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**FPU Guidelines on Psychosocial Support  
 and Stress Management in the Field of Journalism**

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**Email:**

**Website:**

**Authors:**

**Razan Obaid**

*Consultant in Psychology and Education*

**Dr. Ashraf AL Qudah**

*Clinical Psychology Associate Professor, University of Jordan*

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1. Psychosocial Support
   1. Definition of psychosocial support

It is a process that focuses on increasing resilience and flexibility in individuals, families, and communities by respecting individuals' and communities' autonomy, fostering dignity and coping strategies, and assisting in the restoration of social cohesiveness and social infrastructure.  
IFRC, 2007.

Psychological support refers to acts that address a person’s psychosocial needs, with the goal of assisting people in using their resources and increasing their resilience.

Protection components are those that protect people by alleviating the sufferings and difficulties they face. Risk components are what make people vulnerable, and cause adversity and difficulty to increase.

What are the psychological and social aspects?

The psychological aspect involves the internal emotional and intellectual processes, feelings and reactions, while social aspect involves external relations, family and community networks, social values and practices.

The psychosocial aspect is therefore the interaction of both internal and external factors, and is offered to provide the best service to people (See Figure 1).

**Figure 1:** The dynamic relationship between the psychological and social aspects of a person, as one affects and interacts with the other

**Why do we offer psychosocial support?**

We provide psychosocial support in order to:

* Comfort people and help them feel calm.
* Help people access information and social services.
* Protect people from further harm.
* Providing early and adequate psychosocial support that can prevent the development of grief and suffering from progressing to a more severe and challenging condition.
* Psychosocial support helps people affected by crises to recover and thus restore their old routines.

**Thus, psychosocial support aims to:**

* Reduce emotional and physical suffering (immediate goal)
* Enhance adaptability (medium-term goal)
* Reduce the long-term negative psychological effects of stress (long-term goal)
  1. Psychological resilience

Individuals as well as local communities react in different ways to the events and dangers to which they are exposed. The event itself, as well as individuals touched by it, have an impact on the psychosocial effects of the dangerous occurrence.

In the face of hardship, a high proportion of people demonstrate coping capability, or the ability to adapt relatively well.

Social, biological, and psychosocial factors all play a role in determining whether people will demonstrate control and resilience in situations of distress.

This ability to withstand hardships is referred to as psychological resilience, and it assists the individual in overcoming obstacles more easily or quickly.

Psychological resilience is thus defined as the ability to mentally or emotionally cope with a crisis or to return to pre-crisis status quickly.

Psychosocial well-being depends on the ability to make use of resources in three areas:

* Human energy: physical and mental health, abilities, skills and experiences.
* Social environment: social ties and support.
* Culture and values: cultural norms, individual and social expectations.

IFRC, PSS Centre,2009.

* 1. Self-care strategies
* Strategies related to physical health:
  + Get regular exercise (walking, jogging…etc.).
  + Get a good night's sleep by employing the relaxation technique that promotes deep slumber.
  + Pay attention to personal care (hygiene, clothing, hair grooming...etc.).
  + Take a break when you feel you can't take it any longer; in other words, don't put too much pressure on yourself if you're fatigued or exhausted.
  + Eat healthy food regularly.
  + Reducing alcohol and tobacco consumption.
* Psychological and personal strategies
  + Focus on specific issues that can be changed, and avoid overburdening yourself by focusing on things that you cannot control.
  + Be gentle with yourself and set realistic expectations for your life.
  + Do the things you enjoy.
  + Practice relaxation techniques.
  + Pay attention to your daily life (routine) to continue working on routine tasks.
  + Maintain a balance between serious and joyful activities.
* Social strategies
  + Maintain a good and supportive social network.
  + Provide support to others and show that you care for them.
  + Remember that talking about your feelings and worries with coworkers, family, and friends can be beneficial. Speak openly and share your concerns with others without fear of consequences.
  + Respect privacy to enable people to feel safe when they acknowledge pressure and ask for help.
* Strategies related to work and organization
  + Contact your supervisor if you need help.
  + Take a break when you are done with your task and organize your time.
  + Don't work more hours than you need to.
  + Spend quality time with colleagues.
  + Encourage and support colleagues at work.
* Recommendations for dealing with stress and challenges
  + Be kind to yourself.
  + When you feel that stress is growing and affecting you negatively, remember that:
    - Your reactions are normal.
    - Talk to someone you trust.
    - Do not try to hide your feelings.
    - Do not resort to self-medication.

Generally, stress symptoms subside gradually. However, if this does not occur, you should seek professional help in the field of mental health.

IFRC, PSS Centre,2009.

1. Safety and Security from a Psychosocial Perspective

It is an axiom that knowledge is power, and this is especially true for journalists, for whom occupational safety awareness is important. Journalists need information that will enable them to overcome safety crises that may arise when covering events in a volatile world.

According to data released in 2017 by UNESCO and the International Federation of Journalists, nearly 3,000 journalists and media workers have been killed while doing their jobs since 1990, with the majority of the killings being caused by the risks associated with journalists' coverage of armed conflicts, such as being caught in the crossfire.

Furthermore, there have been examples of journalist killing in countries where there are no wars; such incidents are an attempt to halt the flow of information, particularly that which exposes corruption and other illegal acts.

* 1. Definition of Safety and Security:

The term “Safety" refers to the real working environment, while “Security” is described as the prevention of numerous emergency events that could harm or kill personnel or damage their property.

Furthermore, *security* is the liberation of persons from any danger that threatens their lives or property, whether the threat is real or imagined by individuals, through providing risk-free environments.

The distinction between *security* and *safety* can be summed up as follows: *Security* is the feeling of being shielded from any purposeful or unintended danger, whereas *safety* is the protection of individuals from unintended dangers and accidents. In general, security and safety are terms that refer to the protection of human beings and the institutions in which they work.

We use the word *safety* with our family members and colleagues on a daily basis, such as when we say to someone dear to us as he leaves, "Be safe" and "Watch out for your safety."

In general, *safety* in the mainstream discourse refers to health, wellness, and peacefulness, as well as the availability of protection and the avoidance of threats.

The word *safety* is generally paired by another word, *security*. As we will see, *safety* and *security* in general could mean the same thing; as we call the belt that provides protection and security in cars and other vehicles “Safety Belt”.

To clear up any confusion, *safety* implies taking precautions against unintended accidents and dangers, whereas *security* includes taking safeguards against intended accidents and planned damage.

Mouhamad, 2018

As such, *safety* as a term means the availability of tools, devices, standards, and procedures to prevent a given hazard. It also entails taking precautions to avoid accidents and devastation and to protect people, property, and the environment, among other things.

With the advancement of industrial and technological development, as well as the diversity of tools and technologies that the individual encounters on a daily basis, the interest in safety factors has more than doubled due to the numerous risks associated with dealing with both traditional and modern technologies.

Thus, we arrive at a brief definition of *safety* and *security* and the difference between them:

**The term "Security"** refers to the protection of individuals, organizations, and assets against external threats and criminal activities that might be directed at these entities and render them inactive. It is essential to note that security places great emphasis on deliberate activities aimed at causing harm to an individual, an organization, or even an asset.

While **the term "Safety"** refers to the state of being protected from factors that are likely to cause harm. Furthermore, it can apply to a situation in which one is in control of the hazards that generate completely unforeseen dangers and injuries.

One of the main distinctions between the two terms is that *security* refers to the protection of individuals, organizations, and property against external dangers or threats with the potential to cause harm. It is clear that *security* generally focuses on ensuring that external factors do not cause problems or an undesirable situation for the organization, people and property within the building.

On the other hand, *safety* is the feeling of being shielded and protected from potentially harmful circumstances. It is also important to note that the person in charge of the risk factors has a sense of security.

The second distinction is that the sense of safety and protection is related to the individual's personal emotional state; an example is when an individual is safe when he is surrounded by loved ones, whereas security has to do with external physical factors like tall walls that protect the individual from external threats.

Mouhamad, 2018

**Which is more important safety or security?**

*Safety* and *security* are equally important because they affect the well-being of the individual. *Safety* is freedom from any physical or emotional harm, while *security* is freedom from any threat, fear of harm or danger.

Thus, the individual's feeling that he is protected from any intentional or unintended danger is a feeling of liberation from the threat or fear of harm in all its forms, whether physical or emotional harm, both of which are important to preserve human lives and for enabling people to perform their tasks.

Koshal 2011

1. Journalists' Personal Safety Pyramid:

It consists of three levels

1. Physical safety: linked to security and safety
2. Digital safety: linked to cyber-security
3. Psychological safety: related to the sense of safety and security from a psychological and social point of view, which we are about to present below.
4. Psychological Safety and Security
   1. Sensory perception

Sensory perception refers to the mental process by which we learn about the external world through diverse sensory impressions. Perception encompasses not only the natural features of consciously perceived objects, but also the interpretation of meaning and symbols that have significance in relation to sensory stimuli. In other words, it is the direct knowledge of things through the senses. In psychology, sensory perception refers to the act of receiving, interpreting, selecting, and organizing the information from outside environment. Sensation involves detecting the presence of a stimulus whereas perception involves understanding what the stimulus means.

Perception is the basis of contact with reality, and it is what provides memory, thinking, visualization and inference with raw data.

Perception is the foundation of our encounter with reality, and it is what allows us to remember, comprehend, conceptualize, and draw conclusions from data.

**For perception to occur, several basic factors are required:**

1. The existence of a stimulus.
2. Detecting or receiving the stimulus: The individual experiences the effects of the stimulus, and hence the sensation exposes the stimulus's presence.
3. Recognizing the stimulus: Perceiving it, that is, understanding that the stimulus has a particular meaning.
4. Response: The individual's response is based on his previous perceptual experiences and the experiences he has had, so he understands the properties of the stimuli and what it represents.

Whoever hears the sound of the alarm and is aware that it is a warning indication of danger will react in accordance with his prior experience, and he may flee. While someone who experiences it as a normal voice will respond to it differently. The sequence of processes is as follows: The stimulus **→** the sensation **→** the recognition **→** the response (See Figure 2).

An exciting stimulus that we have encountered brings back knowledge that we had previously realized, therefore perception requires memory.

**Figure 2:** The process of human perception

* 1. Mental sensory perception

According to many cognitive psychologists, when we navigate the world around us, we create our own model of how that world operates. We sense our real, objective world, but our sensations are projected (converted) into temporary backup perceptions, and we generate many temporary scientific hypotheses until they are proven or disproved.

When we receive new sensory information, our perceptions change accordingly due to the versatile nature of the human imagination. In this case, we may have a single body that can generate several perceptions. And we can find as well that a body can create no perceptions at all: if the perception is not present in the person's experience, the person cannot perceive it at all.

John A. Wagner, John R. Hollenbeck, 2010

* 1. Factors that affect perception

Perception is influenced by two types of factors:

**Internal factors:** The individual's perception of the surrounding stimuli, situations, people and circumstances is influenced by a number of internal (subjective) factors associated to the same person. These factors influence an individual's perception according to a number of variables, including:

* Inclinations and tendencies.
* Previous experience.
* The individual's needs and desires.
* Connotations
* Expectations.
* Emotional and mood states.

**External factors:** The individual's perception of the surrounding stimuli, situations, people and circumstances is influenced by a number of (objective) external factors related to external stimuli, as these factors influence an individual's perception according to a number of variables, including:

* Movement and change.
* Organizing and arranging.
* The deception of the senses
* Contrast and discrepancy

Luthans F, 2011

* 1. Safety and security from a psychological perspective

A sense of security is based on one's own psychological reactions to threats and countermeasures, as two people may have opposing feelings on the same circumstance. For example, one person may consider the circumstance to be frightening and distressing, but another may dismiss the issue as unimportant. The feeling and the state of security are related, but they are not the same, as they might vary depending on the individual's past psychological perspective. So, security is a sense or a feeling triggered by your own personal reactions rather than probabilities and mathematical calculations. You may have a strong dread of terror, or you may believe it is nothing to be concerned about.

