**03B.2 Children lost their parents**

**Psychosocial support during EVD outbreak case-scenario – Facilitator guide**

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| TYPE OF ACTIVITY | Case-scenario |
| LEARNING OBJECTIVES | At the end of this activity, participants will be able to:   * Identify ways to provide psychosocial support to children who lost their parents * Describe appropriate psychosocial interventions for families/communities exposed to EVD contamination. |
| SUGGESTED TIME | 60’ |
| STEPS | * Divide the participants into groups (5’) * Read the instructions for the exercise (5’) * Group work (20’) * Ask the group members to share their responses and present them during plenary (20’) * Highlight key messages (10’) |

**A. The situation**

Children lost both parents due to EVD. They are locked in their house and no family members or neigbours want to visit them neither they want to provide them food and drinking water.

**B. Questions**

1. What should be our next step? (Psychological support / information)
2. How should we intervene in relation to the community and family members’ attitude?

**C. Getting closer to the psycho-social issues arising as a consequence of the epidemic**

General Information for health care workers:

When is Psychological First Aid (PFA) provided?

* Although people may need access to help and support for a long time after an event, PFA is aimed at helping people who have been very recently affected by a crisis event.
* You can provide PFA when you first have contact with very distressed people. This is usually during or immediately after an event. However, it may sometimes be days or weeks after, depending on how long the event lasted and how severe it was.

During the Ebola outbreak, for example, PFA can be offered:

»» during contact tracing of people who have had contact with a person with Ebola;

»» when delivering survival and hygiene kits to people who recovered but whose properties (e.g., clothing and bedding) were destroyed during disinfection of their home

Make a scenario from the below imagine and describe your approach:



Describe the image below:



**Do’s**

»» Be honest and trustworthy

»» Respect people’s right to make their own well-informed decisions.

»» Be aware of and set aside your own biases and prejudices.

»» Make it clear to people that even if they refuse help now, they can still access help in the future.

»» Respect privacy and keep personal details of the person’s story confidential, if this is appropriate.

»» Behave appropriately by considering the person’s culture, age and gender, actions or feelings.

**Don’ts**

Don’t exploit your relationship as a helper.

»» Don’t ask the person for any money or favour for helping.

»» Don’t make false promises or give false information.

»» Don’t exaggerate your skills.

»» Don’t force help on people, and don’t be intrusive or pushy.

»» Don’t pressure people to tell you their story.

»» Don’t share personal details of the person’s story with others.

»» Don’t judge the person for their

**People in serious distress**

»» Are there people who appear extremely upset, in shock, notable to move on their own, or are not responding to others?

»» Where and who are the most distressed people