Early EMDR Interventions with Syrian Refugees in Turkey R-TEP and G-TEP

Asena Yurtsever, Emre Konuk,
Tuba Akyüz, Feryal Tükel, Zeynep Zat,
Ceren Acartürk, Mustafa Çetinkaya

EMDR Europe Conference, Edinburgh
29 June 2014

Outline

- Introduction to 3 step project
- The aim of the project
- The EMDR R-TEP study
- The EMDR G-TEP study
- What is G-TEP?
- Video
- The Project
- The Results
- Discussion

Syrian Refugees in Turkey

- 225.000 live in 18 camps in Turkey
- 850.000 live in cities
- 77% women – 23% men
- Good conditions at the camps
- Children attend schools

The Aim of the Project

- Training and supervision of local therapists
- **Early intervention**:

  Recent Traumatic Episode Protocol (R-TEP) and

  Group Traumatic Episode Protocol (G-TEP)

  - Reduce effects of trauma
  - Prevent or decrease PTSD/complications of trauma
  - Reach more refugees
- To see if EMDR R-TEP and G-TEP is effective

Instruments

- BDI (Beck Depression Inventory)
- IES-R (Impact of Events Scale-R)

R-TEP Pilot Study – I

SCALES	GROUPS	PRE	POST	FOLLOW-UP	p
BDI	EMDR Group (n=15)	22,69	10,15	-	.004**
	Waiting List (n=14)	20,64	20,79	-	
IES-R	EMDR Group (n=15)	64,80	22,87	18,93	.001***
	Waiting List (n=14)	56,93	54,21	-	

*p<.05 **p<.01 ***p<.001

R-TEP Study - II

SCALES	GROUPS	PRE	POST	FOLLOW-UP	F	p
BDI	Exp. Group (N:32)	29,66	11,97	13,09	Gr. 18,192	.000***
	Cont. Group (N:27)	29,77	26,00	25,89	Time 29,482	.000***
					Gr.*Time 11,91	.000***
Exp. Gr. Pre > Post, FU; Exp. Gr. Post < Cont. Gr. Post; Exp. Gr. FU < Cont. Gr. FU						
IES-R	Exp. Group (N:32)	59,06	26,75	27,50	Gr. 42,378	.000***
	Cont. Group (N:27)	63,30	59,11	62,26	Time 27,878	.000***
					Gr.*Time 19,997	.000***

*p<.05 **p<.01 ***p<.001

Exp. Gr. Pre > Post, FU; Cont. Gr. Post > Exp. Gr. Post; Cont. Gr. FU > Exp. Gr. FU

R-TEP Study - II

SCALES	GROUPS	PRE	POST	FOLLOW-UP
MINI	Exp. Group (N:32)	32 (PTSD) (100%)	10 (PTSD) (31,3%)	10 (PTSD) (31,3%)
	Cont. Group (N:27)	27 (PTSD) (100%) X^2=,000 p>.05	24 (PTSD) (88,9%) X^2= 19,92 p<.001***	26 (PTSD) (96,3%) X^2= 26,048 p<.001***

*p<.05 **p<.01 ***p<.001

EMDR G-TEP STUDY
with SYRIAN REFUGEES
February, 2014

Why EMDR G-TEP?

- When **large number of people require urgent treatment**
- **When Mental Health (MH) resources are limited** - especially for **Early EMDR Intervention** following large-scale traumatic incidents or disasters

What is EMDR G-TEP?

A simplified adaptation of EMDR R-TEP

- G-TEP is developed for groups of adults, older children & adolescents who have undergone recent traumatic experiences or life-changing events with on-going consequences
- Requires a simplified, structured, **"cook book" /worksheet toolkit** format, suitable for rapid absorption and effective utilisation with groups or individuals

The Advantages of G-TEP

- **Efficient brief intervention** that can alleviate distress
- Prevent post trauma complications
- Screen for those requiring individual attention
- A self explanatory package for group leaders to use with a single worksheet arranged spatially so as to communicate powerfully that:
  - **the event is in the past**
  - **that he/she is safe now in the present**
  - **that there is hope for the future**

Fig. A2

WORKSHEET

Name

Page 3 PAST RESOURCE CONNECTION

Name……

.

Page 7 PoD 3 ……..…[0……..10]

Set 3 [0…….10] ; Set 6 [0…….10]

Page 6 PoD 2 ……..…[0……..10]

Set 3 [0…….10] ; Set 6 [0……..10]

Page 5 PoD 1……..…[0……..10]

Set 3 [0…….10] ; Set 6 [0…….10]

Page 4 DESIRED FUTURE

*It happened & it's over. * I survived……..
*I'm safe (enough) now, here ……
*I can cope *I have strengths ……
*I can (learn to) choose how to respond. ……..
*I did what I could……
*Other……

EPISODE SUD…… [0……10]
EPISODE PC……..