More than 200 years ago, a Greek scholar said that individuals are bothered not by things that happen to them, but by the ideas and opinions they form about such occurrences. When we feel hurt or irritated, we should never attribute our annoyance to the conduct of others, but rather to ourselves; that is, to our values, opinions, and perceptions.

Our attitude towards life determines the attitude of life towards us. As people are not born with a positive or negative attitude toward things or events; rather, their attitudes and impressions are

formed as a result of their perception of prior experiences. Perhaps there is a tough situation that the individual cannot change, but he can pick his mental and bodily reaction to it.

We make security-related decisions on a regular basis, such as locking our doors in the morning, deciding which route to take to get to our destination, and deciding whether to pay for goods with a credit card or cash. And we make such judgments or decisions intuitively and instinctively most of the time as a result of our prior experiences and information.

* 1. The brain, safety and security:

The human brain is an amazing organ that works in an integrative manner, though there is some duplication of effort at times. One of the most important things a living creature has to deal with is assessing and responding to risks.

The neocortex is the part of the brain that has this function, it is intelligent and analytical. The other part, the amygdala, is a collection of cells near the base of the brain. The neocortex is a complex brain structure that commands higher functions, such as sensory perception, emotion, and cognition. and it is responsible for processing basic emotions that come from sensory input such as: anger, avoidance, defensiveness, and fear. It is the part of the brain that analyzes, assesses, senses potential danger and reacts instantly. The amygdala may be best known as the part of the brain that drives the so-called “fight or flight” response. While it is often associated with the body's fear and stress responses, it also plays a pivotal role in memory.

However, the world is more complex than that. Some situations or things may seem frightening, but they are not in fact. As such, rather than fleeing, some things or situations must be handled better by remaining in the feared situation to prepare a more useful response in the future. This means that you have the advantage of being able to pause the fight-or-flight response while you work on a more sophisticated analysis of the situation and your options for dealing with it, demonstrating the brain's ability to logically analyze in difficult situations.

There are many specific aspects of security-related decisions or judgments that an individual can pay attention to regarding security, for example:

1. **Risk severity:** Our risk assessment will be clearer and more successful if we can accurately determine the level of damage possible when an accident occurs from a particular hazard.
2. **Risk likelihood**: Your assessment will be incomplete and inaccurate if you believe, for any reason, that the risks are real but only affect other people.
3. **Costs:** Overestimating the costs of risk mitigation measures may make you less likely to apply them when you should not. This means that if the risk is greater than it is in reality, the person will overspend on mitigation measures and thus have spent a lot and did not get an equal level of the desired benefit.
4. **Effectiveness of risk mitigation measures**: If our assessment of the risk mitigation measures is inaccurate, the balance of perception, action, and benefit will not be accurate and realistic.
5. **Comparing/assessing well-differentiated risks and costs:** By comparing/assessing unrealistic and only self-centered risks, so the costs will be uneven and specific.

The more your judgment or understanding deviates from reality in any of these five areas, you won’t be able to accurately balance costs and benefits.

If you think the risk is greater than it really is, you may overestimate risk mitigation measures (i.e. making great efforts and spending a lot to reduce risks, but the real situation does not require that). If you think the risks are real but only affect other people for any reason then you may spend less to reduce the risk. If you overestimate the costs of risk mitigation measures, then you are less likely to apply them in a future situation where it could be necessary to do so. If you incorrectly assess security risks, the balance of perception, action, and benefit will not be accurate and realistic.

Therefore, assessing safety and security is a cognitive process based on personal beliefs that constitute the individual's personal opinion and subjective reality. Thus, the issue of safety and security can be addressed not only from political, social, and economic perspective, but also as a psychological phenomenon. This confirms that in order to form a concept of any external event to become a personal reality, it must be perceived and processed cognitively, this means that external events are identified personally with interpretation from the person's perspective.

Ensuring safety is accompanied by an urge for protection and survival. These basic psychological needs, which are natural needs that individuals seek to satisfy, serve as a guiding force to reduce risks and ensure safety.

Ahmad Izat Mouhamad, 2018

**Where is the pitfall??**

Herein lies some risk, as in many cases, bias and cognitive distortion occur in individuals, which leads to the rigidity of their security-related beliefs and ideas, by rejecting alternative information that threatens everything that is consistent with their rigid security-related beliefs and ideas, even in the face of new important information.

* 1. Perception distortion and biases. How can we change our behavior and reduce these biases?

A cognitive bias is a systematic error in thinking that occurs when people are processing and interpreting information in the world around them and affects the decisions and judgments that they make. Some of these biases are related to memory. The way you remember an event may be biased for a number of reasons and that, in turn, can lead to biased thinking and decision-making. Other cognitive biases might be related to problems with attention. Since attention is a limited resource, people have to be selective about what they pay attention to in the world around them. Because of this, subtle biases can creep in and influence the way you see and think about the world.

**Attention bias:** When trying to make an important decision, do you always consider all possibilities? Attention bias refers to how a person's perception is affected by selective factors in their attention. It may explain an individual's failure to consider alternative possibilities when occupied with an existing train of thought.

**Actor-observer bias:** It is more noticeable when the outcome is negative. This is the tendency to attribute your own actions to external causes while attributing other people's behaviors to internal causes. For example, in a situation where a person experiences something negative, the individual will often blame the situation or circumstances. When something negative happens to another person, people will often blame the individual for their personal choices, behaviors, and actions.

**Social and psychological stress:** Feedback is always helpful. We can see success and failure as inevitable parts of life. We don't learn to walk without falling, and the moment we stop making mistakes is the time we stop learning, but we must learn from every situation and adjust beyond.

**Emotions:** we should assess risks on a regular basis to stay informed of the hazards and threats we face on a daily basis. We must not only understand the nature of each threat, but also recognize our own strengths and weaknesses. Assessing risks may not be enough to deter all threats, but it is the best way to mitigate their effects, and thus helps us to overcome our emotions towards work and put ourselves away from danger.

Fernando, 2007

So, we can change our behavior and reduce these biases.

The resources that a person needs to change are already within him. We must be fully aware of the biases and distortions that influence our thinking and, consequently, our decisions. This helps to have a clear understanding of what needs to be changed.

Setting clear goals is the key to success in any endeavor. When it comes to changing your attitude, you must first conduct an honest and thorough self-evaluation in order to determine which of your characteristics you need to improve or completely change.

1. Behavior Change (Changing behavior occurs by changing thinking patterns and perception)

Sometimes, changing your external circumstances isn't possible, or it may not be possible enough. You may want to get a new job right away but bump into a friend workingagainst you in the same position, and that makes you feel bad, but you still want that job and still want to be happier, so what are your options?

Albert Ellis, an American psychologist and psychotherapist who founded Rational Emotive Behavior Therapy, explained that understanding modern behavior corresponds to "how" people react to events, and is largely determined by their "view" of the events rather than the events themselves.

People are bothered not by things that happen to them, but by the ideas and opinions they form about such occurrences. When we feel hurt or irritated, we should never attribute our annoyance to the conduct of others, but rather to ourselves; that is, to our values, opinions, and perceptions.

Our personal beliefs have a large influence on our behavior and have the power to change our behavior. Thus, if we believe we can do something, we may do it and try, whereas if we believe we cannot, we will probably not try, or we will face the situation with indifference and hesitation. The really intriguing aspect of beliefs is that we can hold them at such a deep level that we assume they are "real" and we are unaware of how much they influence what we do.

Hence, changes in the individual's beliefs are required in order to engage in responsible communication, develop options for responses in a specific situation, and modify the mental perception of situations to what the individual finds appropriate for him.

This is possible when we understand man's inner world and his potential energies. This gives us the tools and skills to better understand a person’s personality, his way of thinking, his behavior, his values, and the obstacles that stifle or obstruct his creativity, allowing us to effect the necessary positive change in his thinking, behavior, feeling, and ability to achieve his objectives.

**Figure 3:** t How are events and situations perceived?

* 1. Changing perception and behavior
     1. Perceiving situations and events

Changing our thoughts and perceptions can help us change our behavior, but we must first understand how a person perceives the world and those around him. Even though influences are not always considered, we interpret the world through our senses. When we see, look, hear, and associate with our feelings, we build our maps of reality based on our sensory input (See Figure 3). The more we filter the information we receive, the better our maps will be, and we will be able to communicate and interact with the world in a more effective way.

**Mental sensory perception**, by definition, is a mental and psychological process that assists a person in understanding his external world and forming the meanings and connotations of things by organizing sensory stimuli, interpreting and formulating them into meaningful perceptions.

Mental perception is a mental process that involves deducing and extracting abstract meanings from imaginary images generated primarily by sensory perception and sensory images.

**Challenges people face when it comes to changing their perception framework:**

1. They don’t know exactly what they want, but they know what they don't want.
2. They don't know what to do after knowing what they want.
3. They do not believe that they can achieve whatever goals they want.

And therefore

* A person has to know what he actually wants.
* A person should set a clear goal, plan for it and evaluate it on a regular basis.
* A person should have faith in himself and his abilities, as well as the belief that he can achieve the goal and that he is the primary reason for accomplishing it.
  + 1. What is the perception framework and how do we change it?

If you look around, you will notice that there are different types of people, such as those who enjoy life more and are generally happier and successful, and those who live in anger and pessimism. Our attitude is the driving force in our lives; it can either propel us forward or pull us back.

Although it is true that humans are born with certain tendencies or temperaments, our personalities and attitudes are shaped through our interactions and experiences. Our attitudes form in childhood and then evolve and change over time as a result of our daily interactions and experiences. What is important is how do we ask ourselves questions? Do we ask ourselves questions that help us move forward or questions that drag us back thousands of miles?

Therefore, the difference can be explained by the perception framework, which can be defined as a set of questions that people use unconsciously to form their feelings and attitudes, and thus influence their behavior and outcomes. As a result, we find that people's perceptions of the same event differ, and their interpretations differ as well.

The perception framework consists of two parts:

1. Negative framework: A person can ask himself the following questions:

* Why do I have this problem?
* How long have I had this problem?
* How does this problem limit my progress?
* How does this problem prevent me from achieving what I want?
* What is the reason I have this problem?
* What is the worst time I have experienced this problem?

Which leads to:

* Having bad and negative feelings;
* Standing still in the face of problems and challenges;
* Blaming others;
* Missing many chances in life;

1. Positive framework: A person can ask himself the following questions:

* What do I want?
* When do I want to achieve it?
* After I get what I want, what will improve in my life?
* What are the resources available to me to help me achieve this?
* How do I use the capabilities that I have in the best use?
* What are the challenges that I might face?
* What is the best way to face these challenges?
* What do I have to do to get what I want?

Which leads to:

* Determining the state in which the person wants to feel;
* That a person has many options;
* Taking responsibility;
* Moving in the desired positive direction;

Elfiky 2002

There are also simple things that can help change your perception, attitude and behavior:

1. **Identify and understand what you want to change:** When it comes to changing your attitude, the first step is to clearly understand what needs to be changed and to set clear goals, and this is the key to success in any endeavor. You must conduct an honest and in-depth self-evaluation in order to identify the traits that you need to improve or completely change.
2. **Look for a role model:** Find someone who exhibits the type of behavior you desire and allow his or her life to inspire and encourage you to move past your temporary failures on your journey to becoming a better person.
3. **Consider how changing your behavior will impact your life:** To be able to overcome the challenges that await you on your path to self-improvement, you must first understand what this positive change can bring to your life. Is changing your behavior going to make your family or social life happier? Will changing your behavior lead to a more successful career? Set your mind on the benefits of changing your attitude, and you will have a better chance of achieving your goal.
4. **Choose your friends and your social network:** As the saying goes, "bad company ruins good character." Expect to be unable to change if you continue to surround yourself with people who exhibit all of the negative characteristics you wish to change. Consider making new friends, especially those who are upbeat about life. You will notice that having these types of people as friends will make your efforts to change easier.
5. **Believe in your ability to change:** Often, the greatest impediment to achieving our goals is our own lack of confidence in our abilities. It will not happen if you do not believe in yourself. It is undeniable that having a positive attitude is critical to living a successful and fulfilling life, so it is only natural to strive for one.

