

## RESEARCH ARTICLE

# Opinions of Psychological Counselor and Guidance Teachers Taking Work in Earthquake Psychosocial Support Works (Malatya Province Example)

Mesut AŞIK<sup>a</sup>  Taşkın YILDIRIM<sup>b</sup> 

<sup>a</sup>Battalgazi Guidance and Research Center, Malatya, Turkey, <sup>b</sup>Inönü University, Malatya, Turkey

## ARTICLE HISTORY

**Received:** 29.11.22

**Accepted:** 28.09.23

## KEYWORDS

Disaster, Earthquake,  
Psychosocial, Extraordinary  
Event, Counselor Opinions

## ABSTRACT

This study was carried out with psychological counselor/guidance teachers working within the scope of psychosocial support services in the earthquake region of Malatya in 2020. The research was carried out by using the phenomenological design, one of the qualitative research models, with the focus group interview method. 11 psychological counselors/guidance teachers participated in the study. During the interview, video and audio recordings were taken and the interviews were deciphered. Content analysis method was used to analyze the findings. When the findings of the study were examined, it was revealed that the motivation of the participants to provide psychosocial support services was prior experience and encouragement. Encouragement; In the title, the support and experience of the Guidance and Research Center Directorate (RAM), attending the coordination meeting and communicating with colleagues are mainly included. Findings were obtained that the participants did not feel professionally competent before starting psychosocial support activities. However, towards the end of the studies, there are also findings regarding the development of professional competence. It was found as the most extraordinary event that some of the relatives of the people who died due to the earthquake found solace in death. Participants stated their expectations and suggestions regarding post-earthquake psychosocial support activities.

Although the occurrence of earthquakes, the existence of risk zones and their size can be predicted scientifically, earthquakes are assumed to be unpredictable in geophysics due to their nature. The most obvious consequences of sudden emergencies and disasters can be seen in cities with social, economic and physical losses or destruction. Disasters expose all factors of the sociological structure to extraordinary problems. Due to disasters, problems such as the negative impact of culture in the sociological structure, the deterioration of family relations, the increase in economic problems, the interruption of school and education, the decrease in sharing and the negative impact on mental health can be seen (Bak & Tang 1989; Geller, Jackson, Kagan et al. 1997; Öztan, Bolova, Özdemir, et al., 2019).

It can be said that earthquakes have a negative effect on mental health. This topic is DSM-IV-TR; In APA, (2003); trauma is characterized by two features: first, the individual experiences the threat of death or disruption of physical integrity as a result of impending death or serious injury; the second includes the

**CORRESPONDING AUTHOR** Mesut AŞIK, mesut.pdr.1979@gmail.com, ORCID: 0000-0001-9336-4169, Battalgazi Guidance and Research Center, Malatya, Turkey.

This is an article under the terms of the Creative Commons Attribution License. As the original work is properly cited, reproduction in any medium is permitted.

© 2024 The Authors. Turkish Journal of Counseling Psychology and Guidance is published by Turkish Psychological Counselling and Guidance Association

individual's intense fear reaction, helplessness or horror. Events caused by nature and technology, such as earthquakes or plane crashes, are considered less pathogenic than events consciously intended by people, such as sexual abuse or terrorist attack (Kröger, 2013).

If the natural or unnatural hard life phenomenon affects a large number of people, more than one damage and danger situation may arise. For example, a traffic accident on the highway, a clash of anger in a school, or a disaster such as a tsunami, flooding of a part of the city, unlike individual events, ordinary medical, psychosocial emergency aid and standard care are required in events that affect many segments of the society; affected victims, survivors, relatives, dependents of survivors, witnesses, missing persons are not sufficient to cope with the emergence. Therefore, psychosocial support studies are carried out very limited and with delays. Especially in some special cases, this situation is experienced in emergency support works because individuals who are generally affected by complex, damaging, danger and disaster situations are exposed to more stress. For this reason, the disruptions to be experienced should be communicated or explained to the affected people (Kröger, 2013)

Psychological First Aid (PFA) studies increase their importance in order to provide psychosocial support activities as soon as possible and to expand their scope after a disaster or a difficult life event. PFA is a modularly designed professional assistance process aimed at reducing the initial stress caused by traumatic events offered to children, adolescents, adults and families immediately after a disaster or terrorism. Psychological first aid supports short- and long-term adaptation and coping with events. Psychological first aid principles and techniques are based on four basic standards. These;

1. Consistent scientific study of post-traumatic risk and resilience,
2. Applicable in the field,
3. Suitable for all development levels of life,
4. It is presented flexibly according to the characteristics of the culture.

Studies conducted within the framework of PFA do not foresee that all survivors of disasters or difficult life events will develop serious mental health problems or long-term difficulties in recovery. It is thought that survivors and others affected by such events will experience a wide variety of reactions. E.g; physical, psychological, behavioral and spiritual reactions are some of them. With some of these responses, coping interventions can be adapted to help recovery with the compassionate support of disaster response teams (Brymer, Taylor, Escudero, Jacobs, Kronenberg, Macy, Mock, Payne, Pynoos, & Vogel, 2012).

Individuals providing intervention services in PFA also take precautions for people who are different in the general demographic structure. As an approach, particular attention is paid to the characteristics of the individual demographic groups, for example people with mental disabilities or immigration backgrounds. They are considered flexible and culturally sensitive. The stages of the process are presented below (Kröger, 2013).

Overview of psychological first aid

- 1- Communicate appropriately
- 2- Provide short-term comfort and security
- 3- Stabilize if necessary
- 4- Find out their current needs and concerns
- 5- Offer practical help
- 6- Build social support
- 7- Provide information on how to deal with events
- 8- Communicate with those who provide social support and psychosocial support.

Psychosocial support studies should be initiated as soon as possible after a difficult life. One of the difficult life events is the earthquake and what happened after the earthquake. It is known that Turkey and its surroundings are in the earthquake zone. When the database of Boğaziçi University Kandilli Observatory is examined, the number of earthquakes in our country and its surroundings in 2019 is 16,074. The average number of earthquakes per day for 2019 is 44. When we look at the data of 2020, the number of earthquakes in our country has reached 31,970 with an increase of 98.89% compared to the previous year. In 2020, the average daily number of earthquakes increased to 87. It is also known that destructive earthquakes have increased in recent years around Malatya and Elazığ (“Boğaziçi University Kandilli Observatory”, 2021).

Post-earthquake work is undertaken primarily by the Disaster and Emergency Management Presidency (AFAD) and the Turkish Red Crescent, as well as the Ministry of Health, the Ministry of Family and Social Services (ASHB), the Ministry of Youth and Sports (GSP), and the Ministry of National Education (MEB). Especially the studies to be carried out with students and their families are under the responsibility of the Ministry of National Education. In the post-earthquake psychosocial support studies in Turkey, the 1999 AD was the great Marmara earthquake. From 1999 to 2021, MEB carried out many studies and developed psychosocial support activities to be implemented in schools or after disasters. Most recently, a new program on psychosocial studies was prepared in 2019 (“MEB”, 2021).

After the Elazig/Malatya and Izmir earthquakes in 2020, the Ministry of National Education has also developed programs to be implemented according to the region. Despite the fact that MEB attaches great importance to post-disaster psychosocial support activities, psychosocial support activities could actually be started on 28/01/2020 even in the most heavily affected regions in Malatya after the Elazig/Sivrice-centered earthquake of 24/01/2020. “What did the psychological counselors and guidance teachers who work in the Malatya earthquake region experience within the scope of psychosocial support activities? What were the effects during and after the studies?” The questions are the main subject of the research.

### Method

The phenomenological pattern model, one of the qualitative methods, was adopted as the research method. The phenomenological pattern describes the existing phenomenon in detail. It deals with the meanings and concepts that people create, how they perceive the world and the events that occur in the world, and how they experience it (Merriam, 2013; Tanrıöğen, 2012). In this study, it is aimed to explore the problem through the opinions and experiences of psychological counselors and guidance teachers, to comprehend the basic phenomenon in detail, and to express the research questions broadly of the experiences of the general participants. The phenomenological design is a method that allows collecting data based on the discourse of a small number of people, describing the data using text analysis, analyzing them according to themes, and interpreting the findings in a broader sense (Creswell, 2013).

