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FINAL NARRATIVE REPORT OF PROJECT Virtual Crisis Interventions "Here&Now"

2021

Programme Title: Empowering professionals in telephone and online crisis interventions to improve access of children, adolescents and their families to mental health and psychosocial support



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Programme description



Programme Title:

Empowering professionals in telephone and online crisis interventions to improve access of children, adolescents and their families to mental health and psychosocial support

Situation identification:

The COVID-19 pandemic, including restrictive movement measures, closing schools, moving to online classes, working from home, caused children and adolescents to find themselves in a specific and new situation. Difficulties experienced by their parents, such as high levels of stress caused by the emerging health crisis, job loss, working from home, poverty and social exclusion, directly affect children. Many available studies are warning about exposure to additional levels of stress and a range of risk factors for child abuse and neglect during the pandemic, which further compromise children's mental health and psychosocial wellbeing.

Possible negative consequences for mental health and psychosocial wellbeing are significantly complicated during the pandemic, and require additional steps to make child protection an integral part of all prevention measures. Various difficulties and high levels of stress directly affect parents, but also children who are at special risk due to developmental specifics and vulnerabilities.

Restrictive measures due to COVID-19 could lead to a significant increase in domestic violence and it is necessary to focus on prevention and raising public and professional awareness of the dangers in increasing domestic violence in times of isolation, violence against children, abuse and neglect.

In summary, the first and second phases of the COVID-19 pandemic represent a serious accumulation of risk factors for the mental health of children and adolescents in enormous proportions: reorganization of family life, massive stress, fear of death of family members ..., economic crisis, with simultaneous loss of support systems and opportunities for evasion in everyday life, limited access to health services, as well as a lack of social stabilization and control of peer groups, teachers and sports activities (Fegert, Vitiello, Plener and Clemens, 2020, by Buljan Flander, 2020).

The COVID-19 crisis includes a number of characteristics seen in mass traumatic events, during and after a pandemic it is possible to expect an increasing symptomatology of the post-traumatic stress cycle (Haresh et al., 2020). Sprang and





Silman (2013), study conducted after H1N1 and SARS epidemics in America - 30% of children who were isolated or quarantined met the criteria for PTSD (by Buljan Flander, 2020).

Research indicates increased levels of anxiety, fears, sleep and attention disorders, changes in appetite, physical complaints, restlessness, irritability, separation difficulties. Based on the available researches on the impact of quarantine and isolation on mental health, it could be concluded that we can expect increasing number of people with mental health difficulties. Children and adolescents are especially at risk, due to developmental specifics and vulnerability.

Therefore, capacities of professionals need to be strengthened and the necessary virtual / telephone professional assistance provided to children and their parents. The first training of Virtual crisis interventions "Here & Now", conducted in the

The first training of Virtual crisis interventions "Here & Now", conducted in the period May to July 2020, included 20 professionals from Sarajevo Canton, and the evaluation of education / training by the participants pointed out the significant usefulness of the same for professional work, as well as the compliance of education with the needs of experts in the new situation. More than half of the experts included in the previous training of the Virtual Crisis Intervention "Here & Now", after completing the training, expressed their interest in continuing to participate in training with the aim of strengthening professional capacity as a trainer - ToT. The continuation of education will be aimed at strengthening the capacity of professionals in the entire country.

Response to the situation:

With its multidisciplinary professional team and associates, BHIDAPA is able to continue with specific education / training: Virtual Crisis Interventions "Here & Now", application of virtual / telephone crisis interventions, intended for professionals in centres for social welfare, mental health centres, kindergartens and schools.

Continuation of education / training aims to empower professionals in BiH in the implementation of virtual crisis interventions in working with children, youth and families while respecting child protection standards, and strengthening of training capacities among professionals which are covered by the first education (ToT).

The training education program included 4 packages of virtual training modules (total of 32 training sessions).





At all stages of programme implementation, the principles of the Convention on the Rights of the Child were respected and there was no tolerance for any kind of discrimination. Practical measures that have been taken to address gender were related to ensure gender balance within multisectoral training teams and strengthening individualised, gender-sensitive approach in development and implementation of all Training of relevant stakeholders, including all multi-sectoral team members, were focus on sensitising them to relevant equity, gender norms and differences in terms of risk factors, response to risk factors by gender and protection needs of both girls and boys. High level of sustainability is expected as a result of this program. Trainers are employed in the institutions within the systems. Gaining new skills and knowledge trough this training, participants will continue to provide further services within the institutional system. At the end of the training, participants have received the certificates that will be recognized by relevant ministries as well.

Partner contributes

BHIDAPA contributes with specific skills and knowledge focused for targeted professional training and capacity building as certified association in this area of work. In addition, partner continues with logistics such as their own premises and office, internet link, zoom platform licence and IT equipment.

Other partners involved

Ministry of Health, Ministry of Health and Social Welfare, Ministry of Labour, Social Policy, Displaced Persons and Refugees, Ministry of Education, Science and Youth





Project objectives

Training was aiming connection and empowering of professionals within the multidisciplinary and intersectoral team, in the application of virtual crisis interventions, to protect and reduce the negative impact of the health crisis on the mental health and well-being of children, adolescents and their parents. This project also enables the participant of professional education to further improve in the creation and implementation of the program "Virtual Crisis Intervention Here & Now", both during and after the crisis.

Direct goal:

Professionals from Mental Health Centres, Centres for Social Work and Educational Institutions, empowered to provide adequate virtual / telephone crisis interventions; from problem identification to a formal support process and indications for further multidisciplinary diagnosis and treatment. (80 PD targeted number of professional, 175 professionals included in all Phases/Packages, but 139 participants actively participated in the training and met conditions to get certificate and ToT) (Chart 1)

Indirect goal:

Creating the Platform of experts and providing multidisciplinary crisis teams, as well as strengthening intersectoral cooperation.

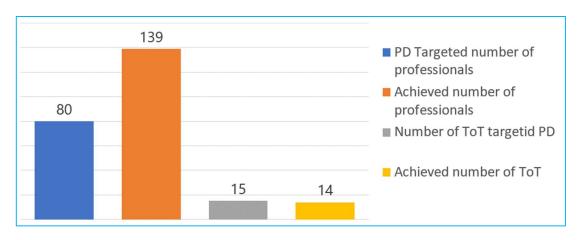


Chart 1.





Direct beneficiaries:

Professionals employed in centres for social welfare, mental health centres, kindergartens and schools, focused on working with children, adolescents and families

Indirect beneficiaries:

Children, parents and primary caregivers (Chart 2.)

Phases of Project	Institutions	Number of children beneficiaries			Number of parents beneficiaries		
		Total	Boys	Girls	Total	Male	Female
	CSR	56	21	35	94	19	75
	CMZ	49	21	28	86	29	57
	EI	156	67	89	41	13	28
I Package	Total	261	109	152	221	61	160
	CSR	26	12	14	48	19	29
	CMZ	21	7	14	45	12	33
	EI	172	55	117	44	9	35
II Package	Total	219	74	145	137	40	97
	CSR	24	6	18	43	22	21
	CMZ	58	26	32	30	11	19
	EI	103	71	32	25	6	19
	Cantonal Courd Bihać	6	4	2	4	1	3
III Package	Total	191	107	84	102	40	62
	CSR	169	68	101	308	89	219
	CMZ	127	47	80	292	50	242
	EI	175	84	91	127	36	91
IV Package	Total	471	199	272	727	175	552
Total of	CSR	275	107	168	493	149	344
beneficiaries per	CMZ	255	101	154	453	102	351
Institutions	EI	606	277	329	237	64	173
	Cantonal Courd Bihać	6	4	2	4	1	3
	Grand Total	1142	489	653	1187	316	871
	Granu Iotai	100%	43%	57%	100%	29%	71%

Chart 2.





VirtualCrisisInterventions Program dynamics HereandNow

Education - training "Here and now" was implemented through four Packages and lasted from September 1, 2020 to August 31, 2021. Each package included 8 modules that were held once a week, on Fridays from 9:00 to 13:00, a total of 32 hours. A total of 32 modules were implemented. Education - training included 175 experts from mental health centres, centres for social work and educational institutions from the area: cantons in the Federation of BiH, Brcko District and Republika Srpska.

139 of participants actively participated in the training and successfully completed it.

Module topics:

- 1. Basic information on virtual and telephone crisis interventions and treatment.
- 2. Psychological reactions to the crisis in children, adolescents and adults;
- 3. Multidisciplinary assessment, diagnostics and interventions-triage
- 4. Support to parents and caregivers in maintaining the mental health of children and youth during and after the crisis
- 5. Dissipation and mourning
- 6. The role of school during the crisis in maintaining the mental health of children and youth
- 7. The pitfalls of treating children and adolescents when guided solely by symptoms
- 8. Violence against children (both, live and on-line) in times of crisis with special emphasis on sexual abuse and exploitation
- 9. High-conflict divorces
- 10. Application of projective techniques * modalities * in virtual crisis interventions in treatment of children, youth and parents
- 11. Burnout symptoms and mental health protection for professionals





The training was held by 15 members and associates of the professional multidisciplinary therapeutic and Educational BHIDAPA team, which brings together:

Child and Adolescent Integrative Psychotherapists; Gestalt, Cognitive-behavioural, Systemic family and Psychoanalytic psychotherapists; A child and Adolescent Neuropsychiatrist, A child and Adolescent Psychiatrist, Paediatrician, Clinical psychology specialist, Psychologists, Pedagogues, Mentors and Supervisors.

Supervisor, Lecturers and professional associate:

Prof. Vera Daneš Brozek, MD-PhD, child psychiatrist and psychotherapist, supervisor

Prof. Dubravka Kocijan Hercigonja, MD-PhD, child neuropsychiatrist and psychotherapist, supervisor

Prof. Gordana Buljan Flander, PhD, clinical psychology specialist and psychotherapist, supervisor

Prof. Mirjana Graovac, MD-PhD, child psychiatrist and psychotherapist

Dr. Ranka Kalinić, MD, child and adolescent psychiatrist,

Doc. Bruna Profaca, PhD, clinical psychology specialist;

Mirela Badurina, PhD, psychotherapist, supervisor;

Sabina Zijadić Husić, psychologists, psychotherapist, supervisor;

Prim. MSc Azra Arnautović, MD, paediatrician, psychotherapist, supervisor;

MSc Đana Lončarica, psychologists, psychotherapist, supervisor;

Marija Pavlović, psychologists, psychotherapist;

Jelena Subašić, pedagogue, psychotherapist;



Mirela Hadžić, psychologists, psychotherapist;

MA Tea Martinović, psychologists, psychotherapist education

Senka Čimpo, psychologists, psychotherapist, supervisor;

Doc. Vildana Aziraj Smajić PhD, psychologists, clinical psychology specialist, psychotherapist under supervision

MSc Iskra Mihalj, psychologists, psychotherapist under supervision

Ana Drina, therap. occup.





Evaluation of education-training - Package 1 (First Phase), period 01.09.-30.11.2020.

Education - training "Here & Now" lasted 2 months and included 8 modules that were held once a week, for a total of 32 hours. The training was attended by 17 professionals from the Centres for Mental Health, Centres for Social Work and Educational Institutions in the Federation of BiH. The training is attended by experts from the following institutions: Mental Health Centres (Živinice, Maglaj, Gradačac, Srebrenik, Zenica); Social work centres (Lukavac, Živinice); Schools and kindergartens (Zenica, Sarajevo, Nova Bila)

Package objectives - First Phase

Education - training was aimed at connecting and empowering professionals within the multidisciplinary and intersectoral team, and with use of virtual crisis interventions to protect and reduce the negative impact of the current health crisis on the mental health and well-being of children, adolescents and their parents. This project also enables the participant of professional education to further improve in the creation and implementation of the program "Virtual Crisis Intervention Here & Now", both in the future during and after the crisis.

Immediate goal:

20 Professionals from Mental Health Centres, Centres for Social Work and Educational Institutions, empowered to provide adequate virtual / telephone crisis interventions; from problem identification to a formal support process and indications for further multidisciplinary diagnosis and treatment.