Arafe,2010

* + 1. Principles and ideas that help us change
* Acceptance and respect for others, as well as taming oneself to accept:

We are different human beings, and because we are different, we must accept the concept of difference and accept others as they are. Accepting and respecting others despite their flaws is not only advantageous in laying the groundwork for strong friendships, but it is also one of the secrets of true friendships. Focus on the positive aspects of others while overlooking their flaws if you want to be able to accept them as they are. We all have advantages and disadvantages. The positive value of an individual is unaffected, while the value and appropriateness of internal and/or external behavior in relation to a specific outcome is called into question.

* The map does not reflect the territory; revealing one's thoughts and feelings:

The representation we have of the world is our inner map based on our personal experiences and perceptions. This representation differs from person to person and neither corresponds to reality. When we do not communicate with others, it is not a permanent problem; it is due to our worldview (our maps). We communicate most effectively when our maps align with those of other people. The better we perceive the other person's map, the more we understand him, and vice versa.

* Finding and presenting real choices, not dilemmas: When we have real options or choices, we will naturally choose the best one available at the time. Alternatively, the task is to provide people with real options rather than just dilemmas. Dilemmas force you to choose the lesser of two evils.
* Every action is motivated by a good intention. Do not over-analyze other people's actions and reactions; instead, look for the useful in them: We always hold the individual in high esteem while still being able to explore, question and challenge if what they are doing positively helps achieve what they want. Our job is not to make personal judgments but to reveal accurate information to help others achieve what they want. Because there is always a positive intent that motivates every behavior, and a context in which every behavior has value, whatever that behavior is. Behaviors are only good or bad in the context of achieving some goal (according to the person himself). We don't want to eliminate "bad" behaviors because they can be extremely useful at other times and in other places. It is beneficial to reveal the positive intent behind our actions. No one thinks they are evil. Every person who does a bad deed (no matter how wicked it is) does it for a good reason for himself. When you try to change someone, try to know this good reason, and try to use it to your advantage; To change a person for the better.
* Every human being has two modes of communication: conscious and unconscious. Psychologists have divided the mind into two parts: the conscious and the unconscious mind. The unconscious mind is known by a variety of names, such as the unconscious mind, the inner-self, the deep mind, etc. The conscious mind can absorb more than seven bits of information (positive and negative) at any given time; which means that the conscious mind's capacity is limited. While the unconscious mind can absorb more than two billion bits of information per second. In fact, the unconscious mind contains all your memories and programs since you were a fetus in the womb; that is, the unconscious mind has an infinite capacity for absorption. The way you were programmed to communicate and connect during childhood and youth is still present in your unconscious mind even in later stages of life, as are your typical reactions to certain things and behaviors. In short, it is these long-standing programs that determine the nature of your behavior.

**A comparison between the conscious and unconscious mind:**

The conscious mind:

* It knows what's going on right now
* Its focus is limited
* It programs the unconscious mind
* It is logical and it thinks and analyzes
* It can give successful instructions to the unconscious mind
* It can change for the better if it is convinced and thus change the unconscious mind for the better
* It thinks in a sequential manner; step by step

The unconscious mind:

* It stores all things (memories and skills)
* It stores emotions and feelings
* It works 24 hours, controls and maintains the body and its vital activities
* It works automatically
* Its capabilities are unlimited and it can absorb 2 billion information per second. It easily connects new information
* It loves to serve and needs clear instructions
* It doesn't change negative commands and gives you everything you don't want
* It responds to strong positive affirmations; the more you say I am satisfied with myself, the more that affirmation goes to the unconscious mind and shifts it to your advantage.
* It works best with a less tired the mind. Whenever the mind is calm and relaxed, creative ideas and solutions come easily.

**Important note:** Because your unconscious mind cannot distinguish between what is real and what is imagined, a new habit can be formed through training, auto-suggestion, and repetition; that is, by sending positive messages that include the new behavior.

* There is no failure, but results and experiences: Feedback is always beneficial. We can consider success and failure to be an unavoidable part of life. We don't learn to walk unless we fall. We stop learning the moment we stop making mistakes. Perhaps the most difficult fear to overcome is the fear of failure; this is what keeps us from achieving the success we desire. As a result, in order to make sound decisions, we must constantly devise new and diverse strategies.
* The more adaptable a person is, the more control he has over his life: Life and stagnation do not go together. There are constant changes and ups and downs happening all around us all the time. If we are not flexible and able to adapt to these changes, we cannot be successful. Furthermore, flexibility is an important factor for achieving our goals; we must constantly devise alternative plans, negotiate with others, and adjust our thinking in order to live the life we want. To keep up with life's changes, we must constantly adapt our methods and tools. And to be successful, we must broaden and sometimes change our beliefs. Avoid being stuck in a rut.
* Interaction is the result we get: If people do not react as we would like them to, it is a sign that we need to change the way we communicate. We don't measure the success of our communications based on what we believe; rather, we look at how others interact with them. If we don't get the desired result the first time, we simply have to try different methods until we do.
* If somebody did it before, then you can do it: Any success a person has does not imply that he is better than us, but rather that he knows how to do it. If we know how to do something that someone else has done and then do it, we will inevitably get the same results. Individual differences may necessitate more or less time or effort, but we will always arrive at the same results.
* Because you have control over your mind, you are responsible for the consequences of your actions: If our way of thinking, our way of life, and the decisions we made are what got us to where we are now, do we expect to achieve something new tomorrow? It makes sense to change one's way of thinking from time to time. If you are a pessimist, your life will be miserable. But have you thought about changing your way of thinking to get different results? What do you think will happen if you follow the same thinking patterns as well as the same behavior?? You will get the same results if you do the same things. Do different things if you want different results!

1. Leadership for Change

Leaders assist themselves and others in making the best decisions. They create something new, set a trend, and create an inspiring vision. Leadership is mapping where you want to go to "win" as a team or organization. While the leader is dynamic, exciting, and inspiring, they must also use management skills to guide their people to the right destination in a timely and efficient manner.

Leadership skills are critical in enabling executives to make well-informed decisions about the organization's mission and goals, as well as to properly allocate resources to meet those objectives. Valuable leadership skills include the ability to delegate, inspire and communicate effectively.

* 1. What is the distinction between a leader and a manager?

The main distinction between leaders and managers is that leaders follow people whereas managers have people who work for them.

Leadership includes:

* Establishing a clear vision;
* Sharing that vision with others so that they willingly follow it;
* Providing information, knowledge and methods to achieve this vision;
* Coordinating and balancing the conflicting interests of all members and stakeholders;
* A leader shines in times of crisis because he or she is able to think and act creatively in challenging situations.

How to lead your team through change

1. Create a plan. Every business requires change in order to survive;
2. Understand the end goal. It is very important to understand the end goal and objectives before starting work;
3. Communicate clearly;
4. Determine the main stakeholders;
5. Delegate tasks;
6. Set realistic goals;
7. Manage and discuss expectations;
8. Inform and prepare people for accountability.
   1. Why do we need leadership for change?

A leader's vision is very different from that of a manager. Managers fear change because it disrupts their carefully planned way of life, whereas leaders embrace change because they know it leads to new opportunities for growth and achievement.

Dave Ulrich, 2009

Leaders always possess the following essential leadership traits

* Honesty
* Ability to delegate
* Ability to communicate positively: A leader can be one of the biggest influences in the workplace.
* A sense of humor
* Self-confidence and gratitude: A leader who takes the time to recognize his employees' hard work will build a strong team based on trust; on the other hand, leaders who give orders with little regard for anyone else will not earn trust or respect.
* Commitment
* Being positive and empowering others: Successful leaders are quick to share their knowledge and do everything they can to empower others. They want to help their team members grow in terms of leadership and professionalism.
* Being human: It is normal and often beneficial for a leader to show weakness at times in order to demonstrate to his team that he is both a strong and weak human being. It is also necessary to recognize the flaws of others. A strong leader will make it clear to everyone that there is no room for strife or conflict.
* Taking Responsibility: A good leader is someone who always steps forward and accepts responsibility. Nothing is worse than a leader who will step aside and allow a member of his team to bear the responsibility for a bad situation or outcome.
  1. We can identify leadership based on the art of leadership
* **Vision:** Leadership means having a vision and sharing it with others, and when you are inspired by others, you can share a common goal to guide the efforts of the whole team.
* **Motivation:** A leader knows, more than anyone else, how to motivate others. The leader, through motivation, directs the energy of his co-workers in order to achieve the goals.
* **Service:** A leader is one who serves. Team members must feel supported by their leaders, and the tools to perform their jobs properly must be available to them. They should also receive recognition and appreciation for their efforts; In short, leadership must serve the team.
* **Sympathy:** One of the most important qualities of any leader who strives for success is emotional intelligence. Leaders with this ability can put themselves in the shoes of others, understand their concerns, and empathize with them. Empathy has the power to inspire others and forge the bonds that lead to success. A successful leader has high emotional intelligence; they understand where the other person is coming from even if they disagree with him. Empathy with employees will greatly contribute to building trust in the workplace culture as well as job satisfaction.
* **Creativity:** Creativity is linked to leadership. Good leaders can foster an environment that encourages all members of their team to expand their skills and imagination in order to contribute to the company's common project and vision. If you want to be a successful leader, respect the creativity of others and learn from those around you; their ideas will almost certainly be beneficial to you.
* **Sensitivity:** A leader must know how to listen in order to understand the needs of others and provide them with the time and resources they require to do their job properly; Thus fulfilling what is required of them.
* **Administration:** A leader must be up front to lead and direct their team throughout the entire process until the goal is met, but the leader also knows when to back off and make their team acknowledge the lead. As a result, the team has the opportunity to grow both personally and professionally. Administration focuses solely on tasks, whereas true leadership focuses on people.
* **Teamwork:** True leadership entails working as part of a group to achieve a common goal. People management is one of the most difficult tasks that leaders face. People achieve better results due to good leaders' positive attitude and trust in their colleagues. Caring team leaders accept responsibility when something goes wrong and recognizes and reward the group for a job well done.
* **Taking risks:** The leader is responsible for taking risks that others are unwilling to take, or the opportunities that others cannot and they are self-assured enough to make decisions. If they make a mistake, they must be courageous enough to correct it without blaming the team.
* **Improvement:** True leadership strives for continuous improvement. Leaders have the ability to transform their team members into stars.

In short, the definition of leadership has nothing to do with the company's hierarchy; it has nothing to do with imposing views, but rather with listening to those who know. Leadership is the attitude adopted by those who are looking for something different, who are committed to their goal, and who influence others to achieve a common goal through enthusiasm and optimism.

Dave Ulrich, 2009

1. Psychosocial Support Through Remote Personnel Management

We all have feelings and thoughts that influence how we react to life situations and how we treat others, whether positively or negatively. Recognizing how stress affects our feelings, thoughts, physical health, and interpersonal relationships is the foundation of psychosocial support and psychological well-being.When we are stressed, such as during an emergency at work, we must pay more attention to our psychosocial health as well as psychosocial support for ourselves and others.

If we look at (Figure 4), We see two parallel lines, but they are curved, this is called misperception.

**Figure 4**

Our perception of our surroundings is influenced by our senses. When there is exhaustion and a lot of overlapping information, the brain relies on previous information rather than analyzing information and facts for the sake of conclusion, and draws conclusions quickly based on comparison and relativity.

In fact, the two lines in Figure 4 are parallel, not curved. But what is the reason for this misperception even though we know the real information?

Because the presence of a dark central point towards which the curved lines are pointing draws our attention to it, causing us to realize that any line surrounding it is curved and pointing towards or away from the center.

We make a mistake when we make an emotional decision or other decisions based solely on the obvious and central. We overlook the rest of the surrounding and non-obvious information that can be extremely useful in decision-making.

The main impediment to interpersonal communication is our natural tendency to judge, evaluate, approve, or reject the other person's or group's statements.