### Data Collection Tool

Qualitative research provides an in-depth analysis of the answers of the participants at the micro level, in other words, the reasons for the phenomenon. Focus group interviews, which are qualitative research methods that provide more sincere and accurate information, are the source of making maximum use of group dynamics. Volunteer participants allow more sincere and accurate information to be obtained. (Kumral, 2010).

When the literature is examined, it is seen that focus group interviews are not really a new method. Focus group discussions, which emerged in the 1930s as an alternative to interviews; Social researcher Robert Merton (1941), Metron and Kendal (1946), and Fiske and Kendall (1956) used focus group interviews on many specific research topics. In the focus group interview, the emotions and thoughts in the minds of the participants are influenced by each other, allowing a rich flow of information. According to Kreuger (1994), the purpose of the focus group interview is not to generalize or make sense of it. The main thing here is to reveal how the participants perceive the researched phenomenon. Since focus group interviews are made up of volunteers and volunteers, they eliminate the risk of involuntary participation in studies (Cokluk, Yılmaz, & Oğuz, 2011).

In this study, focus group interview was used as a data collection tool for in-depth analysis of existing cases. There are four basic methods that can be used in collecting data in qualitative research: focus group interview, observation, interview and document review (Yıldırım & Şimşek, 2006). According to Byers and Wilcox (1988) 8-12 people, 6-10 people according to MacIntosh (1981), 4-9 people according to Kitzinger (1995), according to Goss and Leinbach. According to (1996) 15 people, according to Morgan (1997) 6-12 people, and according to Edmunds (2000) 8-10 people. Although there are different opinions about the number of participants, generally these studies should be carried out with a small number of participants. This number also varies between 4 and 10 people on average. According to Edmunds (2000), if the group has more than 10 people, the dynamics of the group may decrease, the interaction between the participants may lose its effect and the control of the group may become more difficult.

### Data Collection

Pre-observation was made by the researcher at schools and institutions for the application place, and Malatya teacher's house VIP meeting room was decided as the most suitable place. The application date and time were determined as a result of the preliminary interviews conducted with the participants by obtaining the necessary permission and appointment from Malatya teacher's house. The focus group meeting was conducted face-to-face in November 2020. Apart from one excuse (Covid-19), 11 psychological counselors and guidance teachers participated in the study. Due to the nature of the focus group interview, incomprehensible questions about the interview topics were asked with similar expressions, and a minimal incentive method was used to obtain in-depth data from the participant. Data were recorded by the researcher with audio, video recording and note-taking method. The application took a total of 1 hour 47 minutes 27 seconds.

### Analysis of Data

The audio and video data obtained in the research were converted into text and content analysis was carried out. In focus group interviews, recordings are usually made with audio and video recording devices (video). Because the recordings made with video cameras not only make it easier to determine who said what, but also provide information about the facial expressions of the participants (Britten, 1995; Mays & Pope, 1995). The transcript of the interview was written from the audio and video recordings taken. The coding method was used for the content analysis of the data obtained from the transcript. By categorizing the data, sub-themes were formed from similar views and themes were formed from sub-themes. As a result of the analysis, a total of 5 themes were obtained (Saldana 2019 trans. Tüfekçi, Şad and Akcan).

### Irritability

- 1- The study is limited to the opinions of psychological counselors and guidance teachers working in the Malatya earthquake region within the scope of psychosocial support activities.
- 2- The study is limited to the opinions of 11 psychological counselors and guidance teachers who participated in the focus group interview.

## Results

In this section, the findings obtained as a result of the analysis of the data are given. As a result of the analysis of the findings obtained by the focus group interview method, 5 themes were created. The themes obtained are; motivation, professional competence, psychosocial support activities, extraordinary events and suggestions are presented in the tables below. The sub-themes that make up the theme are given in the left column of the table, and the categorizations that make up the relevant sub-theme are given on the right of each sub-theme. The categories that make up the sub-themes and the frequencies that show the whole sub-theme are also indicated in the table.

**Table 1.** Motivation

Sub-Themes	Opinions	f	af
Inner Voice	Responsibility	25	60
	Helpfulness	19	
	Children	16	
Incentive	RAM	6	15
	Colleagues	5	
	Coordination meeting	3	
	Media	1	
Experience	Psychosocial	12	12

RAM: Rehberlik ve Araştırma Merkezi Müdürlüğü/ Directorate of Guidance and Research

In Table 1, the opinions of the psychological counselors and guidance teachers involved in psychosocial support services in the Malatya earthquake region regarding their motivation to participate in and help the specified studies are shown. Accordingly, three sub-headings were mentioned within the theme of "motivation". The titles obtained are "inner voice", "incentive" and "experience" from the most mentioned to the least mentioned. It is understood that the motivation sources of the majority of the participants to participate

in the studies are internal voices. In addition, it can be said that pre-experiences and the support and encouragement of colleagues from RAM have an impact on motivation to participate in studies.

**Sub Theme “inner voice”;** Some excerpts from the opinions expressed regarding the inner voice are presented below.

**Participant Woman (KK2):** Children.

**Participant Male (KE3):** Isn't it a little bit about conscientious accounting and the emergence of our heart sound?

**KK5:** *Yes guys. I voluntarily joined the Ministry of Family and Social Policies after the National Education. There, one of the social workers told me: “Sir, don't you have a job? You came here again in this snow and winter cold.” That's what they said. So they found me strange. I said, I don't have any financial interests, I don't have any expectations. Go sit in your warm house, you know, we went on the weekend, we went during the week. You go to the mountains and hills as a pleasure to me there, you know, from his point of view, but my motivation was very different, we encountered this a lot.*

**Sub Theme “incentive”;** Some sample quotations from the opinions expressed on the formation of the incentive title are as follows:

**KK1:** *The RAM director called, after the earthquake had passed, to say there is a meeting tomorrow. So what can be done? For example, I just looked at the news. Where was the situation, how did it happen, what was the severity? After that, we all followed it on the news, and we were called all night by our manager to see what could be done. That's why we were always in touch with friends, until the morning anyway. After the meeting in the morning, the framework was created. We continued after that.*

**KE3:** *We are necessary, when that message came, I woke up at half past eight in the morning. I went to bed late, saw the (RAM director) WhatsApp message, looked at the clock, it was probably nine o'clock for the meeting.*

**KE9:** *I saw that KE10 was there too, I said, "If KE10 exists, I'm in".*

**KE10:** *So, we had very serious feelings there, after that, was it the night of that day, was it day or was it after? My KK2 teacher or KK6 teacher probably shared it in the Whatsapp group. Like a volunteer work, I said to myself: “If I'm going to be a support there, I should definitely be there.”*

**Sub-Theme “experience”;** Below are some sample quotes from what was shared.

**KK5:** *I had previously worked with victims of terrorism in Diyarbakır within the scope of psychosocial support services.*

**KK6:** *We, as RAM Staff, know that we are automatically a part of this job, as you said, we already prepared ourselves psychologically and all our friends were conscious of going to this task. We assigned the regions by sharing them among us in turn.*

**KE7:** *Getting the psychosocial practitioner training shortly before the earthquake made us ready to go to the field. It was very nice.*

**Table 2.** Professional Competence

Sub-Themes	Opinions	f	af
Insufficient	Inexperience	16	16
Partially Sufficient	Supervision	14	14

According to Table 2, psychological counselors and guidance teachers mostly feel inadequate in terms of professional competence before they start their psychosocial support services in the earthquake zone. Afterwards, it is seen that opinions are expressed that they have become partially sufficient as a result of the support received from their colleagues.

