

TRAUMA HEALING TRAINING PROGRAM TO ENHANCE THE ROLE OF SERVICE PROVIDERS AND SELF-AWARENESS IN PSYCHOSOCIAL SERVICES

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ABSTRACT Service providers assisting survivors of gender-based violence often face significant emotional pressure due to continuous exposure to clients' traumatic experiences. This condition may lead to secondary trauma, emotional exhaustion, and a decline in service quality. This community service activity aimed to provide trauma healing training through psychoeducation, psychogames, and psychodrama for service providers in North Aceh to enhance their understanding of their roles, recognize potential psychological burdens, and increase self-awareness in delivering psychosocial services. The training was conducted over two days, on November 19–20, 2025, at Diana Hotel, Lhokseumawe. It was facilitated by the North Aceh Social Affairs, Women's Empowerment, and Child Protection Office in collaboration with Malikussaleh University and Deztron Indonesia University. Participants included service providers, police officers, social workers, and healthcare professionals. The program was implemented through psychoeducation sessions, group discussions, ice-breaking activities, psychogames, and psychodrama exercises. The involvement of three students (Tiyo, Ghina, and Fida) contributed to the effectiveness of the activities. The training results indicated that participants gained a better understanding of the role of service providers, psychological symptoms that may arise while assisting survivors, and the importance of maintaining mental well-being. Participants also reported that the activities improved teamwork and motivated them to remain focused and emotionally healthy while delivering services. This program is recommended for continuous implementation as an effort to strengthen the capacity of service providers in North Aceh.

KEYWORDS: *Service Providers, Trauma Healing, Self-Awareness, Psychoeducation, Psychosocial Services.*

1. INTRODUCTION

Service providers assisting survivors of sexual violence and domestic violence play a crucial role in offering emotional support, information, and referrals to appropriate services (Asmulyadi, 2020). However, the intensity of interactions with survivors who have experienced traumatic events makes service providers vulnerable to secondary traumatic stress, compassion fatigue, and burnout (Gultom & Abidin, 2024; Hesse, 2002). These conditions may reduce the effectiveness of service providers and negatively affect the quality of psychosocial services.

A study conducted by Hidayat and Fuaturosida (2025), involving four correctional officers as research participants, found that one out of four respondents was identified as experiencing Secondary Traumatic Stress (STS). Common symptoms of STS include intrusion, avoidance, and arousal (Hidayat & Fuaturosida, 2025; Tanlain & Sukmaningrum, 2023). Continuously listening to traumatic stories or clients' emotional complaints can have significant psychological impacts on correctional officers and other helping professionals (Hidayat & Fuaturosida, 2025).

According to Tanlain and Sukmaningrum (2023), risk factors contributing to Secondary Traumatic Stress (STS) include: (1) excessive workload; (2) prolonged working hours; (3) increased frequency of exposure to cases and client contact; (4) concerns regarding personal safety; (5) complainants or clients; (6) institutional support; (7) difficulties maintaining professional boundaries due to emotional involvement; and (8) overall well-being.

Experiences occurring in clients' lives can leave deep impressions and may be transferred to those who assist them. These impacts are not only physical but are primarily psychological in nature (Diniaty, 2014). Therefore, service providers require self-awareness to recognize their own psychological conditions and prevent the transfer of stress from the clients they support. Self-awareness is the ability to accurately monitor one's thoughts, emotions, and physical responses. It includes the ability to: (1) recognize and utilize emotions as a guide for personal decision-making; (2) establish realistic standards regarding personal abilities; and (3) develop strong self-confidence (Goleman, 2001). Self-awareness forms the foundation of emotional intelligence and consists of three dimensions: emotional self-awareness, accurate self-assessment, and self-confidence (Goleman, 2007).

Self-awareness can be developed by listening to both the body and emotions. Listening to the body involves recognizing physical warning signs such as chronic pain, sleep disturbances, changes in eating patterns, persistent fatigue despite adequate rest, increased illness frequency, or reduced immunity (Zahra & Febriani, 2025). Meanwhile, listening to emotions involves identifying emotional indicators such as increased irritability and anger, emotional numbness, cynicism and detachment from others, and intrusive thoughts. Awareness of these physical and emotional signals is essential

as an initial step in preventing prolonged stress, burnout, and secondary trauma among helping professionals (Figley, 2002).