Indirect goal:

Creating and providing multidisciplinary crisis teams, as well as strengthening intersectoral cooperation.

Methodology

The implementation of the module was done through the online BHIDAPA Zoom platform. The training included an online educational method, theories and practical exercises, interaction and discussion. The methodological framework implied the integration of practical knowledge and skills with the theoretical framework of crisis interventions and treatment of children, adolescents and their parents, relying on a Code of Ethics in the use of virtual support and treatment with





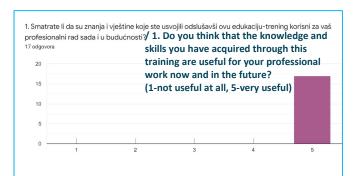
active use of the Convention on the Rights of the Child relying on a salutogenic oriented holistic-integrative approach.

Education topics and dates:

- 1. Basic information on virtual and telephone crisis interventions 18.09.2020.
- 2. Psychological reactions to the crisis in children, adolescents and adults; Psychopathology, crisis conditions, children and adolescents-triage 24.09.2020.
- 3. Stages of crisis interventions and work in the group and in the family 02.10.2020.
- 4. Support to parents and caregivers in maintaining the mental health of children and youth during and after the crisis 09.10.2020.
- 5. Overview of Kawa model and the role of school during the crisis in preserving the mental health of children and young people 16.10.2020.
- 6. Violence against children in times of crisis with an emphasis on sexual exploitation and abuse and High-conflict divorces 23.10.2020.
- 7. Use of projective techniques * modalities * in virtual crisis interventions and treatment of children, youth and parents 30.10.2020.
- 8. Symptoms of burnout and mechanisms of mental health protection of helpers 06.11.2020.

Evaluation of education-training - package 1.

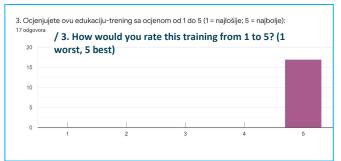
General questions about education-training



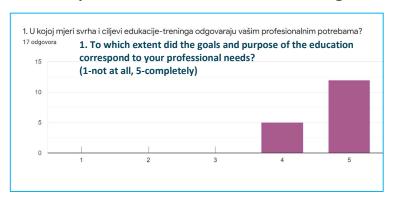


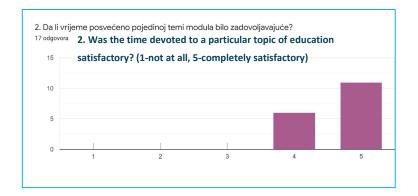


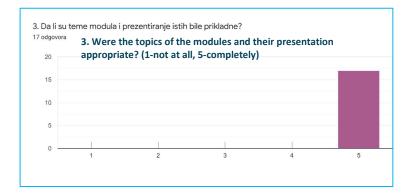


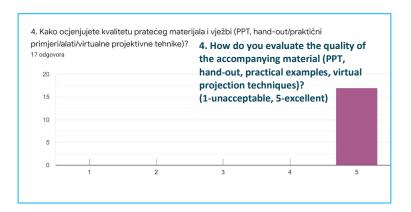










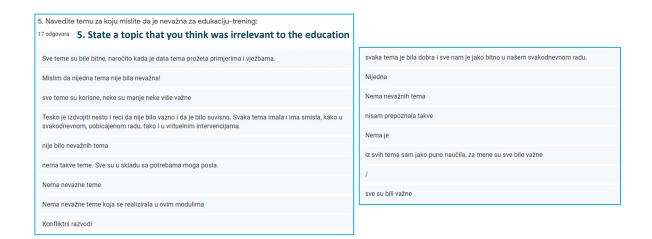












94% of participants think that there was no irrelevant topic. There was one answer saying 'Highly conflicted divorces'

6. List additional topics that you think should be included in the education in the future:

O. Navedite dodatne teme za koje mislite da bi ubuduće trebale biti uključene u edukaciju-trening:
 Todgovora

Više tema i vježbi koje se odnose na važnost očuvanja mentalnog zdravlja stručnjaka koji rade pri školama, centrima za mentalno zdravlje i sl.

Nedostatak ustanova za adekvatan smještaj malodobne djece imeđudržavna saradnja kod razvoda brakova kada su roditalji državljani razlicitih država.

Način i tehnike za procjenu podobnosti roditelja za povjeru mldb. djece, uključivanje Centara za mentalo zdravlje u porodičnu terapiju posebno u slučajevima gdje Centri za socijalni rad nemaju zaposlen potreban stručni kadar (npr. psiholog, porodični terapeut)... Nedostatak adekvatnih ustanova za smještaj djece, otmica djeteta... uspostava registra pedofila i silovatelja...

Mozda malo vise o obicnom telefonskom savjetovanju, i intevencijama, gdje nemamo mogucnost vidjeti klijenta.

- More topics and exercises with emphasis on preserving mental health of professionals
- Lack of institutions for appropriate accommodation of under aged children, and interstate cooperation in divorces of parents with different nationalities
- Ways and techniques for assessment of parents
- Working with children who have experience of hallucinations
- Education of teachers about developmental characteristics of children and adolescents
- To expand practical examples and techniques for work with children virtually; Ethical questions and boundaries when using virtual techniques
- Counselling with children and adolescents
- Working with "tough" clients
- More practical examples on how to help ourselves, because education is not enough, and I feel burnout myself
- Everything important was addressed
- The role of media during crisis and their contribution to the spreading of panic
- Advanced communication skills
- Adolescence
- Psychological test for children
- Just, more time





7. Navedite temu koja je vama lično najvažnija.:

7. State the topic that is most important to you personally:

Važnost podrške u očuvanju mentalnog zdravlja stručnjaka koji rade u krizi

Primjena projektivnih tehnika *modaliteta* u virtualnim kriznim intervencijama i tretmanu djece, mladih i roditelia

Rad sa djecom (nasilje, brakorazvodne parnice, pedofilija, incest..

Projektivne tehnike

Dijete u središtu sukoba. Projektivne tehnike

projektivne tehnike u radu sa decom

Ocuvanje mentalnog zdraavlja profesionalaca

Rad savjetodavaca/psihologa u školama i njihova supervizija

tuđeno dijete

- Importance of support in preserving the mental health of professionals working in crisis
- The use of projective techniques *modalities* in virtual crisis interventions and treatment od children, adolescents and parents
- Working with children (violence, divorces, pedophilia, incest...)
- Projective techniques
- Child in the middle of conflict, projective techniques
- Projective techniques
- Preserving the mental health of professionals
- Work of counselors/psychologists in schools and their supervision
- Alienated child

Podrška roditeljima i skrbnicima u očuvanju mentalnog zdravlja djece i mladih tokom krize s posebnim osvrtom na visoko-konfiktne razvode

Primjena projektivnih tehnika, Visoko-konfliktni razvodii

nije određena tema, ali jesu svi alati za rad koje smo dobili

Načini i mogućnosti primjene virtuelnih projektivih tehnika

Psihopatologija, psihodijagnostika

projektivne tehn

projektivne tehnike-modaliteti

 Support for parents and caregivers in preserving the mental health of children and adolescents during crisis, with emphasis on highly conflicted divorces

- The use of projective techniques, Highly conflicted divorces
- Not a specific topic, but all tools we've gained
- Ways and possibilities of use of projective techniques
- Psychopathology, psychodiagnostic
- Projective techniques
- Divorces
- Projective techniques modalities

8. Prezentirane sadržaje mogu koristiti u radu sa:

17 odgovora 8. Presented content can be used in working with:

Sa djecom i odraslim

Svim kategorijama naših klijenata.

djecom, roditeljima djece sklonim asocijalnim oblicima ponašanja i sl.

Najvise djecom, jer samo sa djecom i radim, ali i odraslima ako se nadjem u takvoj prilici

djecom i adolescentima, odraslima

decom, njihovim roditeljima i nastavnicima

Djecom, adolesceentima i odraslima

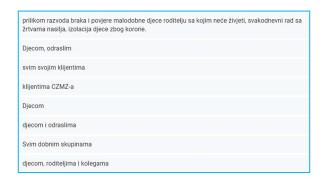
Djecom, adolescentima, roditeljima, nastavnicima

djecom u tuoku postupka razvoda braka, u radu sa žrtvama nasilaj u porodici itd

- Children and adolescents
- All categories of our clients
- Children, parents of children prone to asocial ways of conduct
- Mostly children, because I work with mostly children, but adults as well if I have a chance
- Children, adolescents and adults
- Children, their parents and teachers
- Children, adolescents and adults
- Children, adolescents, parents, teachers
- Children in the time od their parents divorce, in work with victims of domestic violence



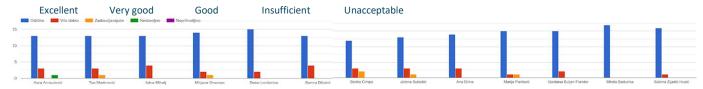




- With working on divorces, making decisions about with whom will child live, everyday work with victims of violence, isolation due to Corona
- Children, adults
- All my clients
- Clients of center for mental health
- Children
- Children and adults
- All age groups
- Children, parents, coworkers

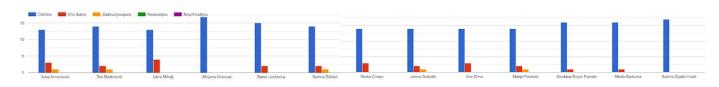
Evaluation of lecturers

1. U kojoj su mjeri predavači bili pripremljeni? 1. To what extent were the lecturers prepared?



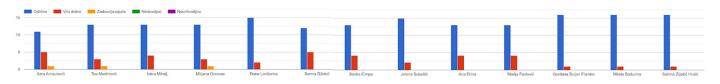
2. How do you evaluate the knowledge of lecturers on topics?

2. Kako ocjenjujete znanje predavača o temi?



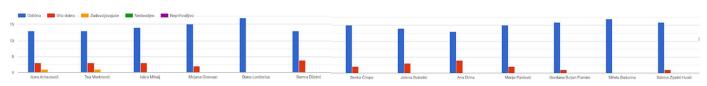
${\bf 3.\ How\ do\ you\ evaluate\ presenting\ skills\ of\ lecturers?}$

Kako ocjenjujete prezentacijske sposobnosti predavača?



4. How do you evaluate capability of lecturers to answer

I. Kako ocjenjujete sposobnost predavača u odgovaranju na zahtjeve sudionika:

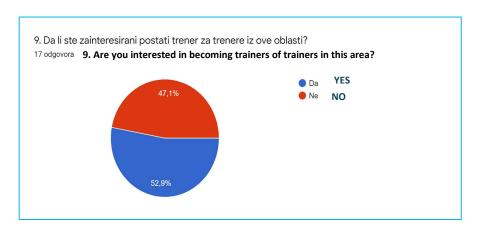








On continuation of education for trainers of trainers:



Additional notes:

10. Dodatne napomene:

10 odgovora

Zbog nedostatka stručnog kadra i prevelikih obaveza odgovor na deveto pitanje je bio negativan iako bih to želio da imam vremena .

Napomena za pitanje br. 9: voljela bih postati trener, ali nažalost isto trenutno nije moguće zbog kadrovskog nedostatka i obima posla (po standardima 1 socijalni radnik na 4000 st, a u CSR u kojem sam zaposlena radi 1 soc. radnik na 10.000 stanovnika s tim da direktor radi uporedo i kao socijalni radnik)

Dodatnih napomena nemam, izuzev jos jednom zahvale sto sam bila dio programa

vrlo sam zainteresovana za svaku profesionalnu nadogradnju, te bi mi trenerske kompetencije mnogo značile.

Veoma pozitivno iskustvo koje je doprinijelo mom osobnom i profesionalnom rastu i hvala vam na tome

U nekim momentima mislim da se predavanej/radionica odnosila na terapeute odnosno na terapijski rad a grupa generalno nije sačinjena od terapeuta. U centrima za socijalni rad npr. ne radi se terapijiski tako da bi možda bilo dobro prilagoditi predavanje radnom okruženju grupe.