Rogers, 1961

* 1. Principles of psychological first aid during the process of psychosocial support

**Visual contact:** It refers to:

* Information about what happened and is happening
* The current situation of the person in need
* Safety and security risks
* Asking about needs and concerns
* Emotional reactions

When providing psychological first aid without visual contact, attention must be paid to the following:

* It is important to speak slowly and clearly when taking any information
* Be calm and calm the other person
* It is normal to react with anger, frustration, or confusion when facing adversity, so calm the person and let him know that his anger and his condition is normal due to an abnormal circumstance.

****

**Listening:** Active interactive listening is essential for positive communication. This is done through:

* Active attention and listening (active process of feeling, attention and perception) and thus information becomes more accurate.
* Accept the feelings of the other without judgment. Acknowledge the person's feelings and perceptions of events and allow expressions of anger or frustration.
* Helping a person in distress to find solutions to his immediate needs and problems.

You can demonstrate empathy and warmth during remote communication by adjusting the voice in a way that conveys interest. Listen carefully to the person and show your interest in hearing them using positive sounds.

If you are speaking to someone who is extremely anxious, it is critical to use a calm tone of voice to instill a sense of calm and security.

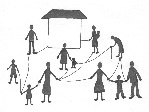
Use open-ended questions (what, where, who, and when - be careful not to ask why) during remote communication, ask one question at a time, and avoid interpreting what the speaker is saying.

Ask open-ended questions gently and slowly, and clarify when empathy is not evident by paraphrasing and providing feedback to the person to make them feel that their feelings and experiences are understood. Listening leads to respect, support and empathy.

There are some basic psychosocial expressions of concern and empathy, such as: I understand your concerns; most people think a lot about the situation; it is natural to feel sad, angry, or upset; I completely understand how you feel; in this case, your reaction is entirely natural; perhaps we can talk about possible solutions; what we can provide is…; I am concerned about you and would like to refer you to someone who can assist you.

The types of questions and the goals of each type are listed in the table below so that we can use them during positive communication with others.

|  |  |
| --- | --- |
| **Question Type** | **Objective** |
| Open questions | More information |
| Closed questions | Specific information or a yes or no answer |
| Investigation questions | Additional information |
| Reflexive questions | Putting others on the right path |
| Hypothetical questions | Encourage others to think more deeply |
| Direct questions | Instructions and a way to get people's attention |



**Connection:** It helps the person to:

* Access information
* Connect with loved ones and social support
* Handle practical problems
* Help with how to access services
  1. The following should be taken into account during positive communication

1. **Respect:**
   1. Safety: Avoid exposing people to further danger or harm as a result of your actions.
   2. Dignity: Treat people with respect, no matter how big the difference.
   3. Rights: Ensure that people can access aid equitably and without discrimination; help people realize their rights and access available support; and act on the best interests of anyone you meet.
2. **Adapting behavior and response to a person's culture:**

You might find yourself dealing with people from various backgrounds (cultures, values, customs and traditions, beliefs and religion). It is critical to be aware of your own cultural background and beliefs in order to neutralize your feelings and avoid bias.

1. **Be aware of other actions and actions to respond at different times:**

Make sure you are aware of the services and supports that are available so that you can share this information with the people you are assisting, as well as how to obtain practical assistance.

As such, the core values ​​of positive communication are:

* Emotional understanding is the ability to see and feel things from the other person's point of view;
* A sense of respect will allow you to listen and not make assumptions;
* When communicating, always keep in mind the need to empower the other person;
* Be sure to take a stand that does not involve condemnation;
* Be constructive and focus on the things at hand that can be changed;
* Give general answers instead of asking questions and giving answers;
* Focus on the person's thoughts and feelings;
* Focus your attention on what the person is saying, not what you are going to say next;
* Give general answers instead of asking questions and giving answers;
* Focus on the person's thoughts and feelings;
* Focus your attention on what the person is saying, not what you are going to say next.

IFRC, PSS, 2009

* 1. Perception modalities and positive communication

To have positive communication, we must first understand people's perception modalities and, as a result, the pattern of their personality.

We communicate with our world through our five senses. These senses form five perception modalities, namely: visual, auditory, olfactory, gustatory, and sensory. Although the five senses all function continuously and without interruption, each of us has our own distinct modality that is more effective than other modalities.

**The visual modality:** The most frequently used phrases and linguistic affirmations by a person with a visual mode of perception:

* This idea is not clear
* Imagine the situation
* I see your point of view
* I see it too
* The picture is gloomy
* This gives me a clear picture
* Imagine you are in the situation and you will see my point
* Look at the situation with binoculars
* I cannot see clearly

We can measure on the above all the words that bear sight or imagination.

**The auditory modality:** The most frequently used phrases and linguistic affirmations by a person with an auditory mode of perception:

* The sound is clear
* The power of the word
* I'm all ears
* I say, I hear
* The sound is musical, cacophony, soft
* listen carefully
* I hear you repeating the same tune
* Think of it as a cracked disc

**The sensory modality (It includes olfactory, taste, and tactile):** The most frequently used phrases and linguistic affirmations by a person with a sensory mode of perception:

* I have a feeling you're right
* This is beautiful, tender, obnoxious, foul
* I don't feel comfortable when I work under pressure
* Can you put your hand on the main reason?
* I caught the topic
* I want to feel the taste of success
* This topic has a special sweetness
* I smell deception
* I feel relief, happiness, pain

We can measure on the above all similar words and expressions.

Although people generally experience the world via their preferred mode of perception, most people use a unique combination of all three and need all three modes to be present. Therefore, we can determine a person as being visual, auditory, or sensory based on his strongly preferred modality.

What do we gain from knowing each person's model of perception?

* Understand the person's logic and talk to them accordingly.
* That person will feel that he is respected and understood by us and will be willing to; respect and understand us;
* We can successfully change the way we deal with him.

1. What is Stress?

Stress is a state of tension that arises when a person responds to life's various demands and pressures, such as work, family, internal self-imposed needs, obligations, and self-criticism. Stress can manifest in a variety of ways in people, including physical symptoms, changes in normal behavior, and emotional symptoms. These symptoms can progress to depression and anxiety, as well as heart disease and irritable bowel syndrome (IBS).

Fink, 2010

**Physical symptoms of stress:**

* Heart palpitations
* High blood pressure
* Tightness and pain in the chest
* Headache
* Abdominal pain
* Nausea
* Sleep disturbances
* A relatively constant feeling of general fatigue
* Pain and tension in the neck muscles
* Back pain

**Behavioral symptoms**

* The individual feels a tendency to withdraw from others and no longer desire to mix with them
* Increased consumption of alcohol, nicotine, or drug use
* Decreased desire to eat or overeating
* The person becomes more prone to accidents
* The individual becomes impatient or hostile
* Working long hours without taking a break
* Irritability and tension
* The individual has negative thoughts about himself, work and others
* feeling guilty
* Fear
* Wanting to cry
* loss of motivation

**Symptoms within the context of social relations**

* Overreacting to the failure of others
* Using other people as a scapegoat
* The desire to withdraw from others; Reluctance to participate in group activities
* Increase in arguments with friends, colleagues, or others in general
* Hostility towards others

Stress can also appear in groups. This is especially important to refer to working in media organisations where pressures within teams can affect good performance and the continuity of positive relations between team members. And its indicators are:

* Poor performance at work
* Increasing conflicts within the work teams
* Increasing complaints
* Increased sickness absence
* Increase employee turnover

Fink, 2010

1. Measuring Psychological Stress in the Context of Journalistic Work

Every press organization should monitor and measure the levels of psychological stress in its employees, both as individuals and as work teams, and develop plans to manage it if it rises.

The following are a set of measures that can be used to monitor and measure psychological stress levels in this context:

* 1. General Assessment of Institutional Stress

Important note: The purpose of this questionnaire is not to collect information about employees or to hold anyone accountable, but rather to develop a policy and system to deal with psychological stress at work and to foster a healthy and positive work environment. Please respond to the questions honestly and clearly, with details and realistic examples if possible.

**Basic information**

**Occupation**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Workplace**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Gender**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Roles and work requirements**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Requirements**

**Draw a circle around the number that clearly and honestly represents your opinion:   
(**On a 0-to-10 scale, consider 0 is the lowest and 10 is the highest)

1. Is there a clear job description in your contract that shows you your job duties and responsibilities?

Yes No

1. To what extent do you think the roles and responsibilities assigned to you at work match your abilities and skills?

(Doesn’t match at all) 0 1 2 3 4 5 6 7 8 9 10 (Match completely)

1. Have you been agreed in advance on the volume of production required of you?

Yes No

1. To what extent do you believe the work required of you is realistic and achievable in relation to the working hours allocated to it?

(Absolutely unrealistic and unachievable) 0 1 2 3 4 5 6 7 8 9 10 (Completely realistic and achievable)

1. Are you aware of the manuals in your media organisaition related to Human Resources?

Yes No

1. To what extent does the administration allow you to share and view these manuals whenever you want?

(It is never allowed) 0 1 2 3 4 5 6 7 8 9 10 (It is always allowed and available)

1. Have you ever expressed concerns or doubts about your inability to meet the requirements and tasks required of you?

**Choose one:**

Yes: How did the administration respond?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No: What prevented you from expressing your concerns?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. To what extent does administration encourage you to develop new skills to help you take on new jobs and tasks?

(Never encourage) 0 1 2 3 4 5 6 7 8 9 10 (Always encourage)

1. Has administration provided you with opportunities to attend training and develop these skills at work?

**Choose one**

Yes: How useful was it?

(Not useful at all) 0 1 2 3 4 5 6 7 8 9 10 (Very useful)

If you choose a rating less than 6, please answer the following. And if you choose a rating of 7 or higher, please go to question No. (7).

Why was the level of benefit from the training and skills development provided by the administration not high in your opinion?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can the training and skills development provided by administration be more beneficial and useful?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. The ability to control work**

1. To what extent do you think you have control over the pace and quantity of your work in your media organisation?

(No control at all) 0 1 2 3 4 5 6 7 8 9 10 (There is complete control)

1. Does administration take your opinion on the pace and amount of work required of you?

Yes No

1. Have you ever expressed concerns or doubts about your inability to fulfill the tasks required of you because they are too many or too difficult?

**Choose one:**

Yes: How did the administration respond?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No: What prevented you from expressing your concerns?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the administration take your opinion on your breaks and vacations?

Yes No

**3. Changes**

1. To what extent does the administration provide you with sufficient information about major organizational changes that may affect your work, including the schedule of changes?

(Never) 0 1 2 3 4 5 6 7 8 9 10 (Always)

1. To what extent does the administration consult with you about these changes and give you adequate opportunity to provide feedback on the proposed changes?

(Never) 0 1 2 3 4 5 6 7 8 9 10 (Always)

1. If such changes occur, to what extent do you receive appropriate support to adapt to these changes?

(Never) 0 1 2 3 4 5 6 7 8 9 10 (Always)

1. **Relationships within the scope of work**
2. Have you ever been subjected to unacceptable behavior from coworkers or bosses, such as bullying, harassment, racism, or unfairness?

**Choose one:**

Yes: (please give real examples): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No

1. Have you complained to the administration about such behavior?

**Choose one:**

Yes: How did the administration respond?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No: What prevented you from expressing your concerns?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you think that your organisation has appropriate policies and procedures to prevent and deal with unacceptable behavior?

Yes No

1. If the answer is “No”, what do you suggest that the administration should do in this regard?

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1. **Support**
2. Do you know what kind of psychosocial support is available in your organisation, and when and how to get it?

Yes No

1. To what extent do you think that the administration of your organisationprovides you with sufficient psychosocial support?

(It Doesn’t provide any support) 0 1 2 3 4 5 6 7 8 9 10 (It offers full support)

1. To what extent do your co-workers provide psychosocial support to each other?

(They don’t provide any support) 0 1 2 3 4 5 6 7 8 9 10 (They offer full support)

1. Do you receive evaluation of your work and performance on a regular basis?

**Choose one:**

Yes: How?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No

List five things that make you feel stressed at work. And put a score against each of them so that the score is from 0 to 10. Where 0 = causes very little stress or may not cause any stress at all and 10 = causes very severe psychological pressure

*Example:*

*Too many duties or tasks required of me compared to the time available*

0 1 2 3 4 5 6 7 8 9 10

*The quality of my relationships with my co-workers*

0 1 2 3 4 5 6 7 8 9 10

And you can continue like this

Start now:

1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9 10

2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9 10

3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9 10

4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9 10

5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9 10

* 1. Burnout Scale

Dear participant

This questionnaire contains (22) statement related to how you feel about your job.

