

# Training of Future Psychologists: Providing Sustainable Rehabilitation Services to War Victims

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## ABSTRACT:

The paper examines the problem of training future psychologists to provide rehabilitation services to war victims. It has been found that the psychological rehabilitation of war victims involves the work of psychologists to accelerate their psychological adaptation and prevent psychological complications that provoke the results of mental traumas associated with the provision of leaving home, work, usual comfortable life, etc. Therefore, psychologists must be ready to work with such persons and have a high level of professional competence. All this ensures effective professional training of future psychologists in institutions of higher education and the development of components of their readiness to provide rehabilitation services to war victims. We have found that these readiness components include: motivational, cognitive, operational and personal. The results of the diagnosis of the readiness components of psychology students to provide rehabilitation services to war victims have shown that, in addition to the personal component of readiness, all other components are developed at a sufficient level and this is due to the need to develop measures that are able to contribute to improving the level of training of future psychologists for psychological rehabilitation activities.

*Key words: psychology students; psychological rehabilitation; war victims; readiness for professional activity.*

## 1. Introduction

The success of psychologist's professional activity depends on the level of professional training and the development of personal and professional qualities. Therefore, during studies at higher education institution, future psychologist should develop not only professional skills and abilities, but also the ability to constantly work on improving his/her abilities and qualities.

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Unfortunately, the problem of training highly professional psychologists in Ukraine has deepened significantly after the full-scale invasion of the Russian Federation. The need for psychological rehabilitation is felt not only by servicemen returning from the front, but also by their relatives. The help of psychologists is also needed by internally displaced persons, people who live in the frontline regions and are in the zone of temporary occupation or have relatives and friends in the occupied territory. The issue of conducting psychological rehabilitation focused on the needs of these categories of people is poorly researched, and the problem is further complicated by the fact that among the potential patients of rehabilitation institutions there may be not only the above-mentioned persons, but also people who for a long time perform their professional duties in extreme and traumatic conditions of war (journalists, policemen, firefighters, construction workers, electricians and others).

Scientists of many countries of the world address the problem of the readiness of future psychologists to provide professional psychological help to people who have survived war events. For example, methods, techniques and stages of psychologists' activities in providing rehabilitation services are considered in the works of V. Horbunova, A. Karachevskiy, V. Klymchuk, H. Netliukh & O. Romanchuk (Horbunova et al., 2016), V. Dub (Dub, 2017), V. Marunych, V. Shevchuk, & O. Yavorovenko (Marunych, Shevchuk, & Yavorovenko, 2006), H. Dehtiarova, M. Koziar, I. Matiukiv, L. Rudenko & A. Shydelko (Dehtiarova et al., 2012), H. Prib (Prib, 2007), N. Prorok (Prorok, 2018), O. Vasylenko, L. Romanovska, & T. Kravchyna (Vasylenko, Romanovska, & Kravchyna, 2022), T. Zavrotska & O. Vasylenko (Zavrotska & Vasylenko, 2022).

The work experience of psychologists in overcoming psychotrauma and stress disorders of servicemen and civilians who were in the war zone is revealed in the publications of such scientists as T. F. Banner (Banner, 2016), N. Breslau, G. Davis, P. Andreski & E. [Peterson](#) (Breslau et al., 1991), P. Gornostay (Gornostay, 2014), W. Op Den Velde, D. J. Deeg, H. E. Hovens, M. A. J. Van Duijn & P. G. H. Aarts (Op Den Velde et al., 2011), E. F. Major (Major, 2003), L. Tsarenko (Tsarenko, 2016), J. J. Vasterling, C. T. Taft, S. P. Proctor, H. Z. Macdonald, A. Lawrence, K. Kalill, A. P. Kaiser, L. O. Lee, D. W. King & L. A. King (Vasterling et al., 2015).

Dutch scientists W. Op Den Velde, D. J. Deeg, J. E. Hovens, M. A. Van Duijn & P. G. Aarts (Op Den Velde et al., 2011) investigated the effects of severe war stress on war veterans and found that even after six decades, the effects of war stress are very visible. After all, those who experienced psychological or physical trauma during the war have several post-traumatic symptoms, which are the cause of a decrease in the mental and physical stability of the body.