**Sub Theme “insufficient”;** Some sample quotes from the participants are as follows:

**KK10:** *I did not feel very competent, let me tell you from the beginning. I received an education again, but I have never worked in such an environment.*

**Sub Theme “partially sufficient”;** Some excerpts from the views on the subject are as follows:

**KE7:** *So, after the shock of the first day is over, things start to settle down.*

**KE10:** *If I remember correctly that day, I sent a message to either my K4 teacher or my X teacher. We made a preliminary briefing with him, we supported each other. Afterwards, I looked and I think that I became sufficient in the process. Then he realized, at least being around the kids, helping, doing things with them was productive. Yes, let me tell you, I started my sentences in the first question like this, what should I do? I went there unknowingly, not feeling strong. Yes, I felt the same power afterwards, but there was something about it, I guess we shared it in that process.*

**Table 3.** Psychosocial Support Activities

Sub-Themes	Opinions	f	af
Activities	PFA/Basic Interventions	26	55
	Game/Warm-up events	21	
	Tent / Artisan visit	5	
	Crisis Intervention	3	
Productivity	Formation of positive feedback	39	51
	Children's smile	4	
	Expectation formation	4	
	Speechless child speech	2	
	Reluctant children wanting to participate	2	
Planning	Highlighting events	10	50
	School grades	9	
	People of all age groups	5	
	Priority children	4	
	Task distribution	4	
	Physical facilities	4	
	Determine the number of children/divide into groups	4	
	Getting information from local administrators	4	
	Preparation impossible for some situations	3	
	Getting information from families	2	
Planning for the disadvantaged	1		

Table 3 shows the sub-themes and opinions of the psychological counselors and guidance teachers regarding the psychosocial support activities they carry out in the Malatya earthquake region. Psychological counselors and guidance counselors, although very close to each other in terms of psychosocial support services, mentioned "activities, productivity and planning" from the most to the least mentioned.

**Sub Theme “activities”;** Some of the opinions of the participants are:

**KK1:** *We gave priority to some basic applications. Safe place work was very, very essential, especially for children. Safe ground work was one of the most basic activities. We did breathing exercises and even brought balloons to the children, did activities about inflating the balloons and moving them and drinking the water. This allowed the children a little more to both integrate and express themselves.*

**KK5:** *In Pütürge, we toured tents, tents, house to house, and tradesmen. We even came across one of my students there, we sat there and toured the tents. There was this, adults know that we are not alone, it was nice for them to feel that.*

**KE7:** *Together with my teacher KE4, we said on the last day that we should go out to a field and see a field. There was an old aunt and her daughter, my teachers had seen them before. Sharing something with that family together, making a small touch in their life, makes people feel comfortable, comforting, conscientiously,*

*you know, maybe a tiny bit of salt in the soup, but feeling that someone is a partner in their own pain, being able to establish a bond, is refreshing. . While we were traveling from there, we came across a middle-aged person, about 45-50 years old. He came and showed his house 30 meters away, he said, "My memories are destroyed here." "I got married here," he said. "My first child was born here," he said. He started to cry loudly. When he leaned on my teacher's or other man's shoulder, tears fell like beads.*

**KK1:** *Actually, our priority was of course the children. Because we went on behalf of National Education, but we all contacted and communicated with adults. We were in all of them. We already chose the activities when we first went. What can we do in the first place, which ones would be more appropriate? We focused on a few activities and after seeing the conditions of those activities, we chose the most basic activities from the main activities.*

**Sub Theme “productivity”;** Some excerpts from the views of the participants are below.

**KK1:** *Actually, they had an expectation after they were informed. After seeing the positive things they experienced and felt there, will you come tomorrow? We heard this a lot, for example, will you come next week?*

**KK5:** *We brought clowns with the children, for example, they had a lot of fun with them. Clown painting, face painting, these entertained the children and made their families happy. In fact, a parent said: “Days later, I remembered that my child's face was smiling so much and smiling so much. So he was having fun as if there was no earthquake.” said.*

**KE7:** *We even had a student, he came to the first practice with his father. He does not leave the father, he never leaves the first day's event. His father came and sat next to me. He did the activities with his father. When the second day comes, you can leave it to your father, you can go, he stayed with us. Now the child could go out without his father. Then we heard his story. The child under the blanket is in the earthquake. There is no father at home. The father also has such a concern, when he is a guest, while the father is in their own house, during the earthquake, the quilts fall and the child stays under the quilts.*

**SubTheme “planning”;** Some excerpts from the opinions are presented below.

**KK1:** *Especially about safe place and balance. Even popping that balloon was important to them, popping it after playing. Because they are very sensitive to noise. They had to acquire a habit in the game, both for him and as a balance, we tried to choose activities for this purpose, and I believe we saw the benefits.*

**KK5:** *We, I, worked with all groups in both National Education and Family and Social Policies in everything. We saw all the groups in Preschool, Elementary School.*

**KE7:** *When we went with our friends, we divided them into groups, you know, how many children are there? We got a number of it. Then we decided how to share. We divided up a preschool group, a primary school group, a middle school group, and high school friends as a group, and being at the Teacher's House was an advantage. There we immediately planned how to arrange it in a way that suits us and we divided it.*

**Table 4.** Unusual Event

Sub-Themes	Opinions	f	af
Most thought provoking	Traumatic/Economic issues	14	
	Residents of heavily damaged houses	8	27
	Farewell/Separation ceremony	5	
Most unusual event	Consolation in death	10	13
	Perception of the future when an earthquake occurs	3	

When we look at Table 4, opinions about the extreme experiences experienced by the psychological counselors and guidance teachers during the psychosocial support activities are seen. Psychological counselors and guidance teachers mostly mentioned the "most thought-provoking event" and then "the most extraordinary event".

**Sub Theme “most thought provoking”;** Some examples of the statements made by psychological counselors and guidance teachers are as follows:

**KK1:** *We did the activities on Friday, we will come back here again. We say to the children, when we say goodbye to that week. This week is over, here the children are asking, "Will you come again?". Since the planning is not clear with us, we would like to come. Even if we are not going to come, we say that other friends will come. Here they say you are the bride. Then they started kissing, hugging, seeing one of them, they all started coming.*

**KE7:** *The chip of the wealth, the basic needs this time after the life is saved, here is "Where will I stay?". Someone bought a cow and said, "The cow is dying in the barn, what am I going to do now?" He says, "I had six thousand liras," he says, "I bought an animal now, aha," and says, "An animal died before it was paid for." One feels a little bit there, he felt the need for economic weakness. In the meantime, you want expectation from the thing; You know, the closest place to reach out here, a strong state, when you feel that power, people feel relief when they feel that warmth. The best thing to reach is food. Kızılay brings the food there right away, it is very nice. Here's a little bit of housing stuff if it could be arranged?*

**KK8:** *Something made me think, there was a two-storey house on the way to visit the region. You know, it was so impossible to get into and life will still go on inside the man. The adobe house was in a hurry to save the things I had done last year, to save the food for its animals. Because the hand has to, if you blow it, it will be destroyed. It was really sad because the animals' food is inside, the winter firewood is inside, "I just got my pimaps done, if I build a new house man I have to save him.". Man, I'm always here, he made me very sad.*

**KE9:** *Mother and daughter live in a village behind the university, her daughter has graduated from university, the house is in ruins, she says, "The girl has no job, they don't give a house." It was something like that, it was a very derelict family and they had no one when I went before. How do those traveling people determine, but headmen are very effective in these works.*

**Sub Theme "most unusual event";** Below are some excerpts from the opinions of psychological counselors and guidance teachers on the subject.