Self-awareness training is commonly provided to professional helpers—individuals who use counseling skills to assist clients (Nelson-Jones, 2005). According to Fauza, Purwaningrum, and Dewantoro (2022), professional helpers include psychologists, psychiatrists, counselors, psychotherapists, social workers, nurses, physicians, teachers, supervisors, religious leaders, service providers, and other community support personnel. By enhancing self-awareness, these professionals are expected to improve service quality through a greater understanding of themselves and a more comprehensive ability to assist clients.

The profession of service providers is particularly vulnerable to the problems experienced by clients, which may also create psychological difficulties for the providers themselves due to feelings of empathy and sympathy toward survivors. Research conducted by Rinaldo and Irfan (2023) demonstrated that social workers can be emotionally affected by the issues experienced by the clients they serve. Consequently, social workers are more susceptible to vicarious trauma, a condition in which they experience effects similar to those of traumatized clients, including physical, emotional, and mental exhaustion resulting from work-related pressures, as well as compassion fatigue (Rinaldo & Irfan, 2023).

Trauma healing interventions can help alleviate emotional distress, encourage positive thinking, and provide motivation (Siregar et al., 2022). Trauma healing training for service providers is therefore important to strengthen their professional roles, enhance their capacities, and reduce the psychological risks that may arise while carrying out their duties (Yusuf et al., 2021). Based on this need, the present community service program was organized as a form of support aimed at improving the quality of psychosocial support services in North Aceh.

2. METHOD

The Trauma Healing and Stress Management Training Program for Violence Case Service Providers was conducted over two days, from November 19–20, 2025, at Diana Hotel, Lhokseumawe City, Aceh. The program was designed to enhance the capacity of human resources involved in supporting survivors of violence, particularly in the areas of mental health, stress management, and prevention of secondary traumatic stress.

The program was implemented through collaboration among several institutions concerned with violence prevention and psychosocial support services:

- a. North Aceh Social Affairs, Women’s Empowerment, and Child Protection Office;
- b. Psychology Study Program, Malikussaleh University;

c. Faculty of Psychology, Deztron Indonesia University.

This cross-institutional collaboration aimed to integrate academic perspectives with field-based practices in order to improve the competencies of service providers handling violence cases.

The program involved 15 participants, consisting of service providers, police officers, social workers, and healthcare professionals directly engaged in providing psychosocial services to survivors of violence. Participants were selected based on their active involvement in handling violence cases, enabling them to apply the training content directly in their professional practice.

The training was facilitated by academics and psychology practitioners with expertise in mental health, trauma, and psychosocial services:

- a. Rahmia Dewi, S.Psi., M.Psi. (Psychology Study Program, Malikussaleh University) served as the main trainer, delivering materials on secondary trauma, stress management, self-awareness, and self-care strategies for service providers.
- b. Idar Sri Afriyanti Z., S.Psi., M.Psi. (Faculty of Psychology, Deztron Indonesia University) acted as the facilitator, guiding participatory learning activities, ice-breaking sessions, and group dynamics.

The activity was also supported by a project team consisting of faculty members from the Faculty of Medicine—Ella Suzanna, Cut Ita Zahara, Nursan Junita, Yulia Nanda Safitri, Maya Lestari, and Noviana Zara—as well as Psychology students Rahmawati, Tiyo Dermawansyah, Ghina Alfi Mahiroh, Fida Rafalina, and Thats Maharani JJ.

Program Design and Activities

The program employed a participatory and experiential learning approach, allowing participants to gain conceptual understanding as well as direct experience through interactive activities.

1. Psychoeducation. Psychoeducation sessions provided information on secondary traumatic stress, compassion fatigue, burnout, stress management, self-awareness, and self-care practices. The objective was to enhance participants' understanding of the psychological impacts of their work and strategies for maintaining psychological well-being.
- 2) Ice-Breaking and Psychogames. Ice-breaking activities and psychogames were used to create a comfortable learning environment, increase participant engagement, and strengthen interpersonal relationships. These activities also served as tools for developing teamwork, communication, trust, and emotional regulation skills.

- 3) Group Discussions. Participants were divided into small groups to discuss their experiences, challenges, and strategies in handling violence cases. This method encouraged reflection and interdisciplinary knowledge sharing, allowing participants to gain broader perspectives on support practices.
- 4) Psychodrama. Psychodrama was utilized as an experiential learning technique enabling participants to enact real-life situations commonly encountered when assisting survivors of violence. Through simulation, participants explored emotional responses, identified sources of stress, and developed adaptive strategies for coping with workplace pressures.
- 5) Self-Reflection. At the end of each session, participants engaged in self-reflection activities to evaluate their learning experiences, recognize their emotional conditions, and formulate practical strategies applicable to their daily work. This reflection process also promoted self-awareness and commitment to self-care practices.