- Due to lack of coworkers and too much obligations my response to 9th question was negative, even tough I would want to if I had time
- Note for question 9: I would love to become a trainer, but unfortunately this is now impossible due to lack of coworkers and amount of work I have
- No additional notes, except gratitude, once more for being the part of the program
- I am very interested for every professional upgrade, it would mean a lot to me to get the trainer competences
- Very positive experience which contributed my professional and personal growth and thank you for that
- In certain times I think the lectures were more focused on therapeutic work, and
 the group was generally not made up of only therapists. In centers for social
 work therapy work is not done, so I think it would be good to adjust the lectures
 to thee work environment of the group

zbog tehnički razloga koje sam imala prilikom ove edukacije to mi je onemućilo uključivanje u diskusiju sto je po meni veliki za mene propust jer je prava šteta za profesionalce koji su propustili ovu edukaciju u ovom teškom vremenu i problemima sa kojima se suočava u radu.

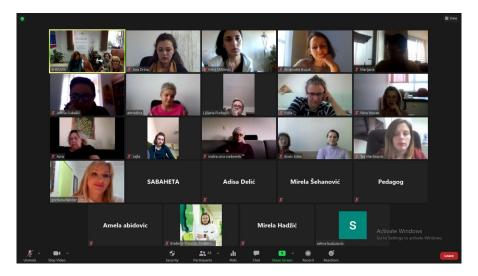
Nema

Stekla sam znanja iz kliničke psihologije na specijaltičkom studiju u Zagebu, doktor sam psiholoških nauka i akreditovani kb terapeut te vam stojim na raspolaganju za bilo koji vid suradnje. hvala vam za znanja koja ste podijelili s nama.

- Due to technical difficulties which I've had during this education I was not able to
 participate in discussions, which is a great loss for me, and great loss for all
 professional who have not been a part of this education in this hard times and all
 obstacles they face in their work.
- /
- None
- I've acquired knowledge in clinical psychology at faculty in Zagreb, I have a
 doctorate of psychological sciences and I am accredited CB therapist, I am at your
 disposal for any mean of cooperation. Thank you for all knowledge that you've
 shared with us.















Evaluation of education-training - Package 2 (Second Phase), period 01.12.2020.-28.02.2021.

Education - training "Here & Now" lasted 2 months and included 8 modules that were held once a week, for a total of 32 hours. The training was attended by 32 professionals from the Centres for Mental Health, Centres for Social Work and Educational Institutions in the Federation of BiH from the following regions: Una-Sana Canton, Zenica-Doboj Canton, Central Bosnia Canton, Herzegovina-Neretva Canton, Canton 10 and Sarajevo Canton.

Package objectives - Second Phase

Education - training was aimed at connecting and empowering professionals within the multidisciplinary and intersectoral team, and with use of virtual crisis interventions to protect and reduce the negative impact of the current health crisis on the mental health and well-being of children, adolescents and their parents. This project also enables the participant of professional education to further improve in the creation and implementation of the program "Virtual Crisis Intervention Here & Now", both in the future during and after the crisis.

Immediate goal:

20 Professionals from Mental Health Centres, Centres for Social Work and Educational Institutions, empowered to provide adequate virtual / telephone crisis interventions; from problem identification to a formal support process and indications for further multidisciplinary diagnosis and treatment.

Indirect goal:

Creating and providing multidisciplinary crisis teams, as well as strengthening intersectoral cooperation.

Methodology

The implementation of the module was done through the online BHIDAPA Zoom platform. The training included an online educational method, theories and practical exercises, interaction and discussion. The methodological framework implied the integration of practical knowledge and skills with the theoretical framework of crisis interventions and treatment of children, adolescents and their parents, relying on a Code of Ethics in the use of virtual support and treatment with active use of the Convention on the Rights of the Child relying on a salutogenic oriented holistic-integrative approach.





Education topics and dates:

- 1. Basic information on virtual and telephone crisis interventions 11.12.2020.
- 2. Psychological reactions to the crisis in children, adolescents and adults; Multidisciplinary assessment, diagnostics and interventions-triage – 18.12.2020.
- 3. Stages of crisis interventions and work in the group and in the family 15.01.2021.
- 4. Support to parents and caregivers in maintaining the mental health of children and youth during and after the crisis – 22.01.2021.
- 5. The role of school during the crisis in maintaining the mental health of children and youth - 29.01.2021.
- 6. Violence against children in times of crisis with an emphasis on sexual exploitation and abuse and High-conflict divorces - 05.02.2021.
- 7. Use of projective techniques * modalities * in virtual crisis interventions and treatment of children, youth and parents – 12.02.2021.
- 8. Importance of support in maintaining the mental health of professionals working in crisis - 19.02.2021.

Evaluation of education-training – package 2.

General questions about education-training







3. How would you rate this training from 1 to 5? (1 worst, 5 best)

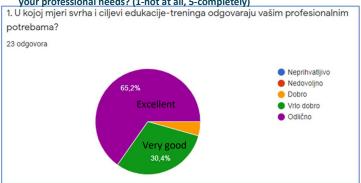






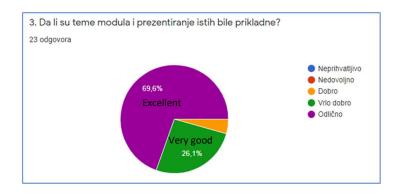


1. To which extent did the goals and purpose of the education correspond to your professional needs? (1-not at all, 5-completely)



2. Was the time devoted to a particular topic of education satisfactory? (1-not at all, 5-completely satisfactory)



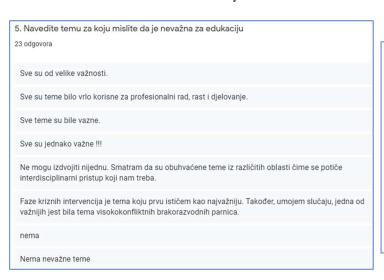












- They are all of great importance.
- All topics were very useful for professional work, growth and action.
- All topics were important.
- All topics are equally important !!!
- I can't single any out. I think that topics from different areas are covered, which encourages the interdisciplinary approach we need.
- Phases of crisis interventions is the topic that I first point out as the most important. Also, in my case, one of the more important topics is the topic of divorce litigation.
- There's none.
- There is no unimportant topic.

Niti jedna!
Sve su bile važne.
Smatram da je svaka tema bila poucna i korisna
Niti jedna
ništa
Nema teme koja je nevazna
Sve su bile podjednako korisne
Sve teme su korisne i zanimljive na svoj način.
Sve teme su bile izuzetno korisne

- There's none!
- They were all important.
- I think each topic instructive and useful.
- There's none.
- None.
- There is no topic that is irrelevant.
- They were all equally useful.
- All topics are useful and interesting in their own way.
- All topics were extremely important.

Sve su bile od velikog znacaja

Sve su teme važna

sve teme su važne i korisne za rad u praksi

sve su temen bile važne

Sve teme su bile korisne

- They were all of great importance.
- All topics are important.
- All topics are important and useful for work in practice.
- All topics are important.
- All topics were useful.

All participants think that there was no irrelevant topic.





6. Navedite dodatne teme za koje mislite da bi ubuduće trebale biti uključene u edukaciju/trening. 16 odgovora Dva modula rada na sebi(vodjene fantazije, intervizija, supervizija) Tehnike suočavanja sa stresom kod djece predškolskog uzrasta... Problemi u ponašanju kod mladih te rad sa njima Teme koje se tiču procjene djece, a u smislu njihovog funkcioniranja u neadaptivnnom okruženju, u slučaju sumnji na zlostavljanje, u slučaju sumnji na vršnjačko nasilje, silovanje itd. ovisnosti U ovoj edukaciji svih 8 modula obuhvatala su teme koje su značajne i suštinske tako da ideje o drugim temama mogu se očekivati u budućnosti 1. Educiranje sudaca i odvjetnika o temama otuđenja djece u visokokonfliktnim razvodima! 2. Emocije kod djece i načini nošenja sa njima

- Two modules of work on yourself (guided fantasies, intervision, spervision)
- Stress coping techniques in preschool children
- Problems in the behavior of young people and working with them
- Topics related to the assessment of children, and in terms of their functioning in a non-adaptive environment, in case of suspicion of abuse, in case of suspicion of peer violence, rape, etc.
- Addiction
- In this training, all eight modules covered topics that are relevant and essential so that ideas on other topics can be expected in the future.
- 1. Educating judges and lawyers on the topics of child alienation in high-conflict divorces
 - 2. Emotions in children and ways of dealing with them.
 - Diagnostics of children

Kako se nositi sa tantrumimam kod djece predškolskog uzrasta,uticaj okruženja na razvoj djeteta

Rad sa djecom sa poteškoćama u razvoju...(predškoska - vrtićka skupina)

Rad sa sekundarno traumatizovanim osobama

vieštine komunikacije

dijagnostika diece

poremećaji afekta,poremećaji ponašanja i emoc.por. u ranom diet.i adolescenciji.djeca u razvdenim brakovima,inkluzija djece sa poteškoćama u škole

sve bitne teme su bile uključene u ovu edukaciju

7. Navedite temu koja je vama lično najvažnija.

Tretman djece koja su dozivjela seksualno zlostavljanje, rad sa traumatiziranom djecom

- How to deal with tantrums in preschool children, the impact of the environment on children's development.
- Work with children with disabilities (preschool, kindergarten group).
- Work with secondarily traumatized persons
- **Communication skills**
- Affect disorders, behavioral disorders and emotional disorder in early childhood and adolescence, children in divorced marriages, inclusion of children with disabilities in schools.
- All relevant topics were included in this education.
- All are covered.
- Treatment of children who have experienced sexual abuse, work with traumatized children.

Visokokonfliktni razvodi Kawa model-praktican rad sa korisnicima, te rad na sebi. Konfliktni razvod braka Faze kriznih intervencija i prorada u grupi/porodici... Visoko konfliktni razvodi, Projektivne tehnike.

Tema: Faze kriznih intervencija

23 odgovora

Burnout i supervizija

Modul o projektivnim tehnikama i visokokonfliktnim razvodima.





- High-conflict divorces.
- Kawa model practical work with users, and work on yourself.
- Conflicting divorce.
- Phases of crisis interventions and group / family work.
- High-conflict divorces, projective techniques.
- Topic: Phases of crisis interventions.
- Violence
- **Burnout** i supervision
- Module on projective techniques and high-conflict divorces

Rad sa djecom, konfliktni razvodi

Nasilje u porodici, debrifing

Projektivne tehnike ♥

djeca u visokonfliktnim razvodima

Sve

Sve teme koje su vezano za predškolski uzrast

Faze kriznih intervencija i prorada u porodici.

Rad na sebi

Osmi modul-profesionalno sagrijevanje i nasilje u porodici

- Working with children, conflict divorces
- Domestic violence, debriefing
- Projective techniques
- Children in high-conflict divorces.
- All
- All topics related to preschool age.
- Phases of crisis interventions and family work.
- Work on yourself
- Eighth module professional burnout and domestic violence

vještina komunikacije

poremećaji afekta,poremećaji ponašanja i emoc.por. u ranom djet.i adolescenciji,djeca u razvedenim brakovima,inkluzija djece sa poteškoćama u škole

virtuane projektivne tehnike i važnost održavanja mentalnog zdravlja kod profesionalaca koji rade u krizi projektivne tehnike i visoko-konfliktni razvodi

Virtualne projektivne tehnike

- Communication skills
- Affect disorders, behavioral disorders and emotional disorder in early childhood and adolescence, children in divorced marriages,
 - inclusion of children with disabilities in schools.
- Virtual projection techniques and the importance of maintaining mental health in professionals working in crisis.
- Projective techniques and high-conflict divorces
- Virtual projection techniques.

8. Prezentirane sadržaje mogu koristiti u radu sa:

23 odgovora

djecom i odraslima

Djecom i odraslima

Korisnicima usluga u centrima za mentalno zdravlje.

Svim korisnicima.

...djecom i odgajateljicama JU "Dječiji vrtići-Ciciban" Mostar...

savjetodavnom i terapijskom radu sa djecom i adolescentima, ali i odraslima.