The results of a study of the impact of stress on the health of military personnel during the First World War in Norway, conducted by the Norwegian scientist E. F. Major (Major, 2003), showed that the stronger the stressors are, the greater the degree of adverse long-term consequences for human health is. The researcher conducted an experiment in three groups of people who were exposed to various types of military stress during the Second World War: veterans of the Resistance, representatives of the press, and prisoners in concentration camps. Based on the research results, the scientist assumed that those who were in the concentration camp had a more negative state of health compared to the

veterans of the Resistance. The findings indicate a relationship between the severity of wartime stressors and postwar health of all those exposed to them.

In view of all the above, an important task is the training of qualified psychologists capable of providing psychological assistance and rehabilitation services to all war victims. In confirmation of this, Ukrainian scientists claim that in today's global world, our everyday life directly becomes an arena of meeting and dialogue between different faiths, cultures, and value worlds; at the same time, the upward dynamics of interpersonal and intercultural contacts is more and more difficult to be subjected to any "humanization". This becomes especially relevant against the background of the events in Ukraine when the hybrid war has acquired the character of an acute military conflict. The training and preparation of psychologists capable of providing psychological first aid, counseling and rehabilitation services to war victims should be one of the priority tasks of educational professional activities of the state.

## 2. Research problem

In researches, scientists claim that today it is very important to train future psychologists of higher education institutions to acquire professional knowledge, abilities and skills, and implement all acquired competencies not only in peacetime, but also in wartime. This issue determines the urgency of finding ways to integrate the content and forms of professional training of specialists, which guarantees the formation of future psychologists' professional qualities and sufficient professional qualifications to provide effective psychological assistance to war victims

Therefore, **the purpose** of the paper is to study the peculiarities of training future psychologists for providing sustainable rehabilitation services to war victims.

## 3. Research methodology and stages

34 third-year students of the specialty "Psychology" of Khmelnytskyi National University took part in the diagnostic study. The age of the research participants was 18-20 years. The selection of research participants was due to the fact that (during our research) third-year students studied subjects related to self-preservation of health and underwent psychocorrective practice in public health institutions, inclusive resource centers, medical institutions, rehabilitation institutions. etc. It should be noted that the purpose of this practice is to test the acquired knowledge and skills of students in the field of psychological diagnostics and psychocorrection and to use methods and means of psychodevelopmental work in professional activity.

The study participants gave their verbal consent to participate and process the study results without disclosing their personal information. All questionnaires were processed by students in extracurricular time.

The study was carried out during September-December 2022 and related to the topic of research work of the Department of Psychology and Pedagogy of Khmelnytskyi National University "Strategy and tactics of self-preservation of health".

Research work was carried out in three stages:

At the first stage of the research, the components of the readiness of future psychologists to provide rehabilitation services to war victims were determined.

The goal of the second stage of the research work was to diagnose the components of the readiness of future psychologists to provide rehabilitation services to war victims. Therefore, such methods and techniques as questionnaires; "Methodology of diagnosis of socio-psychological attitudes of the individual in the motivational need sphere"; Test of communication skills by L. Michelson, adapted by Y. Hilbuch; Methodology of T. Holmes and R. Rahe were used.

At the third stage of the research, an analysis of the diagnostic data of the components of the readiness of future psychologists to provide rehabilitation services war victims was carried out; practical advice (to teachers of higher education institutions) on the development of the readiness of psychology students to work in rehabilitation institutions was developed and substantiated.

#### **4. Research results**

Today, in Ukraine, the provision of psychological assistance to various strata of the population, in particular to persons who have experienced extreme, emergency situations and psycho-traumatic events, persons with disabilities, persons with mental disorders and deviant behavior, is an extremely urgent problem. In view of this, the scope of application of knowledge, abilities and skills in psychological rehabilitation has also expanded.