**KK5:** *Let me tell you, while we were going from house to house with my K4 teacher, my teacher X, the house where the parents and their children were staying was destroyed, both of them passed away. They were saying about the family: "Good thing he passed away! she was suffering more than her husband." like and they talked about family drama, a very traumatic family picture. You know, people were sad that they passed away, but at the same time they found such consolation and said that they passed away while hugging each other, that's how I remember it. The wife was not at home that evening. You know how people found solace, "Is there any consolation in death?" I thought at first. This gave me a little chill. In the end, yes, death is very comforting to him because those people will not come, but they say that the deceased said a few days before this event: "I wish I could die even if something happens!". Yes, they told about it; this was on my mind, and the kid is small.*

*First of all, I said, was it salvation for that person? Really, I thought so too because he has a very difficult life. Nutrition can't even afford food. He has a disobedient family because his neighbors in the teacher's house told his details. He was constantly exposed to violence, I shuddered, really, but seriously, then I said that there were things that I could not understand because it affected me a lot, but I said, but at least I said this, but maybe I don't know, it will sound strange to you, "I'm glad that person and the child both died together." I said. Because if the child stays, the other parent is irresponsible, who will take care of it? I thought of that at the time. Because who would take care of this child? A little bit of this me. And then I said that there was a bad situation like rejoicing in the death of a person, but I don't think it's cruelty that there is no one to take care of that child. At least I thought something happened, he became an angel. Maybe in a beautiful place in the sight of Allah. In this way, I found solace. This is what happened because the person who passed away said a few days ago, "I wish I could die!" but he was praying like that. Neighboring women said a sincere prayer in prayers. Was his prayer accepted? Now, it's different. Shall I be happy or sad; What can i say? There are the neighboring women who tell the details, I didn't know what to say to them. If I say anything now, they'll look weird because I'm already in a mess. This event was very strange.*

**KK1:** *Actually, there were many extraordinary events for me, be it children or adults. Let me tell you one. There was a little girl who said, "Teacher, can I say something in your ear?" said. "Subject to." I said, "You can tell." I said. Maybe I have told this to many friends, it affected me. "Will you come if there is another earthquake?" said. I mean, I felt really different there, I felt bad. Because a small child wants you to come,*

*but when there is an earthquake, there is a perception that they will come. That was one of them, really, I still have it in my mind right now.*

**Table 5.** Suggestions

Sub-Themes	Opinions	f	af
Training Psychological Counselor	Be prepared for crisis/trauma	6	23
	Team trainings should also be constantly updated.	6	
	Knowing more warm-up activities	5	
	Training from experienced PD	5	
Management	Education support of MEB and RAMs	1	19
	Must be Ministries/Provincial-Coordination	13	
	Association/Foundation/Private Centers are harmful	4	
	Your help was so sad	1	
Visibility	MEB was better organized	1	18
	Not focusing too much on visuals	9	
	Statistics/Number should not be focused on	3	
	Taking a picture as if doing an event	3	
	It should be a quality touch, not a number.	2	
Psychosocial Support Activities	The studies are not ad-oriented	1	14
	Only PD should work with students	4	
	We saw the benefit of MEB-Psychosocial	4	
	Increased demands for psychosocial in schools	2	
	PS was nice for students and families	1	
	Online studies should be used	1	
Follow-up	There are things to be done in terms of mental health	1	9
	There is more to be done	1	
	Earthquake damage tracking	5	
Equipment	Follow up through Demarch	2	8
	Those who do not have a Psychological Counselor	2	
	psychosocial attire	6	
Self Criticism	Ministry of PS Materials/RAM	1	7
	Having a psychosocial support tent	1	
Thanks	PD Reluctance/Shyness	7	7
	Team/Work oriented	6	
Permanence	To the Minister of Education	1	6
	Continuation of work in the field	6	
Reasons for Not Participating	PD Anxiety/Not knowing what to do	3	4
	PD Supporting own family	1	
Ensuring Participation	PD MEB/RAM Encouragement	2	2

\*MEB: Milli Eğitim Bakanlığı/ Ministry of Education, PD: Psikolojik Danışman/ Psychological Counselor, PS: Psikososyal/ Psychosocial

In Table 11, the titles related to the "last words" theme formed in the focus group meeting are given. The sub-themes formed from the most mentioned to the least mentioned by the participants; "psychological counselor and guidance teacher training", "management", "visibility", "psychosocial support activities", "follow-up", "equipment", "self-criticism", "thanks", "permanence", "reasons for not participating" and "ensuring participation".

**Sub-Theme "psychological counselor and guidance teacher training";** Some sample quotes from the participants' views on the subject are presented below.

**KE7:** *Definitely, the studies to be done before, the studies to be done after, even the online studies about it, which we have just talked about, have a side that empowers people tremendously. In terms of mental health, one feels nervous when we go to the market all the time.*

**KK8:** *More education.*

**KK6:** *Yes, our own trainings.*

**KE10:** *I think we are now. This should be continued. I guess my KK1 teacher has a lot of work to do. Renewable of course. New content can be produced.*

**KE9:** *Now, maybe there is, I don't know, but a ready team should be formed for this. There will be one person in the first place, you create such a commission affiliated to the Provincial Directorate of National Education, then create a commission in charge of the districts, and then from time to time, you said new names to these friends, or training is given to new names. In other words, when there is a situation, God forbid, that team should be able to go there in an organized way. So it should not be collected later. That team must exist ready-made and their training must be updated.*

**KE3:** *Actually, sir, there is a District Psychosocial Team, a Provincial Psychosocial Team, each district has a psychosocial team.*

**KK2:** *You also have schools.*

**KE3:** *Actually, there is.*

**KE10:** *Actually, for example, meeting once a month or two months to update the trainings, I don't know, is it possible? Is there any?*

**KE3:** *For example, there are three people in total in our district, right? So we meet at least three times a year.*

**KK1:** *District commission?*

**KE3:** *As a commission, yes.*

**Sub Theme “management”;** Below are some sample excerpts from what was said by psychological counselors and guidance teachers on the subject.

**KE10:** *We are a strong country in terms of this plus what can be done, many things could have been delivered in a more planned and organized manner. As my KE9 teacher mentioned, it was nothing to be cluttered there. I think we were a little more organized again. I think there were serious problems in other parts. What can we do about it? I don't know him but.*

**Sub Theme “visibility”;** Some excerpts from the views expressed are as follows:

**KK5:** *There is a situation that bothers me, I don't know if it bothered you? Photographing... I don't know, you may not agree, either in the Ministry of Family and Social Policies or in National Education. Let's always share a photo, so I felt pressure on me. I don't have to prove to anyone that I went there. I'm there anyway, even if the ministry sees it or not, I went there voluntarily. This is not only National Education, but also the Ministry of Family and Social Policies, the Ministry of Health, we participated in related studies. Photograph, photo, number.*

**KE10:** *Let's shoot while the ministry is doing something, while it is giving out brochures.*

**KK5:** *Yes, in every sense, the thing that bothers me is this: The man is crying there or the child is worried, sad, we are in trouble with photography. You know, the number is the number, of course, I say that it is normal for the ministry to ask for numbers, but the important thing is that even if it touches five people, it is a quality woven, rather than a mere show touch to five hundred people. You know, these things came to me a little, I was disturbed.*

**KE9:** *They asked for numbers or something from every place we went.*

**KK1:** *But there is also a situation where people from other institutions come to our events and have their photos taken.*

**KK5:** *Well, there was a cengo game. A teacher had brought it. There was a doctor, there was a nurse, and it was said, "You should come as if you were playing cengo". Yes exactly; it made me a little bit, it bothered me.*

**KE10:** *Let me summarize it as follows; You know, I was given a certificate of success with my KK2 teacher, I will say the words I said to the Battalgazi District MEB Director when the certificate of achievement was given. A little more advertising-oriented work seemed to be planned there.*

**Sub Theme “psychosocial support activities”;** Some excerpts from the opinions expressed on the subject are as follows:

**KE7:** *There are a few things that caught my attention, after the earthquake. Turkey is a country with such traumas that there was an avalanche, the flood disaster in Giresun... We see the benefits of psychosocial studies within the ministry throughout the country. Demands started to increase at school, too, people bring their children in this sense, which is good. When the school opens, the psychosocial work is very, very good for both the guidance service, the teachers and the families. In terms of my own ministry, taking these trainings allowed us to go to the field ready. It was very nice.*