Prvenstveno sa djecom i mladim maloljetnicima, u slučaju kriza uslijed vršnjačkog ili roditeljskog zlostavljanja, kao i u slučajevima konfliktnih razvoda brakova. Pored njih, rad sa odraslim osobama, u smislu stranaka/klijenata ili rad sa kolegama, u slučaju određenih kriznih događaja.

klijentima, lokalnom zajednicom i skolama

- Children and adults
- children and adults
- Users of services in mental health centers.
- To all users.
- Children and educators JU "Dječiji vrtić Ciciban " Mostar
- Counseling and therapeutic work with children and adolescents, but also adults
- Primarily with children and young minors in the case of crises due to peer or parental abuse, as well as in cases of conflict divorces and marriages. In addition, working with adults, in terms of clients / clients or working with colleagues in case of certain crisis interventions.
 Clients, the local community and schools.

Strankama (djecom i roditeljima)

korisnicima

sa svim klijentima

sa djecom, mladima i roditeljima, kolegama

Djecom, adolescentima odraslim i sa kolegama

- Parties (children and parents)
- Users
- With all clients
- With childern, young people, colleagues
- With chidern, adolescents, adults and with colleagues





Korisnicima i strankama u Centru za socijalni rad i zaposlenicima

Djecom i odraslima u sklopu svoje prakse!

Učenicima i kolegama nastavnicima

Strankama kao i u radu sa kolegama u smislu medjusobnog savjetovanja i pomoci

Djecom

Djecom,odraslim,porodicama

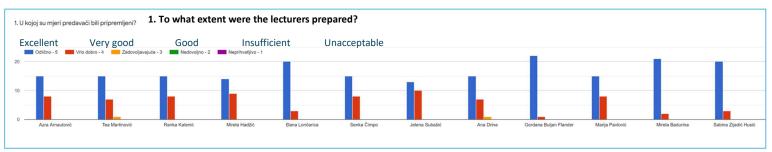
djecom

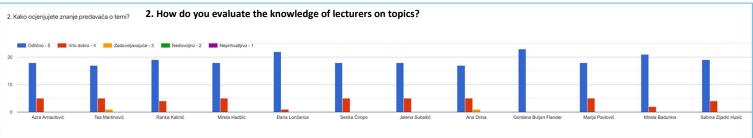
Odgajateljima i roditeljima

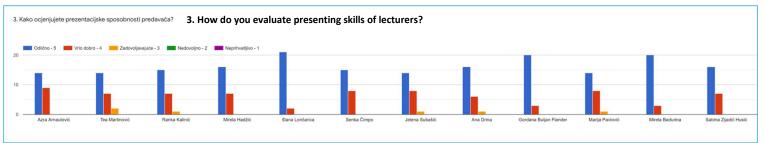
Djecom, roditeljima, radu na sebi

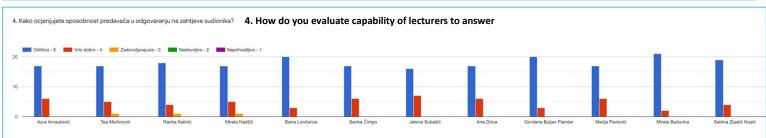
- Users and clients in the center for social work and employees
- Children and adults as part of my practice
- Students and fellow teachers
- Parties as well as in working with colleagues in terms of mutual consultation and assistance
- With childern
- Childern, adults, families
- Educators and parents
- Childern, parents, work on yourself

• Evaluation of lecturers











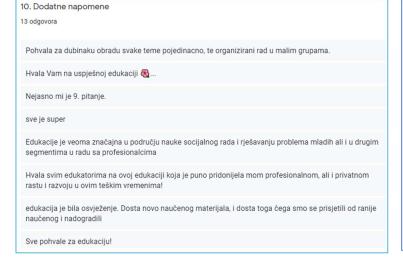




On continuation of education for trainers of trainers



Additional notes



- Praise for in-depth processing of each topic individually, and organized work in small groups.
- Thank you for a successful education.
- The ninth question is unclear to me.
- Everything is great
- Education is very important in the field of science, social work and solving problems of young people, but also in other segments, in working with professionals.
- Thank you to all the educators for this education which has contributed a lot to my professional but also private growth and development in these difficult times!
- Education was refreshing. Lots of new learned material and a lot of what we remembered from what we learned earlier and upgraded.
- All praise for education!

Cjelokupan ciklus edukacija je super...Svaka čast...Hvala Vam na prenesenom znanju... Iskustvo je nezaboravno...samo tako nastavite. Ip

Predivno iskustvo obzirom da je je ovo ujedno bila i moja prva edukacija. Posebno mi se svidjelo sto je bilo i prakticnih primjerna odnosno primjera iz prakse, na osnovu kojih mi se i najbolje ureze u sjecanje nacin rjesavanja nastalog problema/zadatka na radnom mjestu.

Hvala na uloženom trudu i svemu što smo imali priliku čuti i vidjeti i naučiti tijekom ove edukacije. Osobito su korisni praktični primjeri i primjena psih.instrementarija u radu

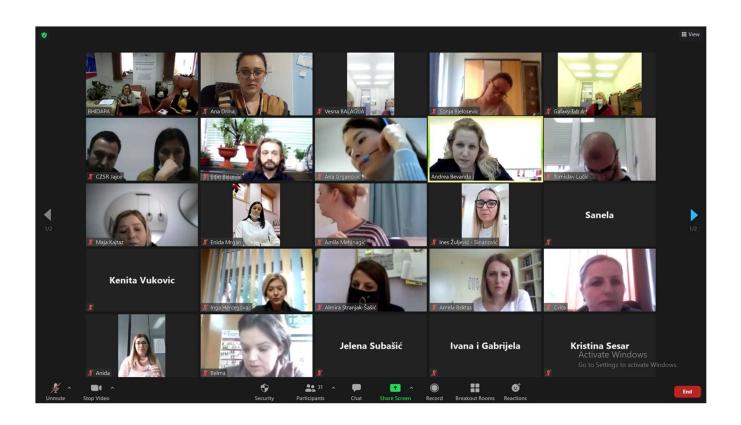
Hvala!

Hvala vam!

- The whole education cycle is great. Congratulations ...
 Thank you for the knowledge, the experience is unforgettable.
 Just keep going.
- A wonderful experience considering that this was also my first education. I especially liked the fact that there were also practical examples, ie examples from practice, on the basis of which the way of solving the problem / task in the workplace is best etched in my memory.
- Thank you for your effort and everything we had the opportunity to hear and see and learn during this education. Practical examples and the application of psychological instruments in work are especially useful.
- Thanks!
- Thank you!

unicef 🗐















Evaluation of education-training - Package 3 (Third Phase), period 12.03.2021.-30.04.2021.

Education - training "Here & Now" lasted 2 months and included 8 modules that were held once a week, for a total of 32 hours. The training was attended by 32 professionals from the Centres for Mental Health, Centres for Social Work and Educational Institutions in the Federation of BiH from the following regions: Una-Sana Canton, Zenica-Doboj Canton, Central Bosnia Canton, Herzegovina-Neretva Canton, Canton 10, Sarajevo Canton, Bosnian-Podrinje Canton, Brčko District and Derventa, city in Republic of Srpska.

Package objectives - Third Phase

Education - training was aimed at connecting and empowering professionals within the multidisciplinary and intersectoral team, and with use of virtual crisis interventions to protect and reduce the negative impact of the current health crisis on the mental health and well-being of children, adolescents and their parents. This project also enables the participant of professional education to further improve in the creation and implementation of the program "Virtual Crisis Intervention Here & Now", both in the future during and after the crisis.

Immediate goal:

20 Professionals from Mental Health Centres, Centres for Social Work and Educational Institutions, empowered to provide adequate virtual / telephone crisis interventions; from problem identification to a formal support process and indications for further multidisciplinary diagnosis and treatment.

Indirect goal:

Creating and providing multidisciplinary crisis teams, as well as strengthening intersectoral cooperation.

Methodology

The implementation of the module was done through the online BHIDAPA Zoom platform. The training included an online educational method, theories and practical exercises, interaction and discussion. The methodological framework implied the integration of practical knowledge and skills with the theoretical framework of crisis interventions and treatment of children, adolescents and their parents, relying on a Code of Ethics in the use of virtual





support and treatment with active use of the Convention on the Rights of the Child relying on a salutogenic oriented holistic-integrative approach.

Education topics and dates:

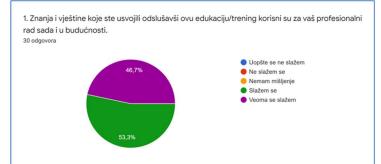
- 1. Basic information on virtual and telephone crisis interventions 12.03.2021.
- 2. Psychological reactions to the crisis in children, adolescents and adults; Multidisciplinary assessment, diagnostics and interventions-triage 19.03.2021.
- 3. Support to parents and caregivers in maintaining the mental health of children and youth during and after the crisis 26.03.2021.
- 4. Dissipation and mourning 02.04.2021.
- 5. The role of school during the crisis in maintaining the mental health of children and youth 09.04.2021.
- 6. Violence against children (both, live and on-line) in times of crisis with special emphasis on sexual abuse and exploitation and high-conflict divorces 16.04.2021.
- 7. Use of projective techniques * modalities * in virtual crisis interventions and treatment of children, youth and parents 23.04.2021.
- 8. Burnout symptoms and mental health protection for professionals 30.04.2021.

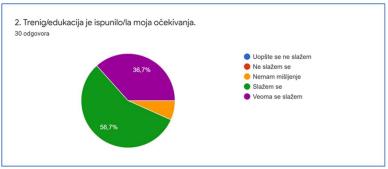
Evaluation of education-training – package 3.

General questions about education-training

1. Do you think that the knowledge and skills you have acquired through this training are useful for your professional work now and in the future?

2. Did the training met my expectations?





3. How would you rate this training from 1 to 5? (1 worst, 5 best)

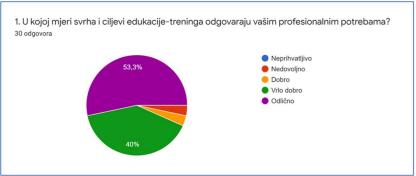




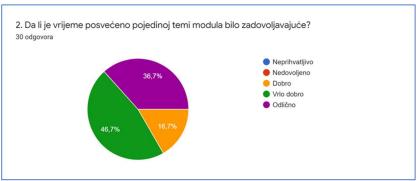




1. To which extent did the goals and purpose of the education correspond to your professional needs?



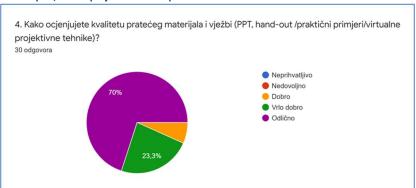
2. Was the time devoted to a particular topic of education satisfactory?



3. Were the topics of the modules and their presentation appropriate?



4. How do you evaluate the quality of the accompanying material (PPT, hand-out, practical examples, virtual projection techniques







5. Navedite temu za koju mislite da je nevažna za edukaciju
30 odgovora
Nema
Ne smatram da je nijedna tema nevazna
Gubitak i tugovanje
Stvarno ne mogu izdvojiti nijednu temu, mislim da su sve podjednako važne.
Za mene su sve teme bile jako korisne iz kojih sam naucila nesto novo.
Beskonačno duge vježbe opuštanja.
Sve su važne

-None

-

- I find no topic unimportant
- Dissipation and mourning
- I can't single any topic out, i think all of topics are of the same importance.
- For me, all of the topics were very useful, I have learned something new out of them.
- Infinite long practice of relaxation.
- -All topics are important

Meni su sve bile vazne

Svaka je ok

Mislim da nijedna nije bila nevažna.

Definicije Nasilja

///

Sve teme su vazne

Sve teme su bile i važne i korisne.