Please read each statement carefully, and decide whether the feeling described in the statement applies to you or not.

If you have not previously felt what the statement describes, put zero (0) under the number of times you felt the feeling the statement describes, and zero (0) under the intensity of that feeling.

There are two ratings we would like you to choose. The first is about the frequency of the feeling (ranging from 0 to 6 times), and the second is about the intensity of that feeling (ranging from 0 to 7 degrees).

Here's an explanation of what those numbers refers to:

**Regarding the frequency of the feeling describes in the statement:**

Regarding the frequency of the feeling the statement describes:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| It didn't occur at all | It occurs few times a year (less than once a month) | It occurs about once a month | It occurs few times a month (2 to 4 times) | It occurs once a week | It occurs few times a week (5 to 7 times) | It occurs every day |

**Regarding the intensity of the feeling describes in the statement:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| It Does not exist | Very weak and hardly noticeable | Weak | Rather weak | Medium | Rather strong | Intense | Very intense |

|  |  |  |
| --- | --- | --- |
| **Frequency of the feeling**  0 - 6 | **The feeling statement** | **Intensity of the feeling**  0 - 7 |
|  | 1. I feel emotionally exhausted from practicing this profession. 2. I feel drained of energy at the end of the workday. 3. When I wake up in the morning and remember that I have to face a new day at work, I feel exhausted. 4. I can easily understand the feelings of service recipients (employees & administrators) about what is going on around them. 5. I feel like I treat some service recipients (employees & administrators) as if they are not human. 6. Dealing with service recipients (employees & administrators) throughout the working day causes me fatigue and exhaustion. 7. I deal highly effectively with the problems of service recipients (employees & administrators). 8. I feel like I'm burnt out of this profession. 9. I feel that I am positively impacting the lives of many service recipients (employees & administrators) through my practice of this profession. 10. I became harsher towards others after starting this profession. 11. I feel annoyed and concerned because my job makes me crueler. 12. I feel energetic and alive. 13. I feel frustrated with this profession. 14. I feel like I'm working in this profession with a lot of stress. 15. I feel that I don't care about the problems of the service recipients (employees & administrators). 16. Working directly with the service recipients (employees & administrators) puts a heavy burden on me. 17. I can easily create a comfortable psychological atmosphere with the service recipients (employees & administrators). 18. I feel happy and comfortable after working with the service recipients (employees & administrators). 19. I have accomplished a lot of valuable work in this profession. 20. I feel like I'm on the verge of collapse because of my practice of this profession. 21. I calmly deal with my emotional problems while practicing this profession. 22. I feel that the service recipients (employees & administrators) blame me for some of the problems they face. |  |
| **For institutional use only** | | |

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|  |
|  |
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|  |
|  |

Emotional stress (1, 2, 3, 6, 8, 13, 14, 16, 20) =

Emotional blunting (5, 10, 11, 15, 22) =

A Sense of accomplishment (4, 7, 9, 12, 17, 18, 19, 21) =

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Frequency of the feeling** | |  |  | **Intensity of the feeling** | | |
|  | **Low** | **Medium** | **High** |  | **Low** | **Medium** | **High** |
| **Emotional stress** | **0 - 17** | **18 - 29** | **30 and above** |  | **0 - 25** | **26 - 39** | **40 and above** |
| **Emotional blunting** | **0 - 5** | **6 - 11** | **12 and above** |  | **0 - 6** | **7 - 14** | **15 and above** |
| **A Sense of accomplishment** | **0 - 33** | **34 - 39** | **40 and above** |  | **0 - 36** | **37 - 43** | **44 and above** |

|  |
| --- |
| **The higher the scores in the “Emotional Stress and Emotional blunting” sections, and the lower the scores in the “A Sense of accomplishment” section, the more the individual suffers from burnout.** |

|  |
| --- |
| **Emotional stress** is defined as a sense of frustration, low motivation, helplessness, hopelessness, and emotional exhaustion. Emotional stress is a combination of the aforementioned feelings, which represent a general state of the individual's feelings over a short period of time. It does not stop with feelings of physical stress such as fatigue, headache, and weakness. This condition is usually caused by the individual being exposed to stressful situations. |

|  |
| --- |
| **Emotional blunting** is defined as the psychological withdrawal from human relationships and the development of a negative, cynical, and harsh attitude toward the service recipient and the profession in general. |

|  |
| --- |
| **A sense of accomplishment** is a sense of efficiency, self-efficacy, and achievement. |

(C. Maslach et al, 1996)

* 1. Self-care Assessment Tool

This tool provides an overview of effective self-care strategies. After completing this tool, select a paragraph from each area in which you will make efforts to improve.

Measure the following areas using the estimates below:

1 = It never even crossed my mind

2 = Not at all

3 = Rarely

4 = Sometimes

5 = Usually

1. **Physical self-care**

------- I eat regularly (example: breakfast, lunch, and dinner)

------- I eat healthy food

------- I do exercises

------- I am getting health care for the purpose of prevention

------- I get health care when I need it

------- I take my free time when I need it

------- I get a massage

------- I dance, swim, walk, run, play sports, sing, or do some other physical activity that I enjoy

------- I make time (I have time) for sex - either with a life partner, or alone

------- I get enough sleep

------- I wear clothes that I like

------- I take vacations

------- I take day trips/take short vacations

------- I set aside time for myself away from the phone and other communication devices.

------- I do other things

1. **Psychological self-care**

------- I set aside time for retrospection and self-examination

------- I have my own psychotherapist

------- I write in a magazine

------- I read books that are not related to work

------- I practice something I'm not an expert on and/or responsible for

------- I reduce stress in my life

------- I let others know about my different characteristics

------- I examine and notice my inner experiences - listen to my thoughts, my judgments, my beliefs, my attitudes, my feelings and my emotions

------- I explore or seek intellectually to learn about new areas or attend different events, for example: go to an art museum, go to a history exhibition, go to a sporting event, go to an auction, go to theatrical performances

------- I allow myself to both receive and take from others

------- I'm curious

------- Sometimes I say "no" to additional responsibilities

------- I do other things

1. **Emotional self-care**

------- I spend time with people who I enjoy their company

------- I keep in touch with the important people in my life

------- I give myself reassurances and affirmations and strengthen myself (I reward myself)

------- I love myself

------- I re-read favorite books, I re-watch favorite movies

------- I choose/have comfortable activities, comfortable things, good people, good relationships, comfortable places

------- I allow myself to cry

------- I find things that make me laugh

------- I express my anger or annoyance in a social situation, in letters or in protests

------- I have fun with children

------- I do other things

1. **Spiritual self-care**

------- I make time for retrospection, contemplation and/or self-examination

------- I spend time in nature

------- I find/have a spiritual connection or a spiritual community

------- I am open to inspiration

------- I appreciate my optimism and hope

------- I am aware of the immaterial aspects of life

------- Sometimes I try to be irresponsible or inexperienced

------- I am open to the unknown

------- I identify what is meaningful to me and note its place in my life

------- I meditate

------- I pray

------- I sing

------- I spend time with children

------- I experience awe

------- I contribute to causes I believe in

------- I read inspirational readings (I hear inspirational music, speeches…etc.)

------- I do other things

1. **Professional self-care (or self-care in the workplace)**

------- I take a break during work (for example, a lunch break)

------- I make time to talk to my colleagues

------- I make quiet time to finish my work

------- I identify exciting or enhancing projects or tasks

------- I set boundaries with my or co-workers or with clients

------- I balance the workload so that no day, or part of the day is very, very stressful

------- I arrange my workplace to make it comfortable

------- I get regular supervision or counseling

------- I negotiate for my needs (or interests, or pay increase)

------- I have a support group of friends

------- I develop an area of ​​interest that is not related to trauma or traumatic areas

------- I do other things

Saakvitne et al (Norton, 1996)

**My personal response to stress**

**physical symptoms**

|  |  |
| --- | --- |
|  | Fast heart rate; an abnormal heart rhythm |
|  | Headache or muscle tension (in the neck, shoulders, and/or facial muscles) |
|  | Chest tightness; heartburn, chest pain |
|  | Shortness of breath — known medically as dyspnea |
|  | Dizziness |
|  | Teeth grinding and jaw clenching (also called bruxism) |
|  | Red spots or bumps on the skin |
|  | Tremors and/or tremors in the hands |
|  | Stomach pain, diarrhea, constipation |
|  | Chronic fatigue |
|  | Sleep problems, interrupted sleep, or difficulty falling asleep |
|  | Sleeping a lot, not being able to do daily tasks after waking up |
|  | Persistent colds |

**Cognitive (mental) symptoms**

|  |  |
| --- | --- |
|  | Difficulty concentrating |
|  | Forgetting, and/or forgetting appointments |
|  | Feeling overwhelmed |
|  | Getting overwhelmed by thinking the same things over and over again |
|  | Difficulty making decisions |
|  | Missing things you need to do your work |

**Emotional symptoms**

|  |  |
| --- | --- |
|  | Tendency to get angry or irritable quickly |
|  | Feeling that you can't handle more, even if it's just a small thing |
|  | Feeling depressed |
|  | Feeling as if you are in a trap that you cannot get out of and that you are limited in ability |
|  | Lose your sense of humor |
|  | Unclear feeling of fear and anxiety |
|  | Feeling isolated, abandoned or neglected |
|  | Quick temper tantrums |
|  | Feeling emotionally empty |
|  | Feeling angry, but for no specific reason |

**Symptoms related to relationships with others**

|  |  |
| --- | --- |
|  | Increased arguments and quarrels with friends, family, or co-workers |
|  | Overreacting to the failure of others |
|  | Symptoms of stress in others close to you (family and work) |
|  | Desire to withdraw from others; reluctance to participate in group activities |
|  | Loss or lack of ability to initiate, follow through on tasks undertaken by other members of the work team |
|  | An increased feeling of inadequacy |
|  | Using other people as a scapegoat |

**Behavioral symptoms**

|  |  |
| --- | --- |
|  | Doing dangerous actions, looking for excitement |
|  | Consuming a lot of alcohol or drugs |
|  | Use of prescribed medications other than those for which they were prescribed |
|  | Driving irresponsibly or recklessly |
|  | Engaging in reckless or unpleasant sexual practices |
|  | Being late for or absent from work |
|  | Neglecting to take care of yourself (for example: not to shave your beard, or not to wear make-up…etc.) |
|  | You find yourself more likely to have accidents (or unwanted events) |
|  | Ignore safety rules |

1. Relaxation Techniques to Manage Stress
   1. Deep breathing

In normal circumstances, our breathing is shallow and regular, with no change in breathing pattern. That is, we breathe from the upper part of the lungs and do not draw in enough air because our bodies do not require more oxygen than we consume through shallow breathing. In the case of stress, however, the body enters a state of response to pressure, and signs and symptoms of stress begin to increase, resulting in muscle tension and a greater need for oxygen. Deep breathing works to introduce more oxygen into the lungs, increasing the percentage of oxygen in the bloodstream and thus warming the bloodstream. Warm blood reaches tense muscles and relaxes them. Warm blood relaxes the muscles, which stimulates the parasympathetic nervous system, which reduces our response to pressure, thus relaxing us and providing us with a clear mind and a balanced inner feeling.

Deep breathing is essential for good health. When we are stressed, our oxygen and carbon dioxide levels are disrupted, resulting in a rapid heart rate, dizziness, muscle tension, and other bodily sensations. As a result, there is insufficient oxygen in the blood, indicating a stress response that contributes to anxiety and panic attacks. The diaphragm, located below the lungs, is the major muscle of respiration. It is a large, dome-shaped muscle that contracts rhythmically and continually, and most of the time, involuntarily. Your stomach muscles aid in the movement of the diaphragm and the ability to empty your lungs of spent air that is high in carbon dioxide and low in oxygen.