**KE3:** *We saw the benefit.*

**KE7:** *As a profession, we all have a technique in our minds about what to do throughout the country, whether in İzmir or in other regions.*

**KE3:** *Actually, it's not a chore.*

**Sub Theme “follow-up”;** Some sample quotes from the opinions expressed by psychological counselors and guidance teachers on the subject are as follows:

**KE4:** *My teacher, my teacher KK5 does not want to say it, but we still follow them. There was Sister Z in the tent, fifteen days later the weather condition showed very low -3 -4 or something. Those headmens have phones, but there are two headmens in Doğanyol. I called them, take that mother and daughter to the mosque. There was a beautiful mosque with floor heating, there are heaters both in the pull-out floor and under the carpet. "Ok." he said, he took it. He doesn't say anything in KK5, he follows the students, helps them with books or something. So our bond is a little bit emotional.*

**Sub Theme “equipment”;** Some of the opinions expressed regarding the equipment sub-theme are presented below.

**KE7:** *I agree about the teams. We have two RAMs throughout the province. I think one of the things that can be done here is the RAMs in terms of materials - after all, we are state institutions, each of us puts our hands in our pockets - it is a separate situation, but the ministry's preparation for this beforehand makes our work much easier, it makes the field of action easier.*

**Sub Theme “self-criticism”;** Some sample quotes from the points mentioned about the subject of self-criticism are as follows:

**KE3:** *Are there 400 psychological counselors in Malatya?*

**KK6:** *Yes.*

**KE3:** *There are 425 of them. It caught my attention when I was asked to volunteer for the first time, and it has attracted the attention of many. As a guidance teacher, I would like to consider it as our own self-criticism. Not many volunteers because there is, after all, but I was in the Yesilyurt region. People we know may have jobs, but people were shy and did a little more. I wish there were more volunteers, we are in this business, I wish there were more. Here, my teacher is shy.*

**Sub Theme “thank you”;** Some excerpts from what was said about the subject of “acknowledgment” are presented below.

**KK6:** *Thank you.*

**KE4:** *This team was good.*

**KE7:** *Friends from Battalgazi RAM; Let it be my teacher KK11, my teacher KK2, you as a researcher, my teacher KK1... Especially since you organized the organization in a good way, the RAM director reached all of us on the first day, and at the top, for his compliments to Professor Ziya for making us proud and honoring the work done there. I thank them. I hope we come together in pain, I hope we can do it together in a nice way without experiencing too much pain in other works.*

**Sub Theme “permanence”;** Below are some excerpts from the opinions expressed on the subject.

**KE7:** *You know, this will ensure continuity, but in times of crisis, the ministry or other ministries need an organization at the point of working in the field.*

**KK10:** *I also expressed an opinion on the continuation of the work in this field. Likewise, are we equipped enough to write that content about it, of course? I don't know, but there are definitely people who can do this in the headquarters and it should be done. At least, I am giving an example regarding this in a certain period of time. For these students, these studies could have been continued at certain periods for six months and a year. Many of our children's schools do not have a guidance counselor, even if there is, was it in Doğanyol if I remember correctly? Here was one.*

**Sub Theme “reasons for not participating”;** Some of the opinions expressed on the subject are as follows:

**KE3:** *Here, my teacher is shy.*

**KK10:** *We are in the earthquake zone after all, including his wife and children.*

**Sub-Theme “ensuring participation”;** Some sample excerpts from the opinions expressed regarding the encouragement of "psychological counselors and guidance teachers to participate in psychosocial support services" are presented below.

**KE7:** *We have about 400 colleagues. There are trainings we have received. It can be warm-up activities by determining our needs, intervention studies, group studies that we can create with our friends based on our experiences.*

### Discussion and Comment

In this section, after the 6.8 magnitude Elazığ/Sivrice centered earthquake dated 24/01/2020, the focus group meeting was conducted with the psychological counselors and guidance teachers who participated in the studies carried out by the Provincial Psychosocial Support Services Crisis Intervention Team on behalf of the Ministry of National Education in the regions most affected by the earthquake in Malatya province. As a result, the findings were discussed and interpreted within the framework of **5 themes** (motivation, professional competence, psychosocial support activities, extraordinary events and suggestions).

#### Motivation to Participate in Activities

It is understood from the findings of the research that when psychological counselors and guidance teachers have to participate in psychosocial support services in the earthquake region after the earthquake, their primary feelings are benevolence. Help is the use of one's own strengths and possibilities for the benefit of another. Helping people facing extraordinary difficulties is a value that every individual in society should have. Helping without waiting for a return, encouraging people to help each other, not forgetting the help, behaving well, that is, loving and helping people are the indicators of the value of goodness (Ulukan, 2021). It is understood that psychological counselors listen to their inner voices and participate in the work with the feelings of benevolence without any self-interest. It is thought that the professional support services, which are the characteristics of the psychological counseling profession, and the sense of benevolence that should be found in every person overlap.

From the findings of the research, it was determined that the motivation sources for psychological counselors and guidance teachers to participate in the studies are encouragement and preliminary experiences. The support and experience of RAM in the theme of encouragement; Participating in the coordination meeting and communicating with colleagues are intense. Here, it is seen that psychological counselors and guidance teachers need consultation. It is understood that if the necessary consultation is provided to the psychological counselors and guidance teachers, they are motivated to participate in the studies. When the contribution of the consultation services received to the process was questioned in a study called "Examination of the Consultation Needs, Resources and Quality of Consultation Services Received by the Employees of the Guidance and Psychological Counseling Unit in Schools" conducted in 2019; school counselors made evaluations as “positive” and “positive but insufficient”. 75% of school counselors stated that consultation

resources contribute positively to solving their problem situations. It is also stated that there are many studies emphasizing the positive aspect of the subject (Güneşlice & Yıldırım, 2019).

It turns out that the motivation sources for psychological counselors to participate in activities are encouragement and prior experience. The support and experience of RAM, participation in the coordination meeting and communication with colleagues are heavily involved in the theme of encouragement. Here, it is understood that psychological counselors need consultation and are motivated when the necessary consultation is provided.

### **Professional Competence**

Under the conditions stated above, psychological counselors and guidance teachers do not primarily feel competent before starting psychosocial support services in the earthquake zone. Afterwards, as a result of the table encountered in the earthquake region, results were obtained in the direction of surviving the first shock and providing integration to the situation. In addition, it is understood that due to the applied studies carried out, the proficiency increased in the process and the psychological counselors and guidance teachers who did not work in a similar environment before received support from their experienced colleagues. In order for psychological resilience, which is defined as the integration and coping skills of individuals in the face of any negativity, to occur, there must be a risk phenomenon. In a compilation study conducted by Gizir (2007), risk factors were investigated and a triple classification definition of risk factors as individual, environmental and family was made. According to the study, one of the many risk factors is natural disasters. Attachment style and psychological resilience are factors that protect the psychological health of the individual who is faced with a real threat situation such as an earthquake. The findings of the study conducted with adults who survived the earthquake in Bem, Iran in 2003, show that there is a positive relationship between secure attachment and psychological health, and a negative relationship between anxious and avoidant attachment and psychological health (Kararmak & Güloğlu, 2014).

### **Psychosocial Support Activities**

In the process, it is seen that activities related to the psychosocial support services carried out with the support and supervision provided by experienced psychological counselors and guidance teachers, efficiency is achieved and studies on planning are carried out. Activities carried out within the scope of psychosocial support services are PFA/Basic interventions, game/warm-up activities, tent/tradesman visits and crisis intervention. It is understood that the studies carried out are aimed at all layers of society, primarily children.