Tehnike rada s djecom

Sve teme obuhvaćene edukacijom smatram važnim za edukaciju i ni jednu ne mogu izdvojiti kao nevažnu

- -All topics were important to me
- Every topic is OK
- I think that there were no unimortant topic.
- Definitions of the violence
- ///
- All topics are important
- All topics were important and useful.
- Working with children techniques
- I find all of the topics included in the education important and I can't single out any of them as unimportant

Sve su vazne

Svaka tema je podjednako važna.

sve su zaista bile za mene jako važne

Projektivne tehnike za rad sa djecom

Sve su bile važne i korisne

Ništa mi nije bilo nevažno

svaka je od koristi

Odličan odabir tema

Mislim da su sve obrađene teme podjednako važne za edukaciju

- All of them are important
- All topics are equally important.
- -they were all very important for me, indeed
- Projective techniques for working with children
- All of them were important and useful
- Nothing was unimportant for me
- All topics are useful
- Exellent selection of the topics
- I think that all of the elaborated topics are equaly important for the education



for every child





Važne podjednako

sve teme su bile važne

sve su bile odlicno odabrane

- -Equaly important
- All of the topics were important
- All of the topics were exellent selection

6. Navedite dodatne teme za koje mislite da bi ubuduće trebale biti uključene u edukaciju/trening.
19 odgovora

Nema

Rad s djecom koja imaju poremećaj hranjenja/ iskrivljenu sliku o sebi; strah od škole

Psihosocijalna podrška stručnjacima kroz superviziju

Teme moraiu biti konkretnije, a ne uopšte ne.

U ovom broju modula tesko da bi se moglo ukljuciti jos nesto, ono sto je mozda vazno jeste razrada teme o znacaju intersektorske suradnje sa modula 5,lako se to dosta potenciralo i kroz druge module.

Mislim da su ovi moduli optimalni

U trenutnoj situaciji covid 19 i rada sa učenicima sve teme vezane za mentalno zdravlje ucenika su dobro dosle i zlata vrijedne. Sve spoznaje koje steknemo daju nam dobar alat za nase ucenike.

Primjena i interpretacija standardiziranih testova

- None

- Work with the children which have eating disorders / distorted pictures of themselves; fear of the school
- Psychosocial support for professionals through supervizion
- -Topics have to be more concrete, not generalized.
- It would be difficult to add anything to this number of modules, the thing that is maybe important is the elaboration of topic about significance of intersectoral cooperation from module 5, although it was emphasized through other modules too.
- I think these modules are optimal
- In present covid 19 situation and work with the pupils all topics concerning mental health of the pupils are priceless. All of the knowledges that we gain, gives us a good tool for our pupils.
- Use and interpretation of standardized tests

ACT Terapija

Primarni uzrok sociopatoloških pojava

Depresija i Anksioznost kod adolescenata

Izabrane temu bile jako dobro, ali bi voljela da je vise bilo prakticnog rada a manje same teorije. Svaka čast na predavačima i izabranim temama, ali je sve ostalo na boljem uvidu u teme, a manje usvojenim novim vjestinama.

Možda bih izdvojila temu Djeca, mladi i internet, vrijeme koje provedu boraveći na internetu i njegov uticaj na mentalno zdravlje

superizija

Tehnike i metode promjenljive u praksi kada je u pitanju vršnjačko nasilje

-ACT Therapy

- Prime cause of sociopathological appearance
- Depresion and anxiety at adolescents
- Chosen topics were very good, but i would have like if it was more practice and less theory. Lecturers and topics were great, but everything has stayed on the better insight of the topics and less on learning of a new skils.
- I might stress the topic Children, youth and internet, the time spent on inernet and its influence on mental health
- superization
- Techniques and methods aplicable on bullying

Motivacija i jačanje samopouzdanja mladih, Profesionalna orijentacija

Nemam prijedlog

rad sa hiperaktivnom djecom

supervizija

-Motivation and strengthening of self-confidence, Professional orientation

- Have no suggestions
- work with hyperactiv children
- supervision





7. Navedite temu koja je vama lično najvažnija. 30 odgovora Projektivne tehnike Gubitak i tugovanje Tehnike za rad sa djecom Zlostavljanje i zanemarivanje djece Projektivne tehnike Nasilje nad djecom u vrijeme krize sa naglaskom na zanemarivanje i zlostavljanje tokom visokokonfliktnih Teme vezano za nasilje nad djecom, jer svoj master rad planiram raditi na temu Naslije u porodici. Gubitak i tugovanja Tehnike u radu sa djecom

- Projective techniques
- Dissipation and mourning
- Techniques for working with children
- Abuse and neglecting of children
- Projective techniques
- Violence against children in times of crisis with special emphasis on neglecting and abuse during high-conflict
- Topics concerning child abuse, because i'm planning to do
- a Master on a topic Violence in the family
- Dissipation and mourning
- Techniques for working with children

Nasilie nad diecom u vrijeme krize

Kako savladati strah od virusa i posljedica

Projeltivne tehnike

Emocije I Kognicija

Gubitak i tugovanje, Psihološke reakcije kod djece

Projektivne tehnike. Gubitak

Sve ponuđene teme su mi bile korisne. Ono na šta bih trebala ubuduće da obratim više pažnie je prevencija sagorijevanja.

Projektiven tehnike, predavanje pof. Gordane B.F i prof. Dubravke H.

-Violence against children in times of crisis

- How to overcome the fear of the virus and consequences
- Projective techniques
- Emotions and cognition
- Dissipation and mourning, Psychological reactions of children
- Projective techniques, Dissipation
- All topics were useful to me. I have to pay more attention on prevention of the burnout
- Projective techniques, lecture of prof. Gordana B.F. and prof. Dubravka H.

lako su sve teme izuzetno važne, ipak bih izdvojila temu Uloga vrtića i škola u vrijeme krize u očuvanju mentalnog zdravlja djece i mladih

Sve prezentovane tehnike i metode.

virtualne projektivne tehnike

Nasilje nad djecom u vrijeme krize sa naglaskom na zanemarivanje i zlostavljanje tokom visokokonfliktnih razvoda i divna i stručna prof.dr.sc. Gordana

Vršnjačko nasilje

posljednja

Motivacija

Sve teme su za mene bile izuzetno značajne

- -Althuogh all of the topics are very important, yet I would single out the topic Roll of the kindergardens and schools in times of crisis in maintaining mental health of children and youth
- All presented techniques and methods
- viritual projective techniques
- Violence against children in times of crisis with special emphasis on neglecting and abuse during high-conflict divorces and beautiful and competent prof. dr. sc. Gordana
- Bullying
- the last one
- Motivation
- All of the topics were exceptionaly significant

rad sa djecom tokom procaesa razvoda

virtual projective tehnike

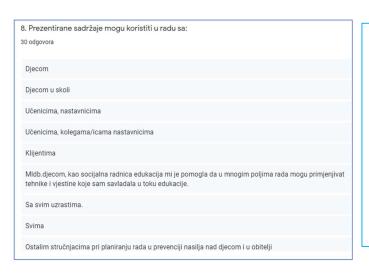
Razvod roditelja, visoki konflikt i otuđenje

- -Divorce of parents, high-conflict and alienation
- working with children during the process of divorce
- viritual projective techniques

unicef 🚱 for every child







- -Children
- Children in schools
- Children, teachers
- Children, colleague teachers
- Clients
- Minors. As a social worker, education have helped me to apply techniques and skills gained in education in various fields of work
- All ages
- Everybody
- With other professional in planning of violence protection against children and violence protection in family

Učenicima i roditeljima

Studentima, Ucenicima, Adolescentima

Poboljšati kvalitetu mog rada u timu, u stanju potrebe klijenta

Djecom, roditeljima, primijeniti na sebi

U radu sa učenicima, kao i na edukacijama za roditelje, nastavnike i druge stručnjake.

djecom i odraslima

Svakodnevnom radu sa učenicima, njihovim roditeljima i nastavnim osobljem

Djecom, mladima

- Pupils, teachers and parents
- Pupils and parents
- Students, pupils, adolescents
- To improve the quality of my team work, in the state of clients needs
- Children, parents, to apply on ourselves
- In the work with pupils as well for education of parents, teachers and other professionals
- children and adults
- In everyday work with pupils, their parents and teachers
- Children, youth

korisnicima CZR i kolegama

mladima, roditeljima, djecom
djecom

Učenicima, roditeljima, nastavnicima
djecom i odraslim
u svom svakodnevnom radu
djecom, mladima, roditeljima i kolegama

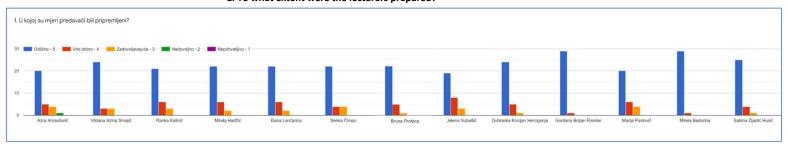
- -Clients in Centers for social work and colleagues
- youth, parents, children
- children
- Pupils, parents, teachers
- children and adults
- in everyday work
- children, youth, parents and colleagues



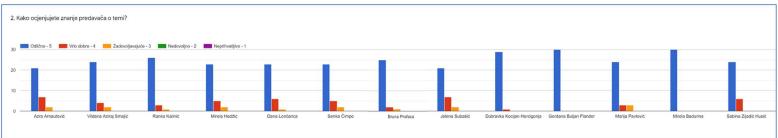


Evaluation of lecturers

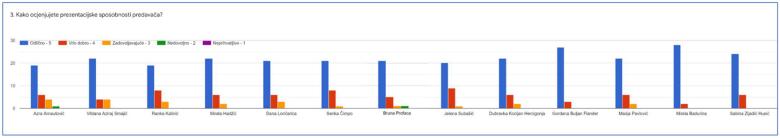
1. To what extent were the lecturers prepared?



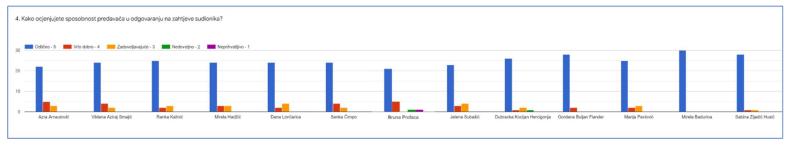
2. How do you evaluate the knowledge of lecturers on topics?



3. How do you evaluate presenting skills of lecturers?



4. How do you evaluate capability of lecturers to answer

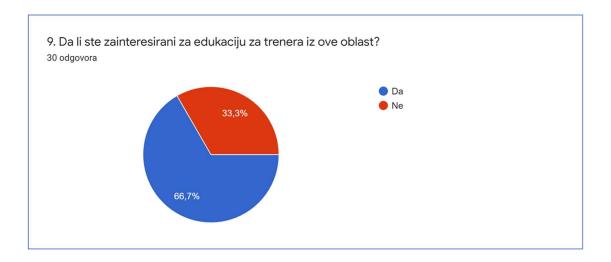








On continuation of education for trainers of trainers



Additional notes:

10. Dodatne napomene

13 odgovora

Teme moraju biti konkretnije, a ne uopstene i generaliziranje. Zato je ogromna razlika bilo slušati iskusnije predavače o konkretnim temama za razliku od nekih koje su uopstene i kao takve se mogu naći na guglu iz rubrike "Ijepota i zdravlje". Takođe je potrebno izraditi standardizaciji postupaka, procedura, načina rada.....kako bi se u svakom momentu znalo šta ko radi (CMZ, CSR, Škole, razne organizacije). Bojim se da su slušaoci ponešto i naučili,ali su i zbunjeni jer nisu načisto šta kada i kako treba da rade, a kad im treba i pomoć (bilo neke sestrinske ustanove ili nekog multidisciplinarnog tima).

Odlicno, samo su teme preobimne za vrijeme koje je predvidjeno.

Izvrsna organizacija i vođenje edukacije, uz izvrsne predavače uz možda potrebu proširenja kruga profesionalaca koji bi morali ovu edukaciju odslušati

Zainteresovana sam za edukaciju, ali mislim da struci treba dati prednost, pedagozima, psiholozima...