Page 2 PAST ONSET EVENT [0……..10]

Heading……

DATE THEN……..

Page 1 PRESENT SAFETY

before [0……10] ***after*** [0……10]

SAFE PLACE: Name……

DATE TODAY……

29.06.2014

T R A U M A T I C E P I S O D E

Key to Overview of EMDR G-TEP 8 Step Procedural Sequence

PART 1 PREPARATION & SCREENING

1. Present Resource: 4 Elements & Safe Place Drawing/Words + **DATE TODAY**

PART 2 TRAUMA EPISODE PROCESSING

2. **Onset** of Trauma Episode + **DATE THEN**

3. **Past Resource Connection**: Drawing &/or Words

4. **Future Resource:** Select Positive Cognition (PC) + Desired Future Drawing &/or Words

5. **PoD Level Processing:** Scan Episode to identify Points of Disturbance (PoDs)

6. Episode Level Processing: Check Episode SUD; Installation of Episode Positive Cognition (PC)

7. Closure

8. Follow-up & Screening

Fig. A2

G-TEP Elan Shapiro 2013 ©

WORKSHEET

Name

Page 3 PAST RESOURCE CONNECTION

Name……

.

Page 7 PoD 3 ……[0……..10]



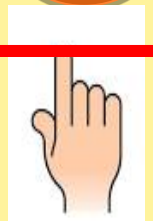
Set 3 [0…….10] ; Set 6 [0……10]

Page 6 PoD 2 ……[0……10]



Set 3 [0…….10] ; Set 6 [0……..10]

Page 5 PoD 1.. ……[0……..10]



Set 3 [0…….10] ; Set 6 [0…….10]

Page 4 DESIRED FUTURE

*It happened & it's over. * I survived……

*I'm safe (enough) now, here ……

*I can cope *I have strengths ……

*I can (learn to) choose how to respond. ……..

*I did what I could……

*Other……

EPISODE SUD…… [0……10]

EPISODE PC……..

Page 2 PAST ONSET EVENT [0……..10]

Heading……



DATE THEN……..

Page 1 PRESENT SAFETY

before [0……10] *after* [0……10]

SAFE PLACE Name……



DATE TODAY……

T R A U M A T I C E P I S O D E

The Project

Preparation for G-TEP

- Training by Elan Shapiro in 2013
- Working with a group of psychology students about their loss and grief issues
- Working with guardians traumatized after a prisoner's suicide
- Recording some of the sessions, reviewing and sharing the feedbacks
- Frequent communication with Elan Shapiro.

  Many Thanks to Elan!

The Project (cont.)

Organizing the Field:

Contact with local authorities for legal permissions

Field Coordinator: Finding clients, doing pre-tests, organizing the venue and the translators

The Project (cont.)

Adapting G-TEP for the Study:

1. Translation to Arabic
2. Reversing the **past** and **today** boxes on the sheet, regarding that Arabic sentences are read from right to left. Accordingly timeline is reversed too.
3. Standard manual for each group leader
4. A brief training to the translators

Applying EMDR G-TEP

- 4 therapists and 2 assistants and a back-up therapist for extra individual help
- 2 translators and 2 assistant translators
- Each group run by 2 therapists
- G-TEP session twice with each group – Total 6 groups
- De-brief with all translators at the end
- Post-tests by the same testors one week later
- Follow-up tests by the same testors one month later
- Unfortunately, no permission for working with control group with G-TEP after the follow-up tests

Instruments

- Measurements
  - Beck Depression Inventory (BDI)
  - Impact of Events Scale (IES-R)
  - Mini International Neuropsychiatric Interview (MINI)
  - Subjective Units of Disturbance (SUD)
  - Harvard Trauma Questionaire (HTQ) ?

Statistical Analysis

- In order to analyze the **SUD, BDI, MINI, HTQ** and **IES-R**, **2X3 two factor ANOVA** has been used.
- To analyze the significant differences in results, **repeated ANOVA** has been used for pre, post and follow-up tests in both experimental and control group separately.
- In order to analyze the total differences in pre and post tests, **Bonferroni Test** has been used.
- **Independent Samples T-test** has been used to analyze the differences in experimental and control group post and follow-up tests.