There may be situations that cause suffering in different ways such as fire, accident, war, violence between individuals, sexual violence and natural disasters. In addition to the fact that everyone is affected by such situations in one way or another, each individual can be affected and react differently. The majority of people may feel inability to make sense of what happened, intense surprise, insecurity, or uncertainty. Unusual feelings of fear and anxiety may be dominant, as well as feelings such as inability to feel anything or introversion. The intensity of these reactions may vary from person to person. Individuals have dominant aspects and abilities that will help them cope with the difficulties in their lives. However, some individuals may be easily hurt and need extra support in a crisis situation. Especially children and the elderly, those with physical or mental disability, groups that may be the target of discrimination or violence are at risk and may need additional assistance (Özgür, 2014).

Here, it should be known what psychological first aid is or not. Psychological first aid; Psychological counseling is not forcing individuals to describe their feelings and reactions, although it includes analyzing the events that happen to individuals, ordering time and events, being ready to listen to the lives of individuals and only professionals do. Psychological first aid is a more effective alternative to psychological interpretation intervention. There are five basic elements of providing psychological first aid services. Activities such as effective communication, gathering information about preparation and situation, psychological first aid principles (watch, listen, connect), terminating aid and those in need of special help are carried out in psychological help service studies (Erdur-Baker, 2014; Juen, Herzog, Stickler, Stippl, P. & Kratzer, 2015).

Positive feedbacks were generated as a result of the studies, the faces of the children who were dull at first were smiling, there was an expectation from the psychological counselors and guidance teachers for the continuation of the studies, the child who did not speak after the earthquake started to talk again as a result of the studies carried out, and the children who were shy about participating in the activities in the first place wanted to participate in the activities voluntarily in the process. are the most obvious findings regarding the efficiency of their work. Observation of the effectiveness of the studies played an encouraging role in the planning of new activities. In this context, psychological counselors/guides teach the most appropriate activities, planning studies for all school levels, including people from all age groups, giving priority to children, distribution of tasks, evaluation of physical opportunities, determining the number of children/creating groups, getting information from local administrators, It is understood that they plan and carry out the studies by taking into account the factors such as getting information from families and planning for the disadvantaged. The focus of psychosocial support services counseling is the recognition of limitations and burdens and the development of problem solving skills. In addition, there are opinions that planning is impossible for some situations, no matter how much planning is done (Tivissen, 2015).

Psychosocial support services are directly related to individual psychological and social well-being, to the individual himself and to his life, and to the community. Different possible inhibitory needs of both parties i.e. individual side's social demands, norms, values etc. Contradictions and incompatibilities (motivation, ability to act, subjective needs, interests and goals) are taken into account. The psychosocial perspective focuses on individual and social coping options for the burdens that may arise if the different motivations on both sides cannot be reconciled. The psychosocial counseling process is initially characterized by the emotional relief that the client experiences by describing their problematic situation. "With the help of communication and the knowledge and skills of counselors, psychosocial studies bring cause-effect relationship cyclicity to individuals who need support. This is the ability to distinguish between social needs and norms and the individual's own needs and motivations. Moreover, in psychosocial support studies, clients are not distracted from the problems or are denied. It is essential for them to face contradictions and conflicts and acquire the skills to adapt to them (Tivissen, 2015).

### **Unusual Event**

Extraordinary experiences experienced by psychological counselors and guidance teachers during psychosocial support services; It is divided into two as the most thought-provoking and the most extraordinary event. The traumatic experiences, the economic problems of the earthquake victims, the earthquake survivors who had to stay at home with severe damage, and the farewell speeches and separation ceremonies at the end of the studies emerged as the phenomena that preoccupied the psychological counselors and guidance teachers the most. Finding consolation in death and the perception of "they will come when there is an earthquake" are among the most extraordinary findings. "Will you come again when there is an earthquake?" discourses are examples of the most extraordinary phenomenon.

Natural disasters or the studies carried out after the earthquake, which is the subject of the research, have affected the psychological counselors who actually carry out psychosocial support activities in many subjects, especially the effects of the earthquake phenomenon on all individuals. When the results were examined, psychological counselors thought about the obligations of people affected financially and psychologically by the earthquake, especially traumatic/economic problems, and saying goodbye to them. In addition, the planning process to increase the efficiency of the studies is another issue that occupies the minds of psychological counselors.

The fact that some of the relatives of the people who died in the earthquake found solace in death is the most extraordinary event mentioned by psychological counselors. As there are many forms of birth and life, numerous forms of death are mentioned today. The fact that the phenomenon of death is highly diversified is probably our perception of death and the way we meet death. The similarity of the reaction to death by all cultural communities in the world is an effort to fill the void and loss created in the life of the individual or individuals who have lost. In reality, what death is or what it is not, will continue to remain unknown as those who have left do not/will not return. The anxieties and fears created by this obscurity are the guiding and repulsive source of both individual and social context in the processes of making sense of death. It is widely

accepted that the gap or loss caused by death is tried to be filled with myths, beliefs, religious practices and cultural themes (Sağır, 2017).

When the literature is examined, a father who lost his son at a young age due to a chronic illness makes the following statement about consolation; "Consolation and inconsolability go hand in hand. Consolation cannot be removed from the cause of the disease. In this case, it reveals the inconsolable situation for the incurable disease. However, pain as a symptom of a disease can be controlled with drugs and made bearable. Thus, effective painkillers become my source of consolation. Much more painful than inability to be consoled is consolation." In other words, it is the closing of the mourners to sources of consolation ("Sterben", 2021). As a result of the studies carried out within the framework of psychosocial support studies in the Malatya earthquake area, the information obtained from the literature on "consolation in death", which was stated as the most extraordinary event by the majority of psychological counselors and guidance teachers, shows that people are looking for reasons that will provide consolation, even though the uncertainty and coldness of death are taken into account. reveals. Therefore, it can be said that consolation is sought even in the most unfavorable event of death.

### **Recommendations for Psychosocial Support Activities**

It is understood that the expectations and suggestions of the psychological counselors participating in the post-disaster psychosocial support studies offer a wide spectrum. Different topics such as "Psychological Counselor Training", "Management", "Visibility", "Psychosocial Support Studies", "Follow-up", "Equipment" and "Continuity" were mentioned. As Psychological Counselor Education, findings have emerged that preparation for crisis and trauma situations, more warm-up activity training, continuous updating of the trainings of psychosocial support teams, training from experienced psychological counselors and training should be given by MEB and RAM experts.

In terms of management, issues such as ensuring coordination between ministries and in the province, psychosocial support services provided by associations or foundations or private centers may be harmful, and aid materials are scattered. It was also emphasized that MEB was better organized in psychosocial support studies. In the theme of visibility, attention was drawn to not focusing on excessive visuals, not focusing on statistics or numbers, taking pictures as if they were doing an event, focusing on quality touch rather than numbers, and not focusing on advertising. When the literature is examined, it is pointed out that psychological counselors are given responsibilities in schools other than the job description. Although a psychological counselor and guidance teacher are appointed at each level, many public schools do not even have a psychological counselor and guidance teacher staff. Giving non-duty responsibilities to the few existing guidance teachers means that they cannot perform their professional duties, which they have difficulty in training, as they should (Özmen & Kabapınar, 2019).

In the title of psychosocial support services studies, opinions were obtained that only psychological counselors and guidance teachers should work with students, that the benefits of MEB-Psychosocial support studies are seen, and that the demands for psychosocial support activities in schools increase. Plus, it was emphasized that the earthquake victims should be followed up, that there could be follow-up through the headmen, and that schools that do not have psychological counselors should also be followed. Opinions were expressed that psychosocial clothing should be used as equipment, the materials to be used in psychosocial support activities should be provided by the ministry or RAM, and the MEB-Psychosocial support tent should be established. Results were obtained in the direction of continuing the studies on the continuity of the studies in the field.