Sva predavanja i radionice su bile korisne, a posebno predavanje prof. Brune Profaca. Mislim da ne bi bilo loše da se odvoji više prostora za temu gubitak i žalovanja kod djece

- -Topics have to be concrete, not generalised. It is a great difference to listen to experienced lecturers on concrete topics as opposed to generalized topics that you can find on google under the "beauty and health" columns. Also it is necessary to make standardisation of actions, procedures, proceedings....so it would be clear about everyone's responsibility (Mental Health Centers, Centers for Social Work, Schools, various organizations). I'm affraid that listeners have learned something, but they are also confused about what, when and how to do it, and when they need help (similar institution or multidisciplinary team).
- Exellent, but topics are too extensive for the time given...
- Exellent organization and run of the education with exellent lecturers. It would good if this education is obligatory to proffesionals.
- I'm interested for the education, but I think the profession (pedagogues, psychologists) should be given an advantage...
- All of the lectures and workshops were useful, especially the lecture of prof. Bruna Profaca. I think it would be good to give more time to topic Dissipation and mourning of children.

Hvala na ovom izuzetnom treningu. Prezentovani sadržaji su vrlo korisni i primjenjivi u mom daljem radu. Nadam se i u buduće ovako dobrim treninzima!

Navedene u 6. pitanju/odgovoru. Veliko hvala na druzenju, vremenu i znanju.

Bilo mi je veliko zadovoljstvo što sam imala mogućnost učestvovati u ovoj veoma značajnoj i sveobuhvatnoj edukaciji. Nadam se da ću i u budućnosti imati priliku biti polaznik neke od edukacija koje budete organizovali.

Hvala organizatorima

Važno je uvrstiti što više interaktivnog rada

Nemam

Sve pohvale organizatoru edukacije

was very useful and applicable in my future work. I hope to see such a good trainings in the future! -It is stated in the 6. question/answer. Thank you so much

- Thank you for this exellent training. Content presented

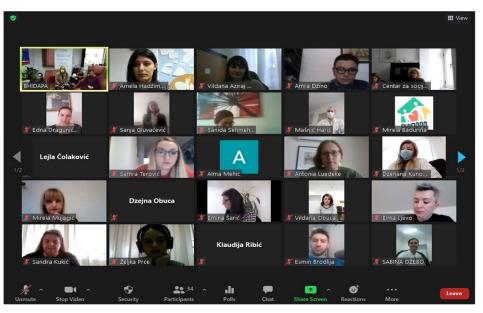
for company, time and knowledge.

- It was my great pleasure to have an opportunity to participate in this very significant and comprehensive education. I hope I'll have a chance to be participant in some of your future educations.
- Thanks to organizers
- It is important to put in interactive work as much as possible
- I don't have
- All compliments to the organizer of education.





















Evaluation of education-training - Package 4 (Fourth Phase), period 01.05.-31.08.2021.

Education - training "Here & Now,,/Package 4, lasted from May 01. 2021. to August 31. 2021. and included 8 modules that were held once a week, on Fridays from 9:00 to 13:00, for a total of 32 hours.

The fourth phase/Package 4. of education and training included 60 professionals from the Centres for Mental Health, Centres for Social Work and Educational Institutions from Republic of Srpska municipalities as follows: Banja Luka, Gacko, Pale, Brod, Doboj, Prnjavor, Trnovo, Bijeljina, Derventa, Trebinje and Istočno Sarajevo, as well as one municipality from Federation of Bosnia and Herzegovina, Visoko from Zenica-Doboj Canton.

Package objectives – Fourth Phase

Training was aiming connection and empowering of professionals within the multidisciplinary and intersectoral team, in the application of virtual crisis interventions, to protect and reduce the negative impact of the health crisis on the mental health and well-being of children, adolescents and their parents. This project also enables the participant of professional education to further improve in the creation and implementation of the program "Virtual Crisis Intervention Here & Now", both during and after the crisis.

Direct goal:

Professionals from Mental Health Centres, Centres for Social Work and Educational Institutions, empowered to provide adequate virtual / telephone crisis interventions; from problem identification to a formal support process and indications for further multidisciplinary diagnosis and treatment. 60 professionals included in Phase 4/Package 4, but 49 (82%) participants actively participated in the training and met conditions to get certificate.





Creating the Platform of experts and providing multidisciplinary crisis teams, as well as strengthening intersectoral cooperation.

Methodology

The implementation of the module was done through the online BHIDAPA Zoom platform. The training included an online educational method, theories and practical exercises, interaction and discussion. The methodological framework implied the integration of practical knowledge and skills with the theoretical framework of crisis interventions and treatment of children, adolescents and their parents, relying on a Code of Ethics in the use of virtual support and treatment with active use of the Convention on the Rights of the Child relying on a salutogenic oriented holistic-integrative approach.

Education topics:

- 1. Basic information on virtual and telephone crisis interventions and treatment 21.05.2021.
- 2. Psychological reactions to the crisis in children, adolescents and adults; Multidisciplinary assessment, diagnostics and interventions-triage – 28.05.2021.
- 3. Support to parents and caregivers in maintaining the mental health of children and youth during and after the crisis – 04.06.2021.
- 4. Traps in the treatment of children and youth if led solely by the symptom and the role of school in maintaining the mental health of children and youth – 11.06.2021.
- 5. Dissipation and mourning 18.06.2021.
- 6. Violence against children (both, live and on-line) in times of crisis with special emphasis on sexual abuse and exploitation and high-conflict divorces – 25.06.2021.



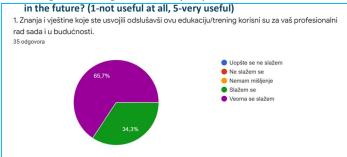


- 7. Application of projective techniques * modalities * in virtual crisis interventions in treatment of children, youth and parents – 05.07.2021.
 - 8. Burnout symptoms and mental health protection for professionals 09.07.2021.

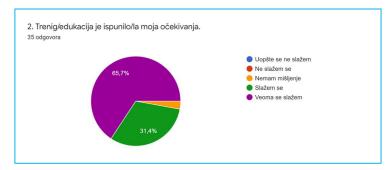
Evaluation of education-training - Package 4.

General questions about education-training

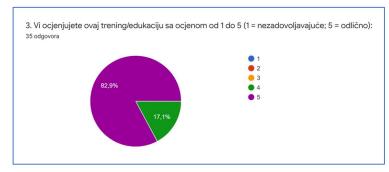
1. Do you think that the knowledge and skills you have acquired through this training are useful for your professional work now and



2. Did the training met my expectations?



3. How would you rate this training from 1 to 5? (1 worst, 5 best)





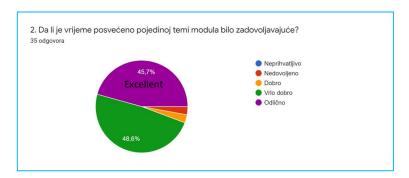


· Analysis of the content of education-training

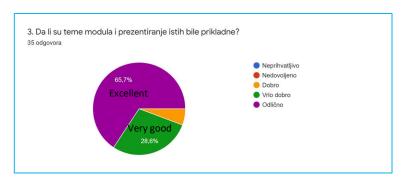
1. To which extent did the goals and purpose of the education correspond to your professional needs? (1-not at all, 5-completely)



2. Was the time devoted to a particular topic of education satisfactory? (1-not at all, 5-completely satisfactory)



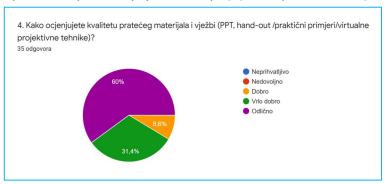
3. Were the topics of the modules and their presentation appropriate? (1-not at all, 5-completely)







4. How do you evaluate the quality of the accompanying material (PPT, hand-out, practical examples, virtual projection techniques)? (1-unacceptable, 5-excellent)



Analysis of the content of education-training

5. State a topic that you think was irrelevant to the education

5. Navedite temu za koju mislite da je nevažna za edukaciju 35 odgovora	
sve teme su bile važne	
Sve su bile vazne	
Nema ni jedne	
ne mogu izdvojiti ni jednu da je ne vazna, mozda samo teoriju svesti na minimum a praticne primjere što više isticati	
Sve teme su bile vrlo korisne!	
Sve su teme bile važne, kao jedna cjelina	
	L
Sve su bile ok	
Nisam sigurna	

- All topics were important
- All of them were important
- There is none
- Can't single out any that's irrelevant, maybe to reduce the theory to the minimum and to emphasize practical examples as much as possible
- All of the topics were very useful
- All of the topics were important, as one unit
- -
- All of them were ok
- i'm not sure

Nema

Sve sto sam imala priliku da cujem kroz ciklus predavanja ce mi koristiti u buducem radu. Prezazvoljna sam predavacima i temama koje su odabrali.

Sve su teme bile vazne

nema je

Oslobadjanje od stresa, prevazilazenje traume

Sve teme su odlične

Sve su teme bile jako znacajne

Smatram da su sve prezentovane teme itekako bitne za edukaciju tako da ne mogu ni jednu izdvojiti kao manje bitnu.

- -There is none
- All that i have an opportunity to hear through the educational cycle will be useful in my future work. I'm more than a satisfied with the lecturers and the chosen topics
- All of the topics were important
- There is none
- Release from stress, trauma overcoming
- All topics are excellent
- All of the topics were very important
- I think that all presented topics are very important for the education, so i can't isolate any of the topics as less important

supported by:





5. Navedite temu za koju mislite da je nevažna za edukaciju
35 odgovora

Sve teme su bile vazne

Sve je bilo vazno

Smatram da su sve teme bile korisne

Sve su podjednako dobre.

Gubitak i tugovanje

Nema nevažnih tema.

Sve teme važne, ali, iako jako kvalitetno, nedovoljno obrađene zbog vremenskog ograničenja

Sve teme smatram važnim.

U šarolikom radu sa klijentima svaka tema je značajna

-All of the topics were important

- All of it were important
- I think that all of the topics were useful
- They were all equally good
- Dissipation and mourning
- There is no irrelevant topics.
- All of the topics are important and of high quality, but not elaborated enough due to time given for it
- I found all of the topics important
- In the various work with the clients every topic is significant

Sve su vazne

Nema nevažnih tema

X

Sve su važne.

Burnout

Sve teme koje su povezane sa radom sa djecom su važne, edukacija je uključivala sve teme koje su značajne za psihološke krizne intervencije i ne mogu izdvojiti neku koja je nevažna za edukaciju.

Nije bilo takve teme

- All of them are important
- -There is no irrelevant topics.
- X
- All of them are important
- Burnout
- All topics related to the children are important. Education contained all of the topics significant to psychological crisis interventions and i can't isolate any of the topics as irrelevant to the education
- There were no such topic

6. List additional topics that you think should be included in the education in the future:

6. Navedite dodatne teme za koje mislite da bi ubuduće trebale biti uključene u edukaciju/trening.

19 odgovora

Mentalno zdravlje strucnjaka

bilo bi dobro da se sada ove teme razradjuju dublje

Edukacija vezana za izazove u radu sa djecom sa posebnim potrebama u svim situacijama i kriznim i redovnim

Motivacija stručnih radnika za rad na sebi studije slučaja za svaki modul koje se obradivao

Savjetodavni rad sa djecom / roditeljima posle razvoda

Dublje razumijevanje psiholoskih problema kod djece i tretman

post kovid posljedice i svi njeni aspekti

tehnike savjetodavnog razgovora, rad sa djecom sa posebnim potrebama, problemi intersektorske saradnje...

- -Mental health of the professionals
- It would be good to elaborate these topics more profoundly
- Education related to challanges in work with the children with special needs in aboth situacions, crisis and normal
- To motivate the professionals to work on themselves. Case study for every elaborated modul
- Advisory work with the children / parents after the divorce
- Deeper understanding of the psychological problems at children and the treatment
- Post Covid consequences and all of their aspects
- Techniques of the advisory conversation, work with the children with special needs, issues of the intersectoral collaboration





Emotivno-psihicko nasilje nad zenama sa cim se svakodnevno susrecemo u praksi

Promocija mentalnog zdravlja (pogled u sebe; naročito za tinejdžere

Superviziia

Rad sa djecom u riziku

Medijacija

Psihološki testovi, primjena, vrsta...