The purpose of deep breathing:

Deep breathing aims to help you use the diaphragm correctly while breathing to achieve the following:

* Relaxation in general; relax tight muscles and tense body parts
* Providing the blood with the necessary oxygen
* Calming the sympathetic nervous system and activating the parasympathetic nervous system
* Feeling relaxed and calm

**Timing and location**

This exercise can be done at any time and while standing, sitting, or lying down. This exercise should be done three times a day as follows:

1. **The first time:** around noon
2. **The second time:** Immediately after you finish your day at work, either before leaving or after getting to your car or means of transportation of choice. If you get in your car, ventilate it, do your exercise, then start the car and drive away.
3. **The third time:** it's bedtime, and you're lying in bed with your eyes closed.

You can also perform this exercise immediately following a stressful situation to help you relax and control your stress.

**How to do it?**

The exercise can be done individually or in groups, as follows:

**Exercise while lying down**

1. Lie on your back on a flat surface with your knees bent and your head propped up. You can put a pillow under your knees to rest your legs. Place your palm on top of your chest and the other hand under your rib cage. This will allow you to feel the movement of your diaphragm when you breathe. (See picture below).
2. Breathe in slowly through your nose until you feel the movement of your stomach on your hand, the hand on your chest remains in its place. (See picture below).



1. Contract your stomach muscles inward as you exhale, with your lips closed. Try to keep your hand on your chest as closely as possible. (See picture below).



When you first learn deep breathing, it may be easier for you to follow the instructions while lying on your back as shown in the pictures above. (See picture below).

**Exercise while sitting**

1. Sit in a comfortable position with your knees bent, head and neck relaxed.
2. Place one hand on top of your chest and the other under your rib cage. This will allow you to feel the movement of your diaphragm as you breathe.
3. Breathe in slowly through your nose until you feel the movement of your stomach on your hand, the hand on your chest remains in its place.
4. Contract your stomach muscles inward as you exhale, with your lips closed. Try to keep your hand on your chest as closely as possible.

Note that you may notice that it takes extra effort to move the diaphragm correctly. At first, you may feel tired during the exercise, but you must continue, as deep breathing will become easier with practice.

(Davis et al., 2019)

* 1. Intentional visualization

Intentional visualization is a stress management technique, and it is a prevalent for several reasons:

* It can quickly relax your body and thus your mind,
* It's fun and easy to learn
* It helps you to de-stress in just a few minutes and can also be a useful strategy to maintain your resilience to stress during tough times.

**Timing and location**

It is preferable to practice intentional visualization alone in a quiet place with low lighting. It is recommended that you do it once a day when you go to bed and lie on your back. After you've completed the deep breathing described above, close your eyes and begin intentional visualization right away. You can also use intentional visualization to help you relax and manage stress immediately following a stressful situation.

**How to do it?**

Below are general guidelines to help you understand intentional visualization and how to practice it on your own:

1. Sit in a comfortable position: such as the position you take while practicing deep breathing. If lying makes you sleepy, sit in a comfortable chair. Try to position yourself in a comfortable way that helps you focus.
2. Breathe from your abdomen: With closed eyes, breathe deeply and focus your mind on “breathing in peace and releasing the pressure by exhaling.” This means allowing your abdomen to contract and expand as you breathe in.
3. Choose a scene or an image and visualize it vividly: Once you reach the relaxation stage, start imagining yourself in an atmosphere full of calm and relaxation. Visualization is a conscious action, with structure and intention. The secret to a successful visualization is to fuel your image with all your five senses to make your image come to life, where you are fully entrenched in your feelings. For example, some people may imagine themselves floating on the fresh, clear waters of a tropical island, sipping refreshments while soft music plays in the background. For others, that might mean sitting by the fireplace in a secluded cabin in the woods, drinking a cup of cocoa and reading a good book.
4. Try to choose natural places that you like, such as: mountains, sea, desert, and so on.
5. Immerse yourself in the sensory details of the scene: As you imagine the scene, try to engage all your senses. What does the scene look like? What is the feeling? What smells do you smell? Can you hear the chirping of birds, the sound of a waterfall? Make the scene so real that you can even feel it. Paying attention to these details in your daily life helps to increase your awareness which brings great benefits to stress management.
6. Relax: Stay there in your imaginary world for as long as you like. Enjoy "what's around you" and allow yourself to walk away from what's causing you stress. When you are ready to return to reality, gradually begin to recall reality. Open your eyes first and do not make any sudden movements. Open your eyes but stay still and relaxed. Then do some stretching for your body a little bit and then get up slowly. Then take a walk and go back to your work or daily life.

(Davis et al., 2019)

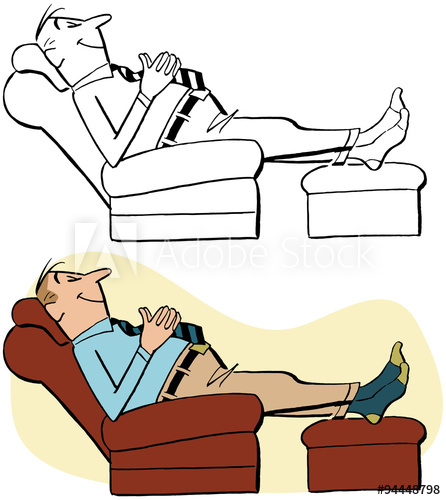
* 1. Progressive muscle relaxation

Progressive muscle relaxation is a deep and effective relaxation technique for dealing with stress, fatigue, burn-out symptoms and pain. The technique is based on the simple practice of stretching or contracting each muscle group separately, followed by a relaxation phase with tension release.

**Timing and location**

It is preferable to practice this technique alone in quiet places and with dim lights two to three times a week. It can also be practiced immediately after going through a stressful situation to help you relax and manage stress.

**How to do it?**

****

Dr. Edmund Jacobson, known as ''the father of progressive relaxation,'' invented the technique in the 1920s as a way to help his patients deal with anxiety. Dr. Jacobson felt that relaxing the muscles could relax the mind as well.

1. Sit in a comfortable position, wearing comfortable clothes that are not tight. For example, you can remove the belt, glasses, wristwatch, shoes.
2. Close your eyes.
3. Take two deep breaths, direct your mental focus on your body, and try to feel your weight and the warmth of your body.
4. Make a fist with your right hand as much as you can for 7 seconds, then relax it and notice the difference between tightening and relaxing. Do this movement again. And do the same movement twice for your left hand.
5. Now spread your fingers as much as possible, then bend your palms back towards the ceiling. Bend them as much as possible for 7 seconds and then loosen them together once until the tension is gone. Do this movement again.
6. Now, spread both arms and bend them from the elbow to the back towards the neck, bending for 7 seconds and then relaxing for 10 seconds. Repeat this movement.
7. Now, while continuing to close your eyes, contract the muscles of your forehead (front of the face) as much as possible for 7 seconds, then relax them. Do it one more time.
8. Now close your eyes tightly, contract your eyelid muscles as much as possible for 7 seconds and then relax them with your eyes closed. Do this for both eyes twice and then relax them for 10 seconds.
9. Press your lips tightly together and hold for 7 seconds, feeling the tension. Slowly release. The lips should be completely relaxed for 10 seconds and barely touching after the release. Do this twice.
10. Now take a deep breath and hold it for 7 seconds before exhaling, then breathe normally for 10 seconds and then repeat the movement again.
11. Now arch your back so that your chest protrudes toward the ceiling. Of course, do not perform this movement if you have a back injury or have had back surgery, but keep your eyes closed and imagine doing this movement. Or slowly arch your back and hold for 7 seconds, then relax your back. Stay relaxed for 10 seconds and then repeat the movement again.
12. Gently tighten the muscles of your abdomen as if someone is about to punch you in the stomach, hold this position for 7 seconds, then relax for 10 seconds and then repeat it once again.
13. Now contract and tighten your pelvic muscles and stay like this for 7 seconds, then relax them for 10 seconds and then repeat the process.
14. Now spread your legs while raising the heels of your feet slightly off the ground while tightening the muscles of the thighs. Hold this for 7 seconds, then relax your legs for 10 seconds, then repeat again.
15. Now bend both feet as far as possible toward the ceiling for 7 seconds, then relax them for 10 seconds and then repeat again.
16. Now, while keeping your eyes closed, focus on your state of physical relaxation and how heavy and warm you feel. Hold this state for two minutes and then slowly open your eyes. Don't move too fast, just lie with your eyes open for 10 seconds before doing some stretching and move slowly, then go back to your normal life.

(Davis et al., 2019)

* 1. Communication



Communication is essential for self-care and employee well-being. The mode of communication either promotes smooth and supportive interpersonal relationships and relieves work pressure, or it complicates the work environment, making it more stressful and less productive.

**Timing and location:**

It is recommended that communication skills be practiced in all personal relationships as well as in all situations. However, it is especially important to practice it at work. Yet, there may be places and situations where certain communication skills, such as affirmative communication with the wife or father, are not expected to be practiced.

**How to do it?**

Communication must be effective. Below are key elements of effective communication:

1. Attention: To be attentive, you need to focus on the following:
   1. Look directly at the person when they are talking to you.
   2. Focus on what is being said and don't let outside thoughts distract you.
   3. Don't get caught up in preparing for the answer to what you hear.
   4. Listen to the speaker's body language.
2. Listening: Unless you give signals, the speaker will not know whether you are listening to him or not, even if you are looking at him directly. Listening entails not only hearing what is said to you, but also thinking about it. The following are some listening signals you should use to demonstrate that you are paying attention:
   1. Nod your head every now and then.
   2. Smile and use different facial expressions.
   3. Pay attention to your movements and the way you sit.
3. Giving Feedback: It is very important to give feedback when communicating with others. Below, some important points to remember when giving feedback:
   1. It is important to know that your role as a listener is to understand what the person is talking about.
   2. Respond to what the person is saying by paraphrasing what is being said. You can say for example: "So what you're saying is that...", or "What I understood from this is that...". etc.
   3. Summarize the main points made from time to time.
4. Avoid judgment: Judgment negatively affects the feelings, thoughts and behaviors of others and also drastically affects your communication with them; they will no longer feel comfortable expressing their feelings to you. Below some tips that will help you in this regard:
   1. Don't ask your questions before the speaker makes his point.
   2. Do not interrupt the speaker with statements that contradict what he is saying.
   3. Don't take sides.
5. Respond appropriately: Responding properly to what the speaker is saying is essential for good communication. Below some tips for a proper response:
   1. Realize that active listening is a form of respect and understanding.
   2. Be honest, open and genuine in your response.
   3. Express your opinion in a respectful way.
   4. Treat the speaker the way he or she likes to be treated.
6. Empathy: It is a type of communication that reflects your ability to see and understand things and feelings in the same way that the speaker sees and feels. This necessitates your understanding. Look past the words.
7. Be genuine: This is the highest level of honesty. Your sincerity and respect come from the bottom of your heart in order to gain the speaker's trust, which means you do what you say and say what you do.
8. Be discrete: This means that you should not reveal what the speaker has told you, even if you feel obligated to tell someone or a third party. This is only permitted if the speaker permits it.
9. Ethical Communication
   1. You shouldn't hurt the speaker.
   2. You must be trustworthy.
   3. You should not take advantage of what the speaker has told you.
   4. You should not use what the speaker told you against him.
   5. Respect the speaker's right to make a decision that suits him.
   6. Don't overestimate yourself.
   7. Be aware of your own biases/preferences.

**There are three types of communication:**

1. **Passive communication which is characterized by the following:**
   1. Accept being insulted when spoken to or communicated with.
   2. Feeling that you do not have rights.
   3. The speaker makes you feel that you are of little value
   4. Feeling that you are being blamed
   5. Not expressing your true feelings when you are communicated in this way.
   6. Feeling depressed
   7. Feeling that you are a failure and that the speaker is a successful person
   8. Feeling like you are being controlled

If the above apply to you in the communication process, then you are a passive communicator and this is not a healthy communication method.