In addition, the last thing that the psychological counselors and guidance teachers wanted to add regarding the evaluation of their work was taken. Psychological counselors and guidance teachers expressed opinions as "Self-Criticism" that psychological counselors and guidance teachers act reluctantly and shyly about participating in the works in the earthquake zone. Regarding this situation, the reasons for not participating are also mentioned. Accordingly, it was stated that psychological counselors and guidance teachers experienced anxiety due to the feeling of not knowing what to do and were hesitant to participate in studies to support their own families as reasons for not participating. Psychological counselors and guidance teachers are stated in the statements to ensure their participation in possible post-traumatic psychosocial support services. In order to

facilitate participation in psychosocial support activities, attention was drawn to the encouragement of MoNE/RAM by consensus. Finally, thanks are given. Thanks for the focus group meeting, thanks to the team, and finally, thanks to the Honorable Minister of National Education Professor Doctor Ziya Selçuk for personally praising the psychological counselors working in the Malatya earthquake region with a certificate of achievement.

### **Conclusion & Recommendations**

In this section, a general evaluation of the research results has been made. With the research, after the 6.8 magnitude Elazığ/Sivrice centered earthquake dated 24/01/2020, the opinions expressed on the psychosocial support services activities were revealed by the psychological counselors and guidance teachers working in the MEB-Provincial Psychosocial Crisis Prevention and Intervention Team in the Malatya earthquake region. In addition, opinions, suggestions and requirements regarding the experiences and studies gained by the psychological counselors and guidance teachers were also found. In this context, suggestions were made to increase the efficiency of psychosocial support services to be carried out in the future.

### **Results**

1. When psychological counselors and guidance teachers have to participate in psychosocial support services in the earthquake region, their primary feeling is benevolence,
2. Psychological counselors and guidance teachers are encouraged to participate in the studies and have prior experience,
3. As an incentive, RAM's support, experience, participation in the coordination meeting and communication with colleagues are intensely involved,
4. Before starting psychosocial support services in the earthquake zone, psychological counselors and guidance teachers did not feel professionally competent,
5. The first shock was overcome as a result of the picture encountered in the earthquake region,
6. Integration into the situation is ensured in the process,
7. Due to the applied studies carried out, the competencies have increased in the process,
8. Psychological counselors and guidance teachers, who have not worked in a similar environment before, receive support from their experienced colleagues,
9. In the process, activities related to the psychosocial support services carried out with the support and supervision provided by experienced psychological counselors and guidance teachers, efficiency is achieved and studies on planning are carried out,
10. The activities carried out within the scope of psychosocial support services are PFA/Basic interventions, game/warm-up activities, tent/tradesman visits and crisis intervention,
11. The studies carried out are aimed at all layers of society, primarily children,
12. Positive feedbacks are formed as a result of the studies,
13. The faces of children who are dull at first are smiling,
14. There is an expectation from the psychological counselors and guidance teachers for the continuation of the studies,
15. The child, who did not speak after the earthquake, started to speak again as a result of the studies carried out,
16. At the end of the studies, the farewell speeches and separation ceremonies affected the psychological counselors and guidance teachers,
17. The perception of "they will come when there is an earthquake" has shaken the psychological counselors and guidance teachers deeply,
18. Some of the relatives of the people who died in the earthquake find solace in death,
19. Preparing for crisis and trauma situations,
20. More warm-up activity training,
21. Continuously updating the trainings of psychosocial support teams,
22. Receiving training from experienced psychological counselors and providing trainings by MEB and RAM experts,
23. Ensuring coordination between ministries and in the province as an administration,
24. Psychosocial support services provided by associations or foundations or private centers may be harmful,
25. Aid materials are scattered,

26. MEB is better organized in psychosocial support services,
27. In the theme of visibility, not focusing on excessive visuals,
28. Not focusing on statistics or numbers,
29. Not taking pictures as if you are doing an event,
30. Focus on quality touch, not numbers
31. The studies are not advertising-oriented,
32. Within the scope of psychosocial support services, students and only psychological counselors and guidance teachers should work,
33. The benefits of MEB-Psychosocial support activities are seen and the demands for psychosocial support activities in schools have increased,
34. Following up earthquake victims,
35. It can be followed through headmen,
36. Schools that do not have psychological counselors should also be followed,
37. It should have psychosocial clothes as equipment,
38. Providing the materials to be used in psychosocial support activities by the ministry or RAM,
39. Establishment of MEB-Psychosocial support tent,
40. Ensuring the continuity of the studies,
41. Counselors and guidance teachers are reluctant and hesitant to participate in the work in the earthquake zone as "Self-Criticism",
42. The reasons for not participating are that psychological counselors and guidance teachers experience anxiety due to the feeling of not knowing what to do and they are hesitant to participate in studies to support their own families,
43. MEB/RAM should be encouraged to facilitate participation in psychosocial support activities,
44. Results were obtained for the focus group meeting, thanks to the team, and finally, thanks to Ziya Selçuk, Minister of National Education, for personally praising the psychological counselors working in the Malatya earthquake region with a certificate of achievement.

### **Suggestions**

In the light of the findings of the thesis study, suggestions are presented below to the Higher Education Institution (YÖK), MEB, Disaster Coordination, psychological counselors and scientific researchers in order to make more effective interventions against difficult life votes.

**Higher Education Institution (YÖK).** Suggestions for the training of psychological counselors who will participate in psychosocial support services in undergraduate education are as follows:

1. Giving training to psychological counselors and guidance teachers about psychosocial support services by expert academicians in the theoretical and applied fields,
2. Universities - MEB/RAM cooperation; Providing academic support to coordination meetings, courses and practices,
3. Universities and ASPB, AFAD, Kızılay etc. protocols between institutions. Providing academic support to studies. Enabling PCG undergraduate students to observe in disaster rehearsals,
4. Including activities such as warming up, breathing, relaxation exercises in the program during undergraduate education and teaching them practically,
5. Ensuring that individual or group studies are carried out by expert academicians for the treatment of secondary traumas of psychological counselors and guidance teachers working within the scope of Psychosocial Support Services.

**MEB.** Recommendations regarding the continuation of the Ministry's activities for psychosocial support before and after a disaster or difficult life are as follows:

1. Providing advanced complementary trainings to psychological counselors and guidance teachers on psychosocial support activities in cooperation with relevant institutions and organizations,
2. Advanced teaching of warm-up, relaxation, breathing and physical activities to psychological counselors and guidance teachers,

3. Supporting volunteerism,
4. Providing the necessary tools and equipment to be used in post-disaster psychosocial support studies (event materials, clothing, tents, etc.),
5. Orientation of psychological counselors and guidance teachers to individual or group work after all studies are completed in order to provide psychological treatment.

**Disaster Coordination.** Suggestions for presenting all activities to be carried out after a difficult life in a more effective, efficient and accessible way are as follows:

1. Aid activities for earthquake victims should be carried out more carefully,
2. The aid of central local governments and non-governmental organizations should be coordinated,
3. The task sharing of institutions such as the Ministry of Health, ASPB, MEB, AFAD, Ministry of Youth and Sports in psychosocial support activities should be clearer,
4. Working with students and families, psychological counselors and guidance teachers in psychosocial support activities,
5. Prevention of psychosocial support services provided by non-experts sent from centers such as associations or foundations.

ASPB: Aile ve Sosyal Politikalar Bakanlığı/ Ministry of Family and Social Policie

AFAD: İçişleri Bakanlığı Afet ve Acil Durum Yönetimi Başkanlığı/ Ministry of Interior Disaster and Emergency Management Presidency

**Psychological Counselor.** About the realization of the work to be carried out before and after the difficult life with professional competence and professionalism without hesitation;

1. To follow the literature on psychosocial support studies,
2. Participating in educational and academic studies related to psychosocial support activities,
3. Receiving consultation from the RAM regarding psychosocial support activities,
4. After participating in psychosocial support activities, it is recommended to participate in individual or group activities for psychological resilience.