Ukrainian researcher N. Prorok (Prorok, 2018:9) in the textbook "Fundamentals of Rehabilitation Psychology: Overcoming the Consequences of the Crisis" provides the following definition of the concept of "psychological rehabilitation" – it is a system of measures aimed at restoring, correcting mental and personal health, creating favorable conditions for the development and establishment of a person".

Examining the problem of psychological rehabilitation of servicemen, N. Beregova & L. Dzhyhun (Beregova & Dzhyhun, 2021:313) found out that psychological rehabilitation is a process of organized psychological influence aimed at helping servicemen overcome the negative psychological consequences of the traumatic stress of military service activities, to ensure such a state of mental health of military personnel, which allows them to effectively solve combat and official tasks. In this context, the researchers claim that the successful social adaptation of military personnel requires conducting a whole set of psychological rehabilitation measures with them. After all, if medical rehabilitation restores the lost functions and properties of the human body, then psychological rehabilitation is designed to ensure the normal existence of the individual in society and prevent degradation.

Unfortunately, the system of measures for the rehabilitation of servicemen who took part in hostilities has not yet acquired a systemic character in Ukraine. The result of this is the lack of an effective system of social protection for servicemen, namely: legal, economic, psychological (which gives rise to dissatisfaction of servicemen with their position in society, a high percentage of suicides, household and housing disorganization, psychological distress, etc.) (Beregova & Dzhyhun, 2021).

Since the work of the psychologist with victims of war involves the provision of a range of services, it is important to prepare psychology students to carry out the following types of psychological and rehabilitation activities (Prorok, 2018:8-9):

1. Psychological diagnosis – determination of needs, assessment of the current psychological state and individual psychological characteristics of the victims, management of mental states, selection of optimal methods of psychological diagnosis and rehabilitation methods.
2. Psychological information and education – informing the affected persons for the formation of a general understanding of the laws of the functioning of the human psyche, behavior in extreme conditions, the formation of skills and the basics of managing emotions.
3. The basics of psychological counseling are measures aimed at realizing the responsibility of the affected persons for changing their attitude to the circumstances that have developed, restoring self-awareness, increasing stress resistance and psychological culture.
4. Psychological accompaniment and support involves the future psychologists' acquisition of the necessary knowledge and skills to provide assistance to war victims – assistance to increase adaptability, overcome stressful life and other crisis situations, and prevent the occurrence of psychological crises.
5. Psychotherapy – the use of methods of psychological influence to solve personal and interpersonal problems of persons affected by military actions with the help of standardized procedures in the form of individual or group classes aimed at restoring the mental state and compensation of mental functions with attention to personal qualities, interpersonal relationships and with the condition of improving the quality of life of the affected person.
6. Group work – preparation for conducting psychological trainings, interviews, group classes on psychological education, aimed at self-disclosure of group participants and updating existing experience, finding ways to solve own psychological problems, etc.

The main task of psychological rehabilitation of war victims is to accelerate their psychological adaptation, as well as the prevention of psychological complications that provoke the results of mental injuries associated with the need to leave housing, work, the usual comfortable life, material hardship and difficult living conditions. Therefore, psychologists must possess a high level of professional training, have stable motivation and be exceptionally humane, respect people who, due to extraordinary circumstances, need their qualified help and support.

In view of all the above, we identified the following *components of the readiness of future psychologists to provide rehabilitation services to war victims*:

1. *Motivational component* – motivation of future psychologists to provide rehabilitation services. This component includes motivational, value attitudes, moral principles in the perception of recipients of rehabilitation services. The formation of the motivational component is characterized by the presence of future psychologist's personal traits: purposefulness, endurance, persistence, courage, organization, discipline.
2. *The cognitive component* is the knowledge that future psychologist needs to carry out psychological rehabilitation of persons affected by military actions, namely: knowledge of health restoration, the basics of psychological rehabilitation, individual characteristics of recipients of rehabilitation services, and personality restoration technologies.

3. *Operational* – the operational composition of the professional activity of the future psychologist (skills and abilities) in relation to rehabilitation activities.