1. **Violent communication which is characterized by the following:**
   1. Communicating with others as if they do not have rights.
   2. Lack of respect for others when communicating with them.
   3. Underestimating the value of others while communicating with them.
   4. Blaming others when talking to them.
   5. Expressing your negative feelings towards those you are talking to.
   6. Exaggerating the expression of all your feelings.
   7. exaggerating your level of competitiveness assuming that you deserve to win.
   8. Controlling others while talking to them.

If the above apply to you, you are a violent communicator and this is not a healthy way to communicate

1. **Affirmative Communication:** It is an effective method, but you should be aware that this method cannot be adopted as a lifestyle and does not work for everyone (friends, family, husband/wife). It is also not effective all the time.

Affirmative Communication is characterized by the following:

1. When talking to someone, remember that you both have rights.
2. Have a sense of responsibility when you talk to others.
3. Express your feelings and listen to others express their feelings with respect
4. Be aware of the fact that no one wants to feel like a failure, but rather wants to connect and feel special.
5. Be open to others
6. Respect yourself and others when talking to them
7. Realize that affirmative communication is built on balance
8. Express your needs, rights, and desires while also being an attentive listener to the needs, rights, and desires of others.
9. Be clear, fair and empathetic
10. Say "I don't know" when you don't know and "No" when you feel so. Realize that you have a choice and an opinion and that you can express it, that you make decisions and accountable for them, that you have the right to change your mind and choose how you spend your free time and that you sometimes make mistakes.

There are barriers to effective communication. Some of the barriers to effective communication that put you at risk of improper communication in your community are as follows:

* To Anticipate results;
* To distract your thoughts and mind from what the speaker is saying;
* You ignore what you think is unimportant in the speaker's speech;
* You give an immature response to the speaker's speech before he completes his point;
* To argue;
* To feel hesitant or afraid to express an opinion that contradicts the speaker’s opinion;
* Not feeling comfortable when you want to express your feelings;
* Having not have enough information about what the speaker is saying;
* Not paying attention to your body language and facial expressions;

If you find yourself making one or more of the above when listening or talking to others, try as much as possible to stop doing so.

(Sullivan, 2016)

* 1. Attitude change

According to studies, the way people interact with events and the people around them is heavily influenced by how they perceive things in general. If you have a negative attitude toward things, they are more likely to have a negative impact on your surroundings. You can overcome this negative attitude and its consequences by actively working to improve your positive attitude.



According to research, people who have a positive attitude toward life are less likely to develop diseases than those who have a negative attitude. They also recover faster from illnesses, have lower stress levels, and are less susceptible to anxiety and depression. People with a negative attitude toward life, on the other hand, do not feel happy, are less socially acceptable, and are more prone to illness as well as high levels of anxiety, stress, and depression. (Carrosicia,1992)

As a result, attitude is critical to self-care.

(Carrosicia,1992)

Changing a negative attitude results in fewer illnesses, faster recovery, less stress, depression, and anxiety, and increased productivity and wellness.

**How to do it:**

The following are some techniques that healthcare providers can use to maintain a positive attitude and, as a result, the mindset that is required for healthcare delivery.

1. **Get rid of negativity:** Negativity fuels feelings that need to be managed, such as anger, depression, and anxiety. The following tips help health care providers eliminate negativity:

* Be responsible for your thoughts and actions. For example, if you don't get promoted at work, it's probably not because your boss dislikes you, but rather because of your job performance. Instead of blaming your boss, go talk to him about how you can improve your performance at work in order to get promoted, and then follow his advice.
* Make a list of the negative aspects of your life and begin to change them. Make a list of the most negative things that need to be changed on a piece of paper (it is enough to write five that get priority). Then go through the list and circle the negative items that you can change. Make a strategy to change them as frequently as possible. The paper on which the list was written should then be burned (burning it symbolizes getting rid of those negative things).
* Let go of your expectations. Accept that nothing is perfect, and that challenges are what shape people's personalities. Accepting flaws allows you to focus on the positive aspects of any person or situation.
* Forgive yourself as well as others. Forgiveness removes negative attitudes and makes room for positivity in our lives. It also reduces stress and promotes inner peace and calm in your life.
* Reduce or remove negative people from your life. If you can't get rid of negative people in your life because you're afraid of hurting their feelings, you can confront them by focusing on the positive aspects of what they say or do, avoiding being influenced by their negative energy.
* Dealing with change positively: Decide to react positively in all situations and to not allow negativity to creep in. If you lose your job, thank your boss for the opportunity and say, "This is my chance to find something better and I want it."
* Always keep moving forward. We all have negative thoughts from time to time, which is normal and acceptable; however, we must learn not to let these thoughts control us. We can change our negative outlook by always acting positively.

1. **Focus on the positive:** Focusing on the positive improves the mental health of health care providers by making them more positive, motivated, and healthy. Some practices to help them focus on the positives are listed below:

* Look for the positive aspects of everything. Even in the worst-case scenario, there is something positive; it may take some time to realize it, but seeing the positive aspects of everything keeps you from becoming negative.

Make a list of the five or ten things you are most grateful for, and read it whenever you are feeling down.

* Use positive language and phrases such as "I hope that..." or "I will find a solution to..."
* Surround yourself with people who are upbeat. Having people around you who can help you put things into perspective is essential for increasing your positive feelings.
* Assisting others and interacting with them in a friendly manner has a significant impact on one's mood. This is a wonderful way to distract yourself from problems and increase positive emotions.
  1. Controlling and replacing distorted thinking patterns

Distorted thinking patterns are types of thinking that cause us to see facts incorrectly and have an impact on how we think, behave, and our biological systems. When we see or interpret things in ways that do not harmonize or reflect the reality of what they are, our emotions are built incorrectly because the perspective is incorrect and distorted in the first place, which naturally leads to the adoption of incorrect behaviors.

Furthermore, our biological system is influenced by how we think and feel, particularly when we are stressed by an event that we have misinterpreted. Because the immune, endocrine, and nervous systems interact, causing an imbalance in our hormones and neurotransmitters, it's critical to be aware of these patterns and replace them with more realistic ones for self-care.



Controlling distorted thought patterns and replacing them with more realistic patterns reduces stress, makes us more realistic, maintains the balance of our hormones and neurotransmitters, reduces sadness, depression, and anxiety, prevents immune system deterioration, boosts positivity, and increases productivity.

**How to do it?**

**Step 1: Identify your thinking pattern**

The thinking patterns listed below are simple, but they are very effective at causing us to experience unnecessary emotions and stress. It's worth noting that the more stressed we are, the narrower and more confined our thinking becomes, making it difficult to think in balance.

Identifying the thinking patterns that we use can often be very comforting and allow us to break free from narrow and completely pointless patterns of thought.

**Thinking patters:**

1. **Mental filter:** It is a term used to describe a type of negative thinking pattern, that can often lead to higher levels of anxiety and depression. When thinking through a mental filter, a person is focusing only on the negative aspects of a situation and filtering out all of the positive ones.
2. **Black and White Thinking (Polarized thinking):** Black and white thinking is a thinking pattern that makes people think in absolutes. For instance, you may think you are either always right or the world’s biggest failure. Psychologists consider this thinking pattern to be a cognitive distortion because it keeps you from seeing life the way it really is: complex, uncertain, and constantly changing. Sometimes black and white thinking can cause you to become too rigid, and it can be a problem in work environments where there is a lot of collaboration and sharing of different ideas.
3. **Overgeneralization:** It is a way of thinking where you apply one experience to all experiences, including those in the future. If something bad happens, that bad thing will happen again and again. Those with this kind of thinking may see that the occurrence of one unhappy event or situation is an indication of a pattern of unhappy events that will not end.
4. **Jumping to conclusions:** In this type of thinking, people reach a conclusion prematurely, on the basis of insufficient information. for example, a person believes that he knows how the other person feels without the other telling him how he feels; or he knows why the other is behaving in a certain way without the other telling him why he behaved that way. Another example is when a person expect that events will get worse and then begin to adopt this expectation as an inevitable fact that cannot be mistaken and act accordingly.
5. **Magnification (Catastrophizing) or Minimization:** this way of thinking involves exaggerating or minimizing the meaning, importance, or likelihood of things. An athlete who is generally a good player but makes a mistake may magnify the importance of that mistake and believe that he is a terrible teammate, while an athlete who wins a coveted award in her sport may minimize the importance of the award and continue believing that she is only a mediocre player.
6. **Personalization:** this thinking pattern involves taking everything personally or assigning blame to yourself without any logical reason to believe you are to blame. This distortion covers a wide range of situations, from assuming you are the reason a friend did not enjoy the girls’ night out, to the more severe examples of believing that you are the cause for every instance of moodiness or irritation in those around you.
7. **Control Fallacies:** A control fallacy manifests as one of two beliefs: (1) that we have no control over our lives and are helpless victims of fate, or (2) that we are completely in control of ourselves and our surroundings, putting us in charge of the feelings of those around us. Both beliefs are harmful, and both are incorrect. No one is in complete control of what happens to them, and no one has absolutely no control over their situation.
8. **Fallacy of Fairness:** A person believes he knows what is and is not fair, but others disagree with him. While we would all probably prefer to live in a fair world, the assumption of an inherently fair world is not based in reality and can lead to negative feelings when confronted with evidence of life's unfairness. A person who judges every experience based on its perceived fairness has fallen victim to this fallacy, and they are likely to feel anger, resentment, and hopelessness when they are confronted with an unjust situation.
9. **Blaming:** In this type of thinking, a person blames others for what he is going through from bad situations or events. Or the individual believes that he is to blame for bad situations or events.
10. **Should Statements:** These are statements you make to yourself about what you "should" do, "ought" to do, or "must" do. They can also be applied to others, imposing a set of unrealistic expectations. For example: when a person thinks (I really have to lose 5 kg in the next month), the emotional consequences of such thinking are usually guilt. When an individual directs this kind of thinking towards others, the emotional results are usually anger, frustration, and resentment.
11. **Emotional Reasoning (I feel it, therefore it must be true):** Almost all of us have fallen victim to this distortion at some point in our lives. Emotional reasoning refers to the acceptance of one’s emotions as fact. For example, a person feels that he is stupid and boring, then he thinks that he is really stupid and boring. A person with this thinking assumes that what he feels about events, attitudes and people himself is a reflection of the reality of events, attitudes and people as they are.
12. **Fallacy of Change:** this involves expecting others to change if we pressure or encourage them enough. This distortion is usually accompanied by a belief that our happiness and success rests on other people, leading us to believe that forcing those around us to change is the only way to get what we want.
13. **Labeling:** This tendency is basically extreme form of overgeneralization, in which we assign judgments of value to ourselves or to others based on one instance or experience. For example: if a person with this type of thinking is walking in a crowd and someone pushes him in the shoulder, he may say "what a despicable person".
14. **Always Being Right:** It is the belief that we must always be right. For those struggling with this distortion, the idea that we could be wrong is absolutely unacceptable, and we will fight to the metaphorical death to prove that we are right. For example, a person who thinks in this way believes that it does not matter how bad the other person feels about arguing with him, what is important is that he is proven right.

**Step 2: Controlling and changing distorted thought patterns**

There are six steps to changing negative or distorted thinking:

1. **Identify and describe the disturbing situation:** Describe the situation or event that upset you. Who or what are you upset about? Write this situation or event in the first column of the Thought Record Worksheet.
2. **Write your negative feelings:** What are your feelings on the situation that has bothered you? Describe the feeling as precisely as possible. Use words such as sad, upset, angry, agitated, worried, guilty, ashamed, humiliated, remorseful, confused, disoriented, frustrated, hopeless, afraid, terrified, threatened, abused, anxious, and doubtful. Evaluate the intensity of the feeling you experience from (0) = not at all severe, to (10) = very severe. Write down these feelings and evaluate their intensity in the second column of the Thought Record Worksheet.
3. **Write your negative, distorted, unhealthy thoughts:** Pay close attention to the negative thoughts that accompany your feelings. Take note of what you tell yourself about the problem. Evaluate your level of belief in these thoughts from (zero) = I don't believe they're true at all to (10) = I completely believe they're true. Write down these thoughts and your evaluation of their validity in the third column of the Thought Record Worksheet.
4. **Analyze these negative thoughts:** Write your observations of your negative thoughts in the fourth column of the Thought Record Worksheet. The analysis should include observations of how these ideas are unfair, illogical, and irrational. After this analysis, use a different color pen to reassess your belief that these thoughts are true. If your current evaluation for these thoughts is lower than your previous one, go to (step five) below. If your evaluation of the validity of these thoughts does not change, you should contact us for one-to-one sessions.
5. **Adopt more rational and balanced alternative thoughts:**  Using one of the following “ten thought-modifying mechanisms”, place or adopt more rational and balanced thoughts in the fifth column of the Thought Record Worksheet. You can also use the two-part constructive method, in which you begin with a statement that acknowledges the validity of a certain negative thought, and then follow that statement with another phrase that begins with "but..." and is followed by a positive, realistic aspect of the situation. As a result, the equation takes the following form: Thinking realistically = a negative aspect (-). However, there is a positive side (+).