3. RESULT AND DISCUSSION

The Trauma Healing and Stress Management Training for Violence Case Service Providers involved 15 participants, consisting of service providers, police officers, social workers, and healthcare professionals engaged in delivering psychosocial services. The program was conducted over two days at Diana Hotel, Lhokseumawe.

The first day of training was held on November 19, 2025, under the session theme “Recognizing the Roles and Emotional Burdens of Violence Case Service Providers.” The activities began with participant registration and a pre-test designed to assess participants’ initial understanding of their professional roles and the emotional burdens associated with their work.

The session was opened with an ice-breaking activity facilitated by Idar Sri Afriyanti, aimed at creating a relaxed atmosphere, reducing tension, and helping participants feel more comfortable before the learning sessions began.

Subsequently, Rahmia Dewi delivered a presentation on the role of service providers, the psychological impacts that may arise from assisting survivors, and risks such as secondary trauma, compassion fatigue, and occupational burnout. This session was intended to help participants recognize that the emotional pressures they experience while assisting survivors are normal reactions and to foster awareness that such work requires effective self-management strategies.

During the presentation, participants were invited to share their experiences. Many disclosed personal stories reflecting a variety of emotional responses. Several participants stated that work-related burdens often extended beyond working hours, especially when interacting with fellow service providers. Others described feelings of frustration toward perpetrators while preparing case

reports. Some participants also reported experiencing stress when handling severe domestic violence cases due to limited experience and a lack of personal marital experience.

In addition, one participant expressed deep empathy toward survivors, particularly in cases involving children. Those who managed cases intensively on a daily basis reported feelings of boredom and emotional exhaustion. When asked how they typically coped with emotional fatigue, participants mentioned engaging in enjoyable activities such as relaxing, online shopping, or visiting the beach.

This sharing session encouraged participants to acknowledge the emotional burdens they experience and highlighted that many of them face similar challenges. The objective was to help participants understand that their work involves not only technical responsibilities but also emotional demands that significantly affect their psychological well-being.

Following the discussion and question-and-answer session, participants were divided into groups and instructed to prepare a team chant to be performed after the break. Afterward, each group presented its chant before proceeding to the psychodrama session.

During the psychodrama activity, each group discussed and prepared scenarios based on their professional experiences. The purpose of this activity was to help participants visualize stressful workplace situations more realistically and develop reflective skills regarding stress, professional dilemmas, and tensions between service providers and institutions.

The psychodrama performances demonstrated participants' ability to identify intimidating situations, unrealistic reporting demands, and workplace dynamics that trigger stress. The scenarios illustrated how pressure from supervisors, the burden of handling high-profile cases, and a lack of institutional support can affect emotional well-being.

Psychodrama also provided a safe space for participants to express their feelings. Through this activity, participants displayed a range of emotions, including laughter, sadness, anger, frustration, and feelings of being unappreciated. At the same time, they reported experiencing relief after having the opportunity to express their concerns and frustrations.

At the end of the session, a verbal reflection and evaluation were conducted. Participants reported that the training expanded their knowledge, increased their understanding of their emotional conditions, and provided relief through the opportunity to discuss workplace burdens. They rated the first day's activities highly, giving scores ranging from 8 to 10 out of 10, and recommended that similar programs continue in the future because they help them manage emotions in their professional roles.

The second day of training was conducted on November 20, 2025, under the theme "Self-Awareness: Listening to One's Body and Emotions." Activities began with registration and a pre-

test administered with assistance from student volunteers, followed by an ice-breaking session facilitated by Idar Sri Afriyanti.

The opening activities successfully created a relaxed atmosphere and strengthened relationships among participants. A group photo session was also conducted to document the event and foster a sense of togetherness.

During the core session, Rahmia Dewi presented material on the importance of self-awareness in assisting survivors of violence. Participants actively engaged in discussions, particularly when invited to evaluate their awareness of their thoughts, emotions, and physical responses while handling cases.

Many participants shared experiences related to reduced physical endurance, recurring headaches while managing cases, and unconscious tendencies to form judgments about survivors based on physical appearance. These discussions provided an opportunity for participants to recognize how their bodies and emotions respond to heavy workloads.

The training materials covered physical stress signals commonly experienced during periods of prolonged stress, including sleep disturbances, chronic pain, and increased susceptibility to illness. Participants also learned to recognize emotional indicators such as irritability, emotional detachment, intrusive thoughts, and psychological exhaustion.