4. *Personal component* – personal qualities of the future psychologist, necessary for successful rehabilitation activity. Given the fact that the provision of psychological rehabilitation services for war victims, including military personnel who have suffered physical and psychological injuries, differs from other types of psychological activity in significant mental and emotional tension, we consider it necessary (in the process of training in higher education institutions) for future psychologists to develop such personal qualities as: stress resistance; ethics in communication; empathy; communication skills and the ability to establish contacts with people; recusance; modesty; altruism; responsibility; organization; optimism; openness; flexibility of behavior; self-confidence; attentiveness and observation; ability to reflect; striving for self-improvement and self-realization.

We note that the defined components of the readiness of future psychologists to provide rehabilitation services to war victims are interconnected and interact, because thanks to motivation and personal qualities, psychology students are able not only to acquire knowledge of psychological rehabilitation, but also to operate them in practice.

To study the levels of development of the components of the readiness of future psychologists to provide rehabilitation services to war victims, a set of diagnostic methodologies and methods was used:

1. "Methodology for diagnosing socio-psychological attitudes of an individual in the motivational need sphere" (for diagnosing the motivational component of readiness);
2. Questionnaire to determine the level of formation of the cognitive component of psychology students' readiness to work in rehabilitation institutions;
3. L. Michelson's test of communicative skills, adapted by Yu. Hilbukh (for diagnosing the operational component of readiness);
4. The methodology of T. Holmes and R. Rahe (for the study of the personal component of readiness).

34 third-year students of the specialty "Psychology" of Khmelnytskyi National University took part in the diagnostic study.

To study the level of development of *the motivational component* of the readiness of future psychologists to provide rehabilitation services to war victims, the "Methodology of diagnosing social and psychological attitudes of the individual in the motivational need sphere" was used (Lemak & Petryshche, 2012: 118-121). The methodology consists of 80 questions: 40 questions are aimed at identifying the degree of expressiveness of such social and psychological attitudes as "altruism-egoism", "process-result"; 40 questions are aimed at identifying the degree of expressiveness of such socio-psychological attitudes as "freedom-power", "work-money".

We conducted a diagnosis of only such socio-psychological attitudes of future psychologists as "altruism-egoism" and "process-result". The participants had to answer the questions of the methodology either "yes" if the answer is affirmative, or "no" if it is negative. For each "yes" answer, 1 point was awarded.

The results of diagnosing the motivations of future psychologists are presented in Figure 1.

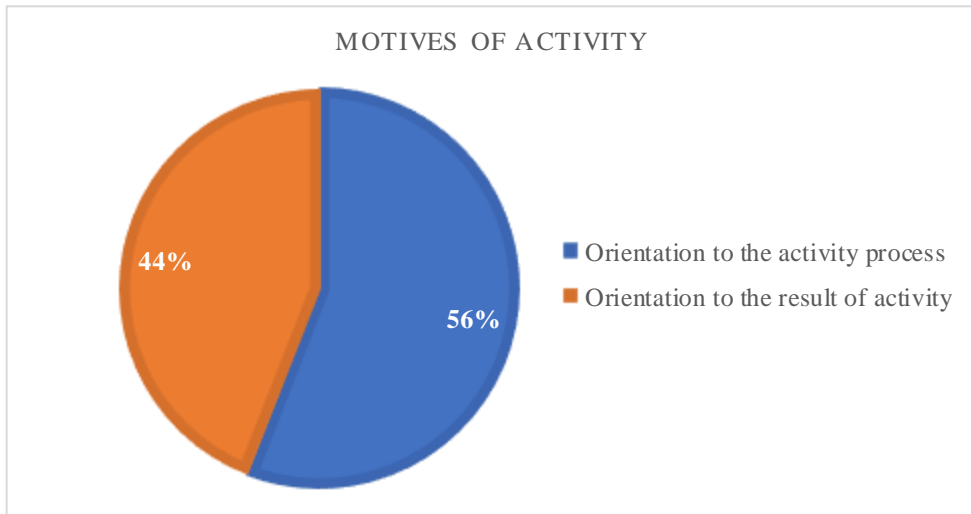


Figure 1: Results of research of future psychologists' motives

As can be seen from Figure 1, the majority of future psychologists are more motivated by the process of activity (55.9%) than by its result (44.1%). This testifies to the fact that the researched students often do not have time to fulfill their duties, pass the assigned tasks untimely, and their procedural orientation hinders the effectiveness of their activities. The results of the study of the formation of such socio-psychological attitudes of future psychologists as "altruism" and "egoism" are shown in Figure 2.