**The ten thought-modifying mechanisms**

1. *Identify the type of the distorted in thinking:*

Write down your negative thoughts so that you understand which types of negative thinking they are. This may help you think about the problem more positively and realistically.

1. *Check the evidence:*

Instead of assuming that your negative thoughts are true. Try to check for actual evidence that they are correct. For example: If you think that everything you're doing is wrong (that you're not doing anything right), then you can make a list of right things you've already done.

1. *Bi-standard method:*

Instead of lashing out at yourself in certain situations, try talking to yourself the way you would talk to a colleague who has been through the same situation in a supportive way.

1. *Experimental technique*:

Conduct an experiment to validate your unrealistic negative thinking. For example, if you believe that you have read your colleague's or manager's negative thoughts about you, set up a meeting with them and discuss the issue to see if you are correct.

1. *Gray thinking:*

Instead of thinking of the situation/problem in terms of (all or nothing), evaluate the situation/problem on a scale from zero to 100. When things don't go the way you want them to, think of the situation as a partial success rather than a complete failure. Look for what you might have learned from the situation/problem.

1. *Survey method:*

Ask the people around you to see if your thinking is correct. For example: If you feel that your colleagues or your boss's criticism of your work degrades you, ask other employees if they have experienced such criticism or comments in their career.

1. *Define the terms:*

When you describe yourself as a failure, stupid, worthless, and so on, look up the definition of these words, and you will feel better when you discover that there is no such thing as a failure, stupid, worthless, and so on.

1. *Meanings:*

Simply, use language and words that don't have that much emotional load. This method is suitable for those who think in the “*Should Statements***”** pattern. Instead of thinking, "You shouldn't have done that mistake," replace it with "It would have been better if I hadn't made that mistake."

1. *Reattribution:*

Instead of assuming you're a bad person and blaming yourself for a problem, consider the many other factors that could have contributed to it. Rather than focusing all of your energy on self-blame and guilt, think about possible solutions to the problem.

1. *Analyzing the feasibility of a thought or behavior:*

Make a list of the benefits and drawbacks of, for example, being angry at your coworker because he didn't have time to assist you with something; or the feeling of "no matter how hard I try, I'll inevitably cause a problem,"; or a specific behavioral pattern, such as lying in bed all the time and being depressed or sad; or thinking that you have to be perfect all the time.

1. **Evaluate the whole process:**

This is the last of the six steps to identifying and changing negative or distorted thought patterns.

Evaluate how much are you convinced in the validity of the thoughts you wrote in the fifth column from (0) = not convinced at all, to (10) = totally convinced.

Is this evaluation being higher than the one you made for the negative thoughts in the third column?

Again, evaluate the intensity of the feelings in the second column from (zero) = not at all severe, to (10) = very severe. Is it less intense now than it was in the second column first? if not. Contact us for one-to-one sessions.

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**The Thought Record Worksheet**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1**  **Identify and describe the disturbing situation** | **2**  **Write your negative feelings** | | | **3**  **Write your negative distorted thought** | **4**  **Analyze these negative thoughts** | | | **5**  **Adopt more rational and balanced alternative thoughts** | |
| Describe the situation or event that upset you. | What are your feelings on the situation that has bothered you? Describe the feeling as precisely as possible. Evaluate the intensity of the feeling you experience | | | Write the negative thoughts that accompany your feelings. Take note of what you tell yourself about the problem. Evaluate your level of belief in the validity of these thoughts | Analyze these thoughts using one of the ten thought-modifying mechanisms | | | Adopt more rational and balanced alternative thoughts. you can also use the two-part constructive method "(-). But, (+)" | |
| 1.  2.  3. | The feeling | First evaluation out of 10 | Second evaluation out of 10 |  | Analysis | First evaluation out of 10 | Second evaluation out of 10 | thoughts | Evaluation out of 10 |
|  |  |  |  |  |  |  |  |

* 1. Boundaries management

Healthy boundaries are those that protect your mental and emotional health. Our boundaries can be strict, loose, in the middle, or even non-existent. Having no boundaries at all indicates that we lack a strong identity or are subordinate to someone else. Boundaries can be both psychological and emotional, but they can also be physical. Healthy boundaries contribute to identity formation, particularly in defining a person's uniqueness and determining what you are and are not responsible for. It is very essential for self-care because weak boundaries in our work or personal relationships lead to resentment, anger and burnout.

The consequences of failing to set healthy boundaries include stress, financial burdens, time waste, and relationship issues, which can lead to psychological stress. The absence of healthy boundaries can have a negative impact on all aspects of life, whereas having them has many advantages, such as allowing you to make decisions based on what is best for you rather than just what is best for those around you, which is autonomy and important in self-care. Boundaries management improves self-esteem, reduces stress and burnout, boosts self-confidence, saves time, boosts productivity, and improves physical health.



**How to set healthy boundaries?**

Find below a description of how to set and manage boundaries:

Boundaries are basically those limits that describe your relationship with others. they may be physical, spatial, psychological, and emotional. If you say to someone, “Keep your limits,” you have set a boundary. And if you say to someone: “This is your chair” or “This is your office,” you have put a material boundary, and the same is the case if you put a fence around your house or land.

Boundaries aims to achieve the following objectives:

* They protect us;
* They clarify our responsibilities versus the responsibilities of others;
* They Preserve our mental and physical energy;
* Boundaries help us live according to our subjective values.
* They clarify our personal limits.

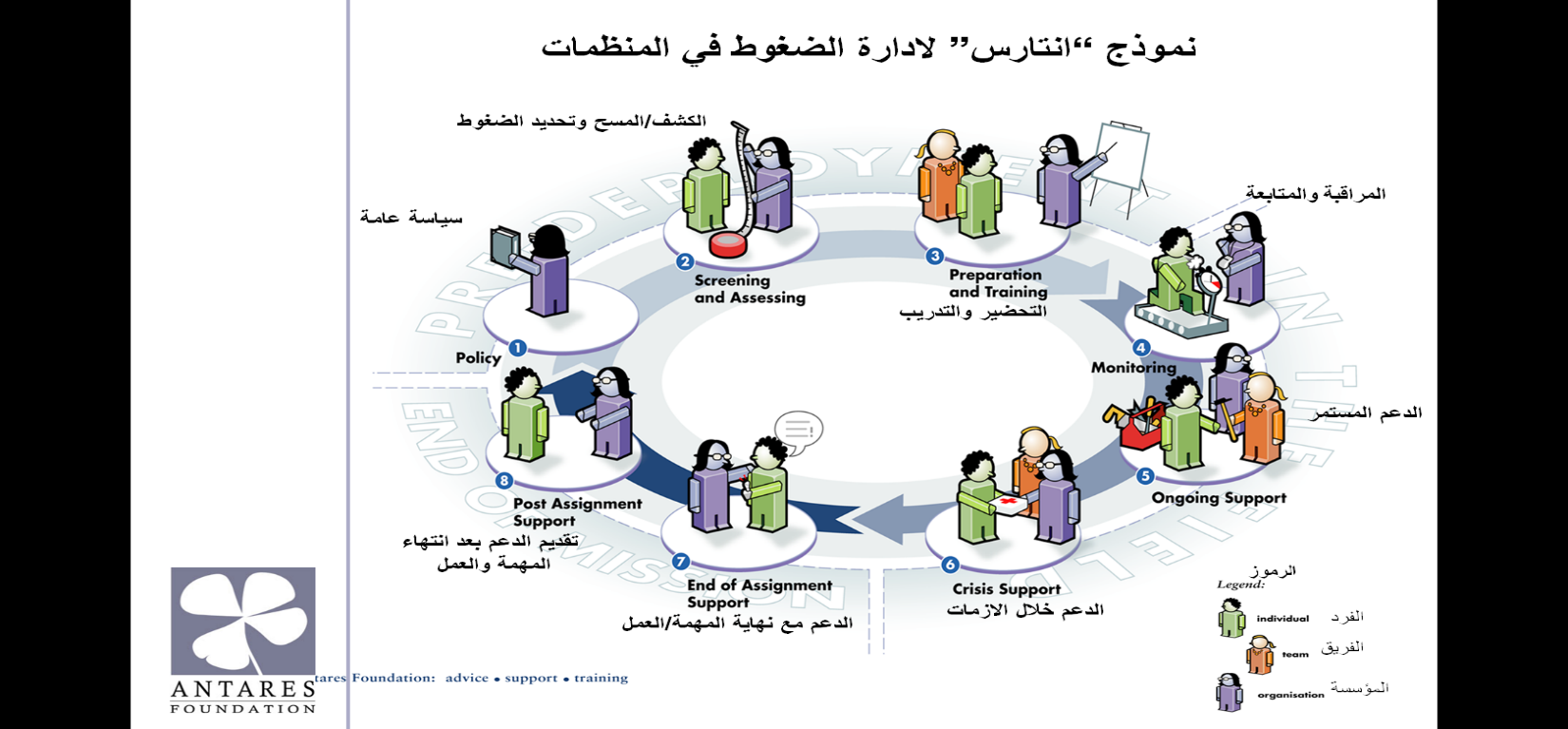
It is very important to think about the following when trying to set and manage boundaries in dealing with others:

1. Setting boundaries does not imply being harsh and aggressive.
2. It is critical to understand your ideals and values at work and at home in order to articulate the boundaries that others must respect.
3. To effectively manage boundaries, you must clearly communicate your ideals, values, and desires.
4. Those who violate your ideals and values must be dealt with immediately and without delay. We should not postpone addressing that infringement.
5. Setting and managing home boundaries (for example, I don't answer phone calls after 10 p.m., and I don't answer work-related phone calls while on vacation). When I'm on vacation, it's fine if I don't work at all.)
6. Give detailed explanations. When explaining your boundaries, keep the outside in mind rather than the inside. If you want to explain your boundaries to others and your intention to stick to them, don't base it on your personal values, but rather on the quality of your work, productivity, and perhaps your boss.
7. Prepare to deal with people who cross your boundaries.
8. Make use of a win-win strategy. For example, if a coworker asks to speak with you for a few minutes but you're very busy at work, you can respond to that person in a way that works for them as well. For instance, you could say, "I'd like to, but I'm unable to do so at the moment. Is it okay that we speak at ten o'clock during the break?".
9. When your boundaries are being violated, try to avoid personal/emotional responses.
10. For example, if your boss asks you to do an extra task that you don't have time to do, avoid saying, "I'm feeling really tired today; I have a million things to do." Instead, say something like, "If I do this now, I won't be able to finish the other thing today. Which of the two would you like me to do?"

(Paulsen & Hernes, 2003)

**Managing psychological stress at the institutional level**

The Antares Foundation has developed a set of guidelines to develop institutional policies aimed at managing psychological stress at the institutional level. These guidelines are illustrated in Figure 5 (Managing Stress in Humanitarian Workers, Guidelines for Good Practice)



**Figure 5:** Managing Stress in Humanitarian Workers, Guidelines for Good Practice

The Antares’ guidelines can be found through the following links:

Arabic: <https://www.antaresfoundation.org/filestore/si/1164337/3/1167964/antares_guidelines_arabic.pdf>

English: <https://reliefweb.int/sites/reliefweb.int/files/resources/managing_stress_in_humanitarian_aid_workers_guidelines_for_good_practice.pdf>

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