolescents and their emotions when facing death or disaster

§3.3 Rescuers are also victims: a specific category – YOU !!

Chapter 4 : CONCLUSION

GOOD PRACTICES

QUIZ

REFERENCES