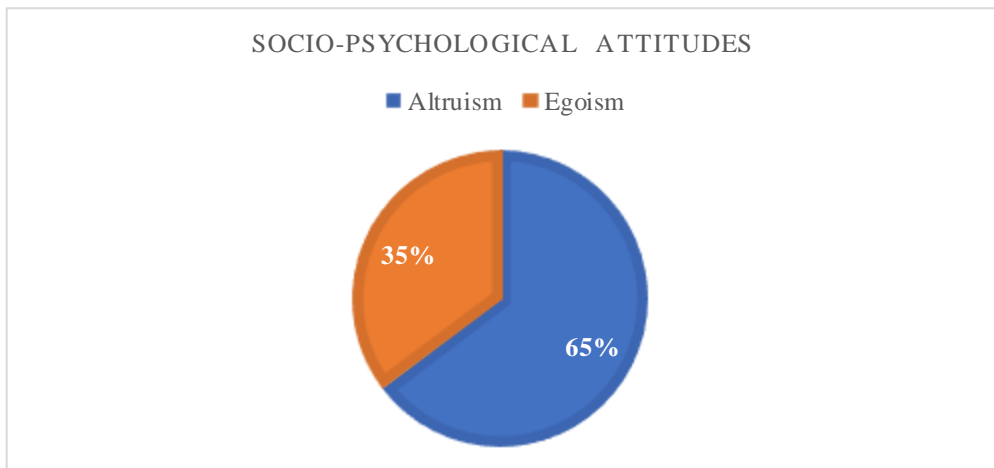


Figure 2: Results of the study of future psychologists' socio-psychological attitudes

As can be seen from Figure 2, future psychologists tend to be more altruistic (64.7%) than selfish (35.3%). This indicates their high readiness to work with people, in particular, to

provide rehabilitation services to war victims. After all, altruism is manifested in the desire to help people, which is not only the most valuable public motivation, but also the most important professional motivation.

So, as we can see, the results of the study of the motivational component of the readiness of future psychologists to provide rehabilitation services to war victims have shown that the majority of psychology students have the motivation to help people, even sometimes at the expense of limiting their own well-being. However, in their activities, they are mostly guided by an orientation towards curiosity and satisfaction from the work process itself, rather than the result, which, on the one hand, is a positive phenomenon in the rehabilitation work of psychologists, and on the other hand, can cause the appearance of certain problems and difficulties, in particular, such as delaying the rehabilitation process, its low result, etc.

With the help of the questionnaire developed by us, we determined the level of development of the *cognitive component* of the readiness of future psychologists to provide rehabilitation services to war victims. The participants had to rate their knowledge of psychological rehabilitation on a 10-point scale. The questionnaire consisted of open and closed questions, and it also involved the writing of psychology students' own ideas and suggestions for improving the provision of psychological rehabilitation services in rehabilitation institutions.

According to the results of the survey conducted among psychology students of Khmelnytskyi National University, we have found out that only 17.6% of students rate their knowledge of the basics of psychological rehabilitation as a score of "10"; 32.4% of students rate their own knowledge at a grade of "9-8", while the remaining 50% of students gave a grade of "7" or less. So, as we can see, most of the students rate their knowledge of psychological rehabilitation quite low.

To the question in the questionnaire about whether the participants visited the rehabilitation institutions during extracurricular hours or did practice there during their studies at the institution of higher education, the majority of the interviewed students gave an affirmative answer "yes" (61.7%), the other 23.6% gave a negative answer "no", and 14.7% of participants noted that they did not visit rehabilitation institutions, but planned to do so in the future.

To the questionnaire question: "Which of the following belongs to the crisis state of a person?" only 44.1% of the interviewed students chose the correct answer options, and the other 55.9% of students could not give the correct answer to this question.