Zloupotreba PSA kod mladih

možda bi bilo dobro da se u neku od tema ubaci dio vezan za specifičnosti rada sa porodicama različitih konfiguracija, da se osvijesti taj dio vezan za intervencije u porodicama različitih struktura(jeknoroditeljske, porodice sa macéhom i očuhom, višegeneraciske, hraniteljske)

-Emotional and psychological violence over the womes, something we come over in everyday practice

- Promotion of the mental health (look inside of oneself, especially for the teenagers)
- Supervizion
- Mediation
- Pscyhological tests, application, type...
- Misuse of PSA at youth
- It might be good to inegrate specificity of the work with the various families with different configurations in one of the topics, to make more clear the interventions in different structures families (single parent families, families with step mother or step father, multigenerational families, foster families)

Krizne intervencije u radu sa djecom sa posebnim potrebama.

Teme koje se odnose na edukaciju prosvjetnih radnika o stresu, traumama i profesionalnom sagorijevanju (burnout) u radu i utjecajima stresa na život i rad osobe koja obavlja poslove u obrazovanju. Prvenstveno mislim na edukaciju odgajatelja/nastavnika o stresu, traumama i profesionalnom sagorijevanju (burnout)

Rad sa djecom sa posebnim potrebama (LMR, autizam, nadareni i sl.) u srednjoj školi

- Crisis interventions in work with the children with special needs

- Topics related on the education of the educators about stress, trauma and professional burnout and the influence of the stress on the life and work of the educators. Primarily on the education of the educators about stress, trauma and burnout
- Work with the kids with special needs (LMR, autism, talented...) in the high school

7. State the topic that is most important to you

7. Navedite temu koja je vama lično najvažnija.

35 odgovora

Visoko-konfliktni razvodi i online tehnike u radu sa djecom

projektivne tehnik

Projektivne tehnike koje su jako korisne i Gubitak i žalovanje koje mi je ukazalo na načine podrške u datim situacijama

Povezivanje ličnih traumatskih iskustava sa takvim iskustvima u praksi Kako prevazići bespomoćnost? Kako pomoći kolegama da prevaziđu bespomoćnost?

Modul 8, modul 6

Rane razvojne traume

Kontaktiranje roditelja nakon razvoda

Vezano za gubitak i tugovanje

-High-conflict divorces and on-line techniques in work with children

- Projective techniques
- -Projective techniques that are very useful, and dissipation and mourning which have pointed me a way of support in such
- Connecting the personal traumatic experience with such experiences in practice. How to overcome the helplessness? How to help coworkers to overcome helplessness?
- Modul 8, modul 6
- Early development of the trauma
- Contacts of the parent after the divorce
- About dissipation and mourning

Gubici

Tugovanje kod djece

Projektivne tehnike u radu sa djecom

predhodno navedena

Sagorjevanje i supervizija

Prevazilazenje stresa

Nasilje nad djecom

Projektivne tehnike i burn out sindrom

Iz ove obuke: Podrška roditeljima i starateljima u očuvanju mentalnog zdravlja djece i omladine tokom

- Dissipation
- Mourning at the children
- Projective techniques in work with the children
- Previously mentioned
- Burnout and supervision
- Overcoming the stress
- Violence over the children
- Projective techniques and burnout sindrom
- Out of this training: Support for parents and guardins on maintaining the mental health of the children and youth during crisis



Zadnji modul, gubitak i tugovanje

Vrsnjacko nasilje

Intervencije traume

Nasilje nad djecom i među djecom u vrijeme krize. Seksualno zlostavljanje i iskorištavanje i zlostavljanje i zanemarivanje djece tokom visokokonfliktnih razvoda

Krizne intervencije u radu sa djecom

Psihoterapijski rad sa djecom

Gubitak i tugovanje

Psihodijagnostička procjena djece i adolescenata

Visoko konfliktni razvodi i briga o sebi

- The last modul, dissipation and mourning
- Bullying
- -Interventions of the trauma
- Violence over the children and between the children in the time of crisis. Sexual abuse and exploitation, and abuse and neglect of the children during high-conflict divorces
- Crisis interventions in work with the children
- Psychotherapeutic work with the children
- Dissipation and mourning
- Psychodiagnostic estimation of the children and adolescents
- High-conflict divorces and care of oneself

Projektivne tehnike
Gubitak i žalovanje
Visokokonfliktni razvodi
Visokokonfliktni razvodi i otuđenje djece
nasilje nad djecom
Gubitak i tugovanje, zamke tretmana ukoliko se vode iskljucivo simptomima
Tugovanje
Sve teme koje smo slušali na edukaciji su važne za rad sa djecom i mladima. Teško je izdvojiti samo jednu temu i tema koja je značajna za lični rad je Primjena projektivnih tehnika u virtualnim kriznim intervencijama u radu sa djecom, mladima i roditeljima.

Intervencije, supervizija

- Projective techniques
- Dissipation and mourning
- High-conflict divorces
- High-conflict divorces and alienation of the children
- Violence over the children
- Dissipation and mourning, traps in the treatment if led solely by the symptom
- Mourning
- All of the topics we have heard on the education were important for work with the children and youth. It is hard to stress out only one topic and the topic that is significant for the personal work is Application of projective techniques in virtual crisis interventions in treatment of children, youth and parents.

- Interventions, supervision

8. Presented content can be used in working with:

8. Prezentirane sadržaje mogu koristiti u radu sa:
35 odgovora

Korisnicima

Svim klijentima, od djece do odraslih
djecom, mladima, roditeljima i kolegama ali i sa svojom djecom:)
adolescentima
djecom i mladima bez roditeljskog staranja i njihovim porodicama kolegama profesionalcima klijentima u privatnoj praksi

Strankama

Sa porodicom
Klijentima

- Beneficiaries
- All of hte clients, children to adults
- Children, youth, parents and coworkers, also with own children
- Adolecsents
- Children and youth without parental care and their families, coworkers professionals client in private practice
- Clients
- Family
- Clients

unicef 🚱

for every child



Sa djecom i porodicama

Ucenicima i njihovim roditeljima

Djecom, adolescentima, njihovim roditeljima i kolegama

klijentima

Svim klijentima

Svim kategorijama sa koji se mi susrecemo u praksi

Djecom koja su doživjela nasilje, iz visoko konfliktnih razvoda

diecom sa kojom radim

Pošto radim u srednjoj školi najviše će biti korištćene u radu sa tineidžerima ali i sa njihovim roditeljima.

- With children and families
- Pupils and their parents
- Children, adolescents, their parents and coworkers
- Clients
- All of the clients
- All the categories we have oppotunity to come across in practice
- Children that have experienced violence in high-conflict divorces
- Children i work with
- -Because i work in high school, mainly it is going to be used in work with teenagers and their parents as well.

Djecom i adolescentima ali i njihovim roditeljima

Svim klijentima a posebno djecom

Adolescentima i njihovim porodicama

partnerima i njihovom djecom u toku procesa razvoda, sa djecom žrtvama nasilja, djecom bez roditeljskog staranja i njihovim starateljima(hraniteljima), na ličnom planu vezano za prevenciju sagorijevanja...

Za moju struku (psiholog) svi sadržaji se mogu primjenjivati, sa naglaskom u radu sa djecom i

Sa gotovo svim klijentima

djecom/učenicima, roditeljima/starateljima i odgajateljima/nastavnicima

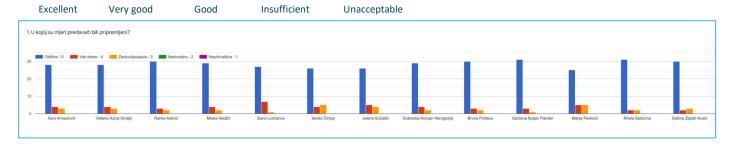
sa djecom, roditeljima i nastavnicima

- Children, adolescents and their parents too
- All of the client especially children
- Adolescents and their families
- Partners and their children during divorces, with the children victimf of the violence, children without parental care and their guardians, on the personal level on prevention of the burnout...
- For my profession (psychologist) all of the topics can be applicable, with the fokus on work with the children and adolescents
- Almost with all the clients
- Children/pupils, parents/guardians, educators/teachers
- With the children, parents and teachers

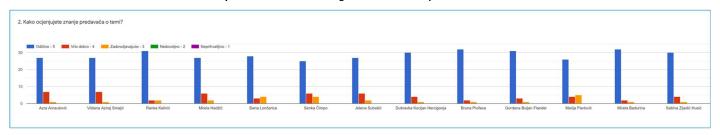


Evaluation of lecturers

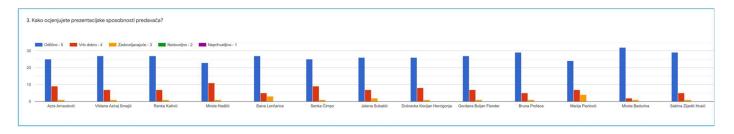
1. To what extent were the lecturers prepared?



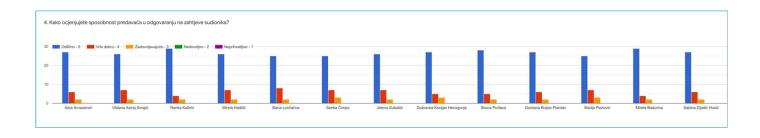
2. How do you evaluate the knowledge of lecturers on topics?



3. How do you evaluate presenting skills of lecturers?



4. How do you evaluate capability of lecturers to answer



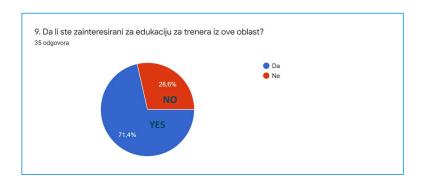




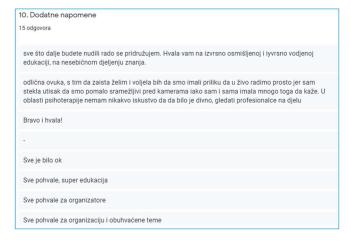


On continuation of education for trainers of trainers:

9. Are you interested in becoming trainers of trainers in this area?



Additional notes:



- All you have to offer in the future i'll gladly join it. Thank you for exellently conceptualised, and exellently conducted education and for selflessly sharing of the knowledge.
- -Exellent education. I really wanted, and i would like that we had an opportunity to work live, simply because i got the feeling that we are all la bit shy in front of cameras, although i had a lot to say myself. I have no experience in psychotherapy, yes, yes it was wonderful to watch professionals at work.
- Well done and thank you
- It was all ok
- All compliments, exellent education
- All compliments for the organizers
- All compliments for the organization and topics covered

Finansijska situacija otezava dalju edukaciju Žao mi je što nije bilo uživo jer mislim da bi efekat bio još bolji i močniji edukacija je bila odlična, teme inetresante i korisne a edukatori vrhunski Zahvaljujem za odličnu edukacije i za priliku da prisustvujem predavanjima edukatora koji su stručnjaci u

Pohađam edukaciju iz psihoterapije Transakciona analiza i zainteresovana sam za edukaciju iz ove oblasti po zanimanju sam magistar psihologije Olivera Đokić, oliveradokic@gmail.cor