Additionally, the facilitator introduced practical techniques for enhancing self-awareness, including body scanning to identify areas of tension in the body, daily emotional check-ins, and taking a 60-second pause whenever feeling overwhelmed by clients' emotions or challenging cases.

During the sharing session, several participants described personal experiences illustrating how workplace pressures affected their physical and emotional conditions. Some reported frequent headaches while working that disappeared outside the workplace, while others noted weakened immune systems after repeatedly handling difficult cases. Participants also discussed disagreements with colleagues resulting from differences in professional perspectives. Cases mentioned included domestic violence and sexual abuse involving both children and adolescents.

After the educational session, participants engaged in psychogames focusing on teamwork, trust, and communication as exercises designed to strengthen emotional and social competencies.

In the first game, participants worked in pairs, with one person acting as a guide who directed their partner along a rope pathway without touching obstacle cups. This activity developed concentration, trust, and the ability to follow instructions effectively. Participants displayed enthusiasm, laughed together, supported one another, and made strong efforts to complete the challenge.

The second activity, called “Caterpillar,” required groups to work together to maintain balloons while moving and collecting additional balloons. This exercise enhanced team cohesion, coordination, and the ability to remain calm under pressure. Participants visibly enjoyed the activity, encouraged one another, discussed strategies, and demonstrated high levels of enthusiasm.

Compared to the first day, participants appeared more comfortable with one another. No one remained withdrawn, and interactions became significantly more fluid and natural.

Although Secondary Traumatic Stress (STS) is considered a natural occupational consequence of assisting trauma survivors, it can nonetheless produce severe psychological stress (Diniaty, 2014). Prevention strategies for STS include Psychological First Aid (PFA), psychoeducation, effective coping mechanisms, self-care practices, and consultation with mental health professionals (Hidayat, 2025).

The psychogame activities produced positive improvements in group dynamics. Participants became more open, interpersonal relationships grew warmer, and the overall emotional atmosphere became more stable and enjoyable. The games also reinforced the importance of teamwork and mutual trust in coping with pressure, both during training and when handling real cases in the field.

Self-care is a crucial element of an individual’s personal life. Individuals who practice effective self-care are generally better equipped to manage daily challenges (Ramadhan & Wahyuni, 2022). Self-care helps prevent stress and burnout while promoting compassion, empathy, and overall well-being (Ramadhan & Wahyuni, 2022). Social workers who demonstrate personal growth, independence, positive relationships, environmental mastery, purpose in life, and self-acceptance are more likely to achieve psychological well-being (Akmal, Dewi, Zahara, & Safitri, 2025).

At the conclusion of the session, participants provided verbal evaluations, stating that the second day was both enjoyable and educational. They also expressed hope that future programs would be conducted in larger venues.

4. CONCLUSION

The Trauma Healing Training Program to Enhance the Role of Service Providers and Self-Awareness in Psychosocial Services, attended by 15 participants from various psychosocial service professions, successfully improved participants’ understanding of the psychological impacts associated with support work and the importance of maintaining mental health.

Through educational sessions, discussions, experience-sharing activities, psychodrama, and psychogames, participants gained opportunities to recognize various forms of emotional strain arising

from their work, including stress, emotional exhaustion, secondary traumatic stress (STS), and compassion fatigue.

On the first day, participants became increasingly aware that support work requires not only technical competence but also the ability to manage emotional burdens that can affect psychological well-being. Psychodrama activities enabled participants to express their experiences, emotions, and challenges, creating feelings of relief, social support, and a shared understanding that they were not facing these burdens alone.

On the second day, participants developed a deeper understanding of the importance of self-awareness in recognizing physical and emotional signals resulting from occupational stress. Practical techniques such as body scanning, emotional check-ins, and taking brief pauses during challenging situations were introduced as strategies for maintaining mental health. Furthermore, psychogame activities successfully enhanced teamwork, trust, communication, and interpersonal relationships among participants.

Overall, the training generated positive outcomes in increasing self-awareness, strengthening stress-management skills, and improving participants' understanding of the importance of self-care in supporting survivors of violence. The program also reinforced social support among participants and promoted greater psychological well-being, enabling them to perform their roles more effectively, sustainably, and in a healthier manner.

Participants responded very positively to the training and expressed a strong desire for similar programs to be conducted in the future. The training successfully enhanced the capacity of service providers in understanding their professional roles, maintaining mental health, and working collaboratively as a team. Therefore, the program is recommended for continued implementation in North Aceh.

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