The students' answers to the question of the questionnaire "What is "psychological rehabilitation?" were quite interesting for our research. Only 17.6% of participants were able to answer this question. Also, only 17.6% of the study participants were able to choose the correct answer to the questionnaire question about what "psychological health" is. These data indicate that third-year psychology students have low knowledge of the terminology of psychological rehabilitation.

The participants' answers to the last three questions of the questionnaire turned out to be somewhat better. Thus, 64.7% of psychology students have correct ideas about the work of a multidisciplinary team of specialists in rehabilitation institutions. Most of them (70.6%) answered the question of the questionnaire about what types of psychotraumatic



situations students know correctly. The students' knowledge of what "phantom pain" is was even better – 82.3% gave the correct answer.

Therefore, the results of the conducted survey give grounds for concluding that the vast majority of future psychologists have an average level of knowledge in psychological rehabilitation, and therefore *the cognitive component* of psychology students' readiness to provide rehabilitation services to war victims is developed at a rather low level.

To study *the operational component* of the readiness of future psychologists to provide rehabilitation services to war victims, we used L. Michelson's test of communicative skills, adapted by Y. Hilbukh (Hilbukh, 1978). This test is conducted to determine the level of communicative competence and the quality of communication skills of the study participants. In our opinion, this test is reliable in determining the level of development of the operational staff (communicative skills) of the future psychologist's professional activity in providing rehabilitation services. The test consists of a description of 27 communicative situations, for each of which 5 possible behavior options are offered and the participant must choose one of them. Y. Hilbukh (Hilbukh, 1978) offers a key with which it is possible to determine to which type of response the selected response option belongs: confident, dependent or aggressive.

The results of diagnostics of the level of development of future psychologists' communication skills are shown in Figure 3.

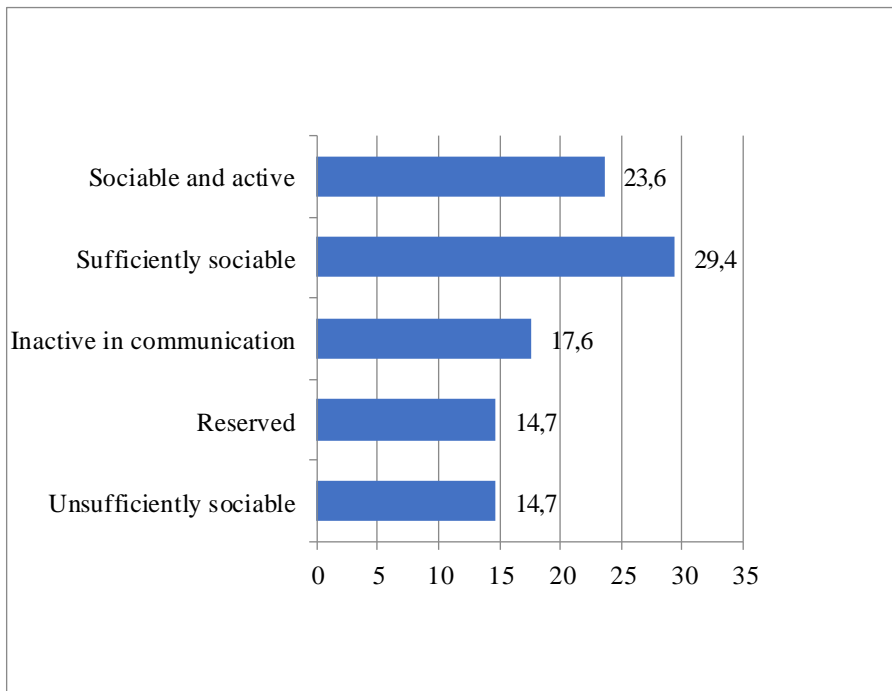


Figure 3: Results of the research of future psychologists' communication skills

The data shown in Figure 3 show that the majority of students (29.4%) are sufficiently sociable, able to confidently defend their own opinions. Also, 23.6% of future psychologists showed good indicators of communicative competence; they are active and sociable people. Unfortunately, some students were inactive in communication (17.6%), reserved (14.7%) and insufficiently sociable (14.7%). Therefore, the level of development of *the operational component* of psychology students' readiness to provide rehabilitation services to war victims is sufficient.