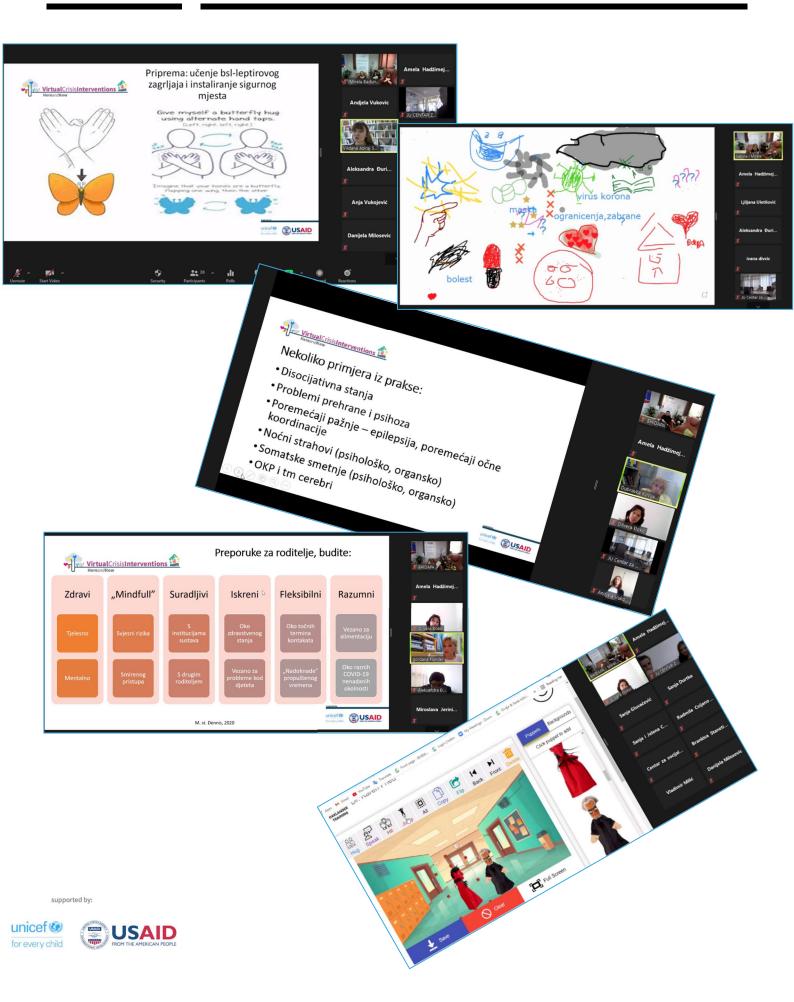
Nastavak edukacije

Hvala na odlicnoj edukaciji i treningu

- Thanks for exellent education and training
- Financial situation makes further education difficult
- I'm sorry it was not live, because i'm of opinion that the effect would have been better and more powerful
- Education was exellent, topics were interesting and useful and lecturers were top-level
- I'm thankful for exellent education and for the opportunity to attend the training of the lecturers that are professionals in their field of work.
- I attend the education in psychotherapy on Transactional analysis and i'm interested for the education in this field, i'm master of psychology by vocation.
- Olivera Đokić, oliveradokic@gmail.com
- Continuation of the education









VirtualCrisisInterventions 2 Training of trainers

The training of trainers is part of the Virtual Crisis Intervention Here & Now project, which includes a one-day training. It was held after the entire phasis of the Virtual Crisis Intervention Here & Now project. It included experts from each phase of the project. The training was successfully completed by 14 experts from mental health centres, social work centres and the education sector. The training was attended experts from the Federation of BiH and Republic of Srpska, from the following cities: Sarajevo, Zenica, Lukavac, Mostar, Travnik, Sanski Most, Kakanj, Doboj, Prnjavor, Bijeljina and Gacko.

The goals of the TOT (training of trainers) are:

- a. Transferring the acquired knowledge by participating Virtual Crisis Intervention Project Here & Now to wider professional community through implementing the similar projects.
- b. Providing participants with the theoretical basis of creating project designs;
- c. Providing insight into the creation of a Virtual Crisis Intervention Project Here & Now project;
- d. Providing opportunities for participants to develop project ideas based on a multidisciplinary and intersectoral principle through experiential work;
- e. Strengthening knowledge and skills to use virtual projection techniques
- f. Development of participants' own capacities for multidisciplinary cooperation and adoption of its principles in creating concrete project drafts.
- g. Supporting to professionals for innovation and improvement of existing working conditions in the protection of mental health and well-being of children, adolescents and their families.

Acquiring knowledge and skills in using the Zoom platform

Methodology

Methodology Training of trainers in the project Virtual Crisis Intervention Here & Now was held on 20.08.2021. through a one-day training.

The work took place in large and small groups. The dynamics of the work aimed to integrate theoretical and practical knowledge.





Participants were able to work in a large group where through a power point presentation they had the opportunity to learn the steps and procedures in creating projects of Virtual Crisis Interventions, and how to use the Zoom platform.

After that, the participants had the opportunity to create their own mini project designs in small groups. In a large group, participants presented project designs and skills in using the Zoom platform.

Each participant of the Training of Trainers received a presentation at their email address, which includes a theoretical part and a practical part to support the creation of a project design. Drafts of mini-projects from TOT are in the archives of BHIDAPA.







Conclusion

In order to contribute to the protection and reduction of the negative impact of the health crisis on the mental health and well-being of children, adolescents and their parents, on May 21, 2020. BHIDAPA initiated a Pilot education-training project called Virtual Crisis Interventions "Here & Now "in cooperation with UNICEF BiH with support of the USIAD and related ministries in BiH.

In addition to the pilot project, four cycles-phases of education-training have been completed, in which 175 experts have been included from 76 Institutions in BiH (Chart 3 and Chart 4). 139 experts from various disciplines actively participated and received certificates (psychologists, social workers, psychiatrists, pedagogues, educators, psychotherapists, occupational therapists and lawyers) and 14 trainers of trainers, from the health, social and educational sectors in Bosnia and Herzegovina (Chart 1), by which Interdisciplinary network of professionals was created (Chart 5 and Chart 6).

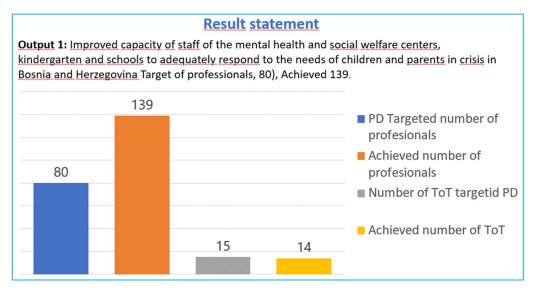


Chart 1.





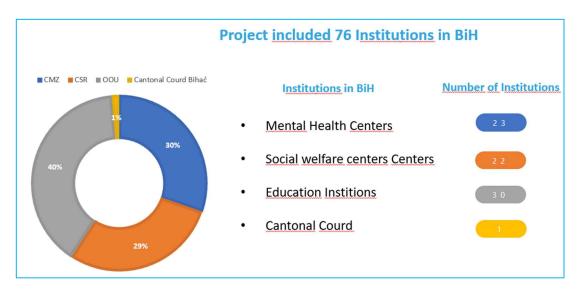


Chart 3.

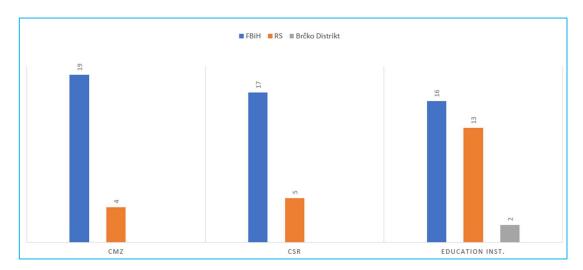


Chart 4.



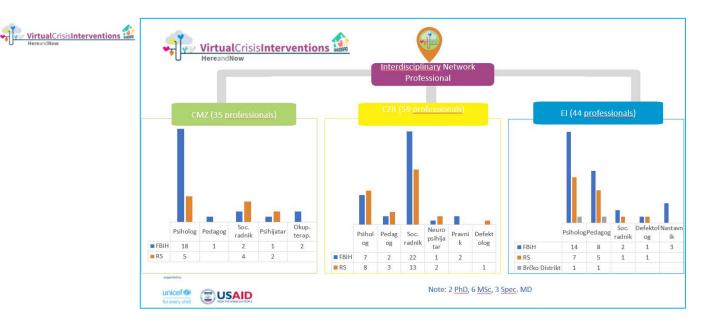


Chart 5.

• Interdisciplinary Network Professional

https://bhidapa.ba/ovdje-i-sada/mreza-strucnjaka/

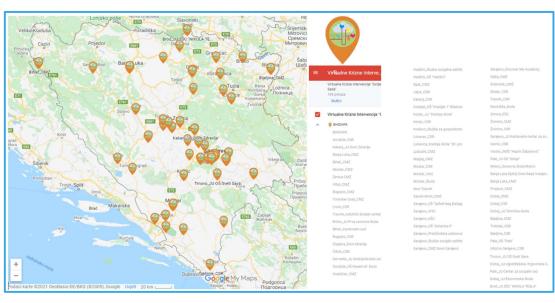


Chart 6.







After the training, an evaluation was held, which showed a positive opinion of the participants on how the training affected their empowerment to work in crisis situations through virtual-telephone platforms.

Most of the participants believe that they need further development and progress in this direction and express their gratitude for the organization itself as well as the commitment of the lecturers.

Participants believe that all topics covered by the training were very important and useful for further work, and suggest several new ones that they would like to listen to in the future.

Participants rated average 4,75 out of 5: general questions about Education-training (Chart 7), content of the education-training (Chart 8) and the evaluation of the lecturers (Chart 9).

General Questions about Education-training



Chart 7.

More than 90% of the acquired knowledge and skills are highly applicable in institutions working with children, adolescents and their families.

It is also important to note that initially the training was attended by 175 participants (80 PD targeted number of professional). Some of them had to resign at some point for personal reasons (lack of colleagues at work, increased workload due to labour shortages, Covid-19 infection, etc.), hoping to be able to join one of the following groups.

Therefore, at this stage we have 139 trained professionals (Chart 5).





· Analysis of the content of education-training

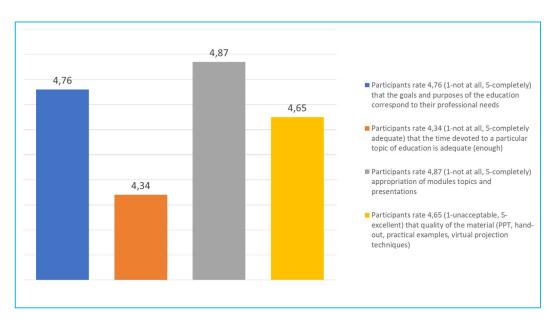


Chart 8.

Evaluation of lecturers

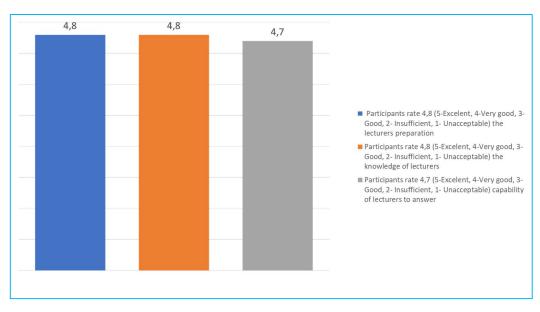


Chart 9.

supported by:





Special emphasis has been demonstrated on multi-disciplinary work, diagnostics, and collaborative interventions directed at mental-health and wellbeing of children, adolescents and their families.

> This Education/training achieved the set goals of connecting and empowering professionals within the multidisciplinary and intersectoral team, in the application of virtual crisis interventions to protect and reduce the negative impact of the current health crisis on the mental health and well-being of children, adolescents and their parents, in the future during and after crisis.

NOTE: Book of Project's abstracts Virtual Crisis Interventions "Here&Now" in Annex 1.





- Very positive experience which contributed my professional and personal growth and thank you for that
 - I've acquired knowledge in clinical psychology at faculty in Zagreb, I have a doctorate of psychological sciences and I am accredited CB therapist, I am at your disposal for any mean of cooperation. Thank you for all knowledge that you've
- Education is very important in the field of science, social work and solving problems of young people, but also in other segments, in working with professionals.

Thank you to all the educators for this education which has contributed a lot to my professional but also private growth and development in these difficult times!

All praise for education!

Education was refreshing. Lots of new learned material and a lot of what we remembered from what we learned

- Thank you for this exellent training. Content presented was very useful and applicable in my future work. I hope to see such a good trainings in the future!
 - Thank you for your effort and everything we had the opportunity to hear and see and learn during this education. Practical examples and the application of psychological instruments in work are especially useful.

- It was my great pleasure to have an opportunity to participate in this very significant and comprehensive education. I hope I'll have a chance to be participant in some of your future educations.

Well done and thank you

All compliments for the organization and topics covered

A wonderful experience considering that this was also my first education. I especially liked the fact that there were also practical examples, ie examples from practice, on the basis of which the way of solving the problem / task in the workplace is best etched in my memory.

- Education was exellent, topics were interesting and useful and lecturers were top-level







THANK YOU FOR THE SUPPORT AND COLLABORATION!





About of Association

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