**Researchers.** Suggestions for scientific research to be conducted on the psychosocial support needs offered within the context of a difficult life or natural disaster are as follows:

1. Opinions of psychological counselors and guidance teachers working in the earthquake area, or individual interviews or group studies on secondary trauma,
2. Conducting research on the subject of secondary trauma or opinions on psychosocial support services with psychological counselors and guidance teachers assigned involuntarily in the earthquake area,
3. To conduct research on the subject of secondary trauma or opinions on those who take part in psychosocial support studies from other institutions and organizations,
4. Conducting research on the opinions of non-PDR graduates working in the earthquake zone or on the subject of secondary trauma,
5. Conducting research with other public/civil society employees working in the earthquake area and opinions on psychosocial support services or secondary trauma,
6. Conducting research on secondary trauma or opinions about the work with psychological counselors and guidance teachers who took part in post-earthquake psychosocial support studies in Elazig and Izmir,
7. Conducting research on secondary trauma, life satisfaction, motivation level and satisfaction levels of professionals participating in psychosocial support activities.

PDR: Psikolojik Danışma ve Rehberlik/ Psychological Advice & Guidance

**Authors Note:** This article was presented as an oral presentation at the 23rd International Psychological Counseling and Guidance Congress.

**Author Contributions:** All authors contributed to the conception and design of the study. All authors read and approved the final manuscript. This article is a part of the Master's thesis written by Mesut AŞIK and supervised by Taşkın YILDIRIM.

**Funding Disclosure:** No funding was provided for this study.

**Conflicts of Interest:** The authors declare that they have no conflict of interest.

**Data Availability:** The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

**Ethical Disclosure:** Legal with the approval of Malatya Governorship dated 15/10/2020 and numbered 14929024; The ethical permissions required for the application were obtained with the decision number 2020/20-4 of the Scientific Research and Publication Ethics Committee of İnönü University (Social and Human Sciences Research and Publication Ethics Committee) dated 03/11/2020.

## References

- Bak, P., & Tang, C. (1989). Earthquakes as self-organized critical phenomena. *Journal of Geophysical Research*, 94, 15635–15637.
- Boğaziçi University, Kandilli Observatory and Earthquake Research Institute. (2021). Annual earthquake maps. Retrieved June 24, 2021, from <http://www.koeri.boun.edu.tr/sismo/2/deprem-verileri/yillik-deprem-haritalari/>
- Britten, N. (1995). Qualitative interviews in medical research. *British Medical Journal*, 311, 251–253.
- Brymer, M., Taylor, M., Escudero, P., Jacobs, A., Kronenberg, M., Macy, R., Mock, L., Payne, L., Pynoos, R., & Vogel, J. (2012). *Psychological first aid for schools: Field operations guide* (2nd ed.). National Child Traumatic Stress Network.
- Byers, P.Y., & Wilcox, J.R. (1988). *Focus groups: An alternative method of gathering qualitative data in communication research*. Paper presented at the 74th Annual Meeting of the Speech Communication Association, New Orleans, LA, November 3–6, 1988.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Çokluk, Ö., Yılmaz, K., & Oğuz, E. (2011). Nitel Bir Görüşme Yöntemi: Odak Grup Görüşmesi, *Kuramsal Eğitimbilim*, 4 (1), s. 97-98
- Earthquake. (2020). Retrieved September 18, 2020, from <https://deprem.aku.edu.tr/deprem/>
- Edmunds, H. (2000). *The Focus Group Research Handbook*. McGraw-Hill
- Eisterer, A. (2020). Störungsniveaus und ihre Bedeutung für die Krisenintervention in akuttraumatischen Situationen. *Springer Fachmedien Wiesbaden GmbH, ein Teil von Springer Nature , Z Psychodrama Soziom* 19, 133–146.
- Erdur-Baker, Ö. (2014). Psikolojik İlk Yardım: Saha Çalışanları İçin Rehber. Türk Psikolojik Danışma ve Rehber Derneği Yayınları.
- Geller, R.J., Jackson, D.D., Kagan, Y.Y. & Mulargia F. (1997). Earthquakes cannot be predicted, *Science*, 275, 1616–1623
- Goss, J.D. & Leinbach, T.R. (1996). Focus groups as alternative research practice, *Area*, 28(2), 115–123.
- Güneşlice, A., & Yıldırım, T. (2019). Okullardaki Rehber ve Psikolojik Danışma Birimi Çalışanlarının Konsültasyon İhtiyaçları, Kaynakları ve Aldıkları Konsültasyon Hizmetlerinin Niteliğinin İncelenmesi, *Okul Psikolojik Danışmanlığı Dergisi*, 2(2), 156.
- Juen, B., Herzog, G., Stickler, M., Stippl, P. & Kratzer, D. (2015). *Psychische Erste Hilfe Handbuch*, Österreichisches Rotes Kreuz.
- Kararımkak, Ö. ve Güloğlu, B. (2014). Deprem Deneyimi Yaşamış Yetişkinlerde Bağlanma Modeline Göre Psikolojik Sağlamlığın Açıklanması, *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 43(2), 3-4
- Kitzinger, J. (1995). Qualitative research: Introducing focus groups. *British Medical Journal*, 311, 299–302.

- Kröger, C. (2013). *Psychologische Erste Hilfe*. Hogrefe Verlag.
- Kumral, O. (2010). Nitel çalışmalarda odak grup görüşmesi, *Çağdaş Eğitim Dergisi*, 35(374), 17.
- MacIntosh, J. (1981). Focus groups in distance nursing education. *Journal of Advanced Nursing*, 18(12), 1981–1985.
- Mays, N., & Pope, C. (1995). Rigour and qualitative research. *British Medical Journal*, 311, 109–112.
- Merriam, S. (2013). *Nitel araştırma desen ve uygulama için bir rehber*. Nobel Yayıncılık.
- Ministry of National Education (MEB). (2021). Renewal of psychosocial support programs project. Retrieved June 24, 2021, from [https://orgm.meb.gov.tr/www/icerik\\_goruntule.php?KNO=1258](https://orgm.meb.gov.tr/www/icerik_goruntule.php?KNO=1258)
- Morgan, D.L. (1997). *Focus Groups As Qualitative Research*. SAGE.
- Özgür, E.B. (2014). *Psikolojik İlk Yardım: Saha Çalışanları İçin Rehber*. Türk Psikolojik Danışma ve Rehber Derneği, Atalay Matbaacılık.
- Özmen, Z.K., & Kabapınar, Y. (2019). The Perspective of Guidance and Psychological Counselling Department and Pedagogical Formation Education Certificate Program Students on Their Profession and Their Professional Competence: A Mixed Method Study. *Erciyes Journal of Education*, 3(1), 62.
- Öztan, M.O., Bolova, G., Özdemir, T., Sayan, A., Elmalı, F., & Köylüoğlu, G. (2019). Üçüncü Basamak Bir Hastanedeki Pedyatrik Travma Hastalarının Değerlendirilmesi ve Travma Şiddetini Öngören Faktörlerin Saptanması. *İzmir Dr. Behçet Uz Çocuk Hastanesi Dergisi*, 9(1), 17-22.
- Sağır, A. (2017). *Ölüm Sosyolojisi* (2nd ed.). Phoenix Yayınevi.
- Saldana, J. (2019). *Nitel araştırmacılar için kodlama el kitabı* (Şad Tüfekçi & Akcan, Trans.). Pegem Akademi Yayıncılık.
- Sterben. (2021). Find comfort. Retrieved May 20, 2021, from <https://www.sterben-trauern-hoffen.de/trost-finden>
- Tanrıoğen, A. (2012). *Bilimsel Araştırma Yöntemleri*. Anı Yayıncılık.
- Tivissen, J.G. (2015). *Psychosoziale Beratung: Zwischen psychotherapeutischen Grundideen und eigenen Entwicklung*. Diplomica Verlag GmbH.
- Ulukan, H. (2021). Pandemi Sürecinde Uzaktan Eğitim Veren Beden Eğitimi Öğretmenlerinin Yardımseverlik ve Diğerkâmlık Düzeyleri Arasındaki İlişkinin İncelenmesi. *Turkish Studies Education*, 16(2), 1177-1178.
- Yıldırım, A., & Şimşek, H. (2006). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri* (6th ed.). Seçkin Yayıncılık.