The study of the level of development of *the personal component* of the readiness of future psychologists to provide rehabilitation services to war victims was carried out using the Methodology for determining stress resistance and social adaptation by T. Holmes and R. Rahe (Holmes & Rahe, 1967). This methodology contains a list of 43 psychotraumatic events of everyday life, which have different emotional color and significance, each of which is evaluated in points on a 100-point scale.

Interpretation of the methodology:

- less than 150 indicates a fairly high level of development of stress resistance;
- 150 – 199 points is a high level of development of stress resistance;
- 200 – 299 points is the threshold level of stress resistance development;
- 300 or more is a low level of development of stress resistance.

The results of the diagnosis of the levels of development of stress resistance and social adaptation of psychology students are shown in Table 1.

**Table 1: Levels of development of stress resistance and social adaptation of future psychologists**

Level of manifestation	#	%
Quite high	8	23,5
High	8	23,5
Threshold (average)	12	35,3
Low	6	17,7

Based on the results of the research, we have found out that psychology students have an average level of stress resistance and social adaptation development (35.3%). High (23.5%) and quite high (23.5%) levels of development of students' stress resistance and social adaptation are also inherent. This shows that they have a good ability to withstand significant psychophysical stress, tolerate stress without harming their health. Note that only 17.7% of the participants have a low level of stress resistance. Therefore, the obtained diagnostic data of the level of development of *the personal component* of the readiness of future psychologists to provide rehabilitation services to war victims indicate that this component of readiness is better than all others developed.

A generalized description of the levels of development of the components of the readiness of future psychologists to provide rehabilitation services to war victims is shown in Figure 4.

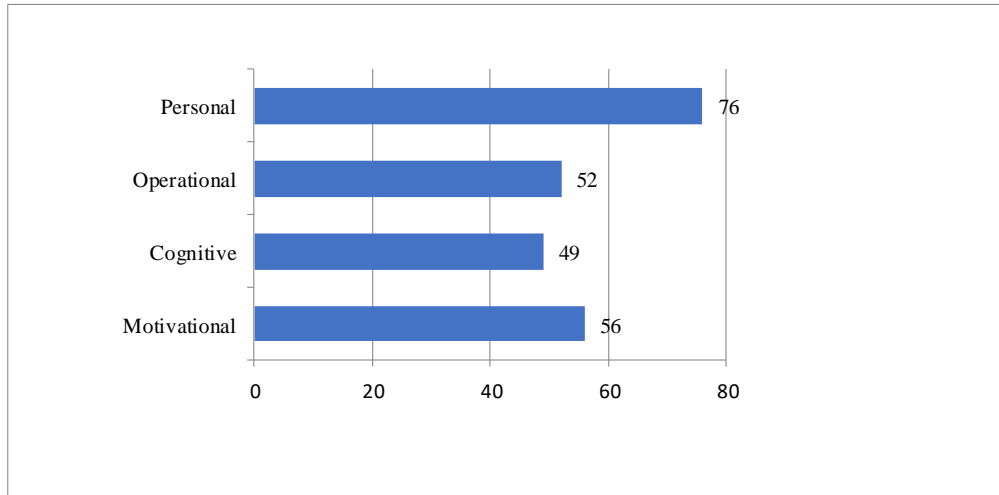


Figure 4: Results of the study of the readiness components of future psychologists to provide rehabilitation services to war victims

So, as can be seen from Figure 4, all components, except for the personal component of the readiness of future psychologists to provide rehabilitation services to war victims, are developed at a sufficient level, and this, in our opinion, requires the development of appropriate measures to improve the training of psychology students to rehabilitation activities. Therefore, we have developed *practical advice for teachers of higher education institutions on the development of the readiness of psychology students to work in rehabilitation institutions*, namely:

1. Organization of professional training of students to work in rehabilitation institutions on the basis of interaction. For this purpose, we propose to develop and implement a special course "Psychological rehabilitation: theory and practice" in the educational process of higher education institutions, the main tasks of which can be:
  - disclosure of the essence and specifics of psychologists' work in rehabilitation institutions;
  - introducing students to the basic principles, techniques, forms, methods of psychological rehabilitation;
  - formation of students' stable professional and personal qualities of functional competence to work in rehabilitation institutions;
  - introducing students to local rehabilitation institutions where psychologists work.
2. Support in the preparation of future psychologists to work in rehabilitation institutions and their acquisition of practical experience in psychological rehabilitation. During practical classes, teachers should focus on the problems that may arise during the work of psychologist in the rehabilitation institution. In particular, during the study of such subjects as "Basics of psychological correction", "Psychology of health and psychohygiene", "Psychological rehabilitation work", "Crisis psychology and victimology", teachers should prepare a number of questions that will be asked to students in a certain sequence:

- 1) *general questions* that reveal the level of each student's knowledge in psychological rehabilitation work, for example: What is a rehabilitation institution and what functions does a psychologist perform in this institution?
- 2) *direct questions* to involve future psychologists in the discussion of the material on the topic of the practical lesson, for example: What rehabilitation institutions are there in the city where you live? What services do these institutions provide?
- 3) *direct questions aimed at obtaining feedback from psychology students*. They involve the analysis of certain problematic situations, for example: Have you had the experience of staying in the rehabilitation institution, if so, for what reason?
- 4) *redirected questions* that encourage discussion and exchange of opinions of future psychologists: What, in your opinion, should the psychologist do in case of a dangerous situation?
- 5) *leading questions* that require psychology students to accept their responsibility. For example: Describe the problems that the psychologist may face while working in the rehabilitation institution?

We note that all answers of psychology students must be marked by teachers, and the correct answers should be determined during the discussion.

3. Motivating psychology students to provide psychological rehabilitation services on ethical grounds. This should be facilitated by Case-study method, which is aimed at teaching students the skills and abilities to cope with atypical situations that may arise in the course of their future professional activities, as well as developing their ability to make independent decisions. For example, the teacher informs the students about application for family assistance consisting of two parents and two children – 5 and 9 years old, who are disabled from childhood. Psychology students must think about and characterize family problems that the psychologist can solve and present plans for working with this family. Next, the students unite in one group and jointly develop a brochure for the psychologist of the rehabilitation institution, which highlights the directions of the work with the specified category of clients.

Thus, we believe that the practical advice developed by us will significantly improve the level of readiness of future psychologists to work in rehabilitation institutions.

## 5. Conclusions

The success of psychologists in providing rehabilitation services to war victims depends entirely on their level of readiness to work with such people, as well as on their professional competence, motivation, humane attitude and empathy for people who, due to extraordinary life circumstances, need qualified psychological help and support. In view of this, it is important to prepare future psychologists to carry out psychological rehabilitation activity aimed at accelerating psychological adaptation and prevention of psychological complications for war victims. The results of the analysis of scientific works allowed us to distinguish the components of the readiness of future psychologists to provide rehabilitation services to war victims, namely: motivational, cognitive, operational and personal components.

The analysis of the data of the diagnostic study of the levels of development of the components of the readiness of future psychologists to provide rehabilitation services to

war victims allowed us to draw conclusions that, in addition to the personal component of readiness, all other components are developed at a sufficient level and this necessitates the development of measures, which will contribute to improving the training of future psychologists for psychological rehabilitation activities. We believe that during this training, future psychologists should develop not only stable knowledge of the essence, principles, methods of psychological rehabilitation of the individual, health restoration technologies, understanding of the individual characteristics of recipients of rehabilitation services, but also the skills and abilities to apply this knowledge in practice in the process of developing and adjusting psychological rehabilitation programs for different categories of people. We are sure that the high level of readiness of future psychologists to provide rehabilitation services to war victims will contribute to creating a sense of security and psychological comfort, activating their adaptation and rehabilitation potential, and forming the ability to independently solve their own problems.

The result of our research was practical advice (developed and substantiated by us) for teachers of higher education institutions on the development of the readiness of psychology students to work in rehabilitation institutions.

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