RESULTS

EMDR G-TEP STUDY

- BDI, MINI & IES-R is applied to Experimental Group (N=31) and Control Group (N=32)
- Before, after EMDR & follow up
- Experimental & Control Group , Pre-Post & Follow Up 2*3 Factorial Design Two Factor Repeat Anova for BDI, IES-R

SCALES	GROUPS	PRE	POST	FOLLOW-UP	F	p
BDI	Exp. Group (N=31)	30,45	25,10	21,00	Gr. 2,158	.046*
					Time 52,62	.000***
	Cont. Group (N=32)	30,16	26,34	24,87	Gr.*Time 3,72	.037*
Exp. Gr. Pre > Exp. Gr. Post, Exp. Gr. FU						
IES-R Total	Exp. Group (N=31)	62,65	48,65	50,39	Gr. 5,75	.02*
					Time 8,09	.000***
	Cont. Group (N=32)	61,94	59,41	60,28	Gr*Time 4,15	.018*

*p<.05 **p<.01 ***p<.001

Exp. Gr. Pre > Exp. Gr. Post, FU; Exp. Gr. Post, FU < Cont. Gr. Post, FU

IES Subscales
2x3 Repeat ANOVA

		PRE	POST	FOLLOW-UP	F	p
IES-R Avoidance	Exp. Group (N=31)	23,19	18,03	18,68	Gr. 4,59	.036*
					Time 6,24	.003**
	Contr. Group (N=32)	22,69	21,97	22,34	Gr.*Time 3,91	.022*
IES-R Hyperarousal	Exp. Group (N=31)	18,55	14,32	14,81	Gr. 1,315	.256
					Time 6,65	.002**
	Control Group (N=32)	17,19	16,81	16,41	Gr*Time 3,89	.023*
IES-R Intrusion	Exp. Group (N=31)	20,9	16,29	16,9	Gr. 8,407	.005**
					Time 5,544	.005***
	Control Group (N=32)	22,06	20,63	21,53	Gr.*Time 2.071	.131

Exp.Gr.Pre > Exp.Gr.Post,FU; Exp.Gr.Post,FU < Cont.Gr.Post, FU

Chi-Square Results for MINI

	PRE		POST		FOLLOW UP	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**
Exp. Group	27 87,1%	4 12,9%	15 48,4%	16 51,6%	16 51,6%	15 48,4%
Cont. Group	29 90,6%	3 9,4%	28 87,5%	4 12,5%	30 93,8%	2 6,3%
Chi-Square	,198 P>.05		11,11 p<.000		14,190 P<.001	
*p<.05 **p<.01 ***p<.001						

Results

- **MINI:** Percentage of people diagnosed with PTSD decreased from 87% to 51% in the experimental group, but it increased 90% to 93% in control group

- **BDI:** Significant decrease in depression symptoms in post measurement and decreased more in follow up measurement

- **IES-R:** Total score, Intrusion, Avoidance and Hyperarousal symptoms significantly decreased and the effect continued in follow up

Discussion

- The results show that EMDR G-TEP is effective on depression (BDI) and PTSD symptoms (MINI & IES-R)
- The follow up shows that the decreased level of trauma related symptoms are maintained.
  - **The scores remained at the same level in follow ups**
  - **BDI scores decreased even more after a month later**
- However, the control group PTSD

Discussion (cont.)

- Despite the fact that the on-going war conditions keep the refugees being re-traumatised, G-TEP had significant effect on trauma related symptoms.

Question: If the war had ended, would the results be different /better?

- This is the first research on G-TEP and war trauma /refugees. More research needs to be done to see the effectiveness of G-TEP.

Discussion (cont.)

- The format of protocol prevents the participants from triggering each other
- Sharing positive resources and cognition helps the group regulation, cohesion and creating hope
- Drawing and writing about traumatic memories supported the individual and group process (through feedback from participants & our clinical observation)

Discussion (cont.)

- **The G-TEP Worksheet:**
  - gives the sense of Safety (safe place, past resource, desired future-PC, timeline)
  - control structure, order, differentiation of past & present (move concretely between past danger to present safety)
- EMD strategy gives containment boundaries to current T-Episode

Difficulties

- Ongoing trauma
  - Getting retraumatizing news from family and relatives
  - Getting exposed to traumatic material

- Language barrier: Difficulty following Arabic writing and numbers
- Cultural factors:
  - Seperate groups for males and females
  - Difficulty in matching the same gender translators

Difficulties (cont.)

- **Translators:**
  - Translators were volunteered refugees, not professionals
  - They were also traumatised
  - Having limited control over the translation
- **Duration:**
  - Translation & helping the members required longer time than expected (between 4-7 hours)
- **Stability:**
  - Frequency & intensity of abreactions and dissociations
  - Triggered by numerous stimulations (e.g., air condition, loud noise, voices of children playing outside)
  - Difficulty in finding safe place and positive resource

VIDEO

Special Thanks to the Project Team

- **Area Coordinator:** Mustafa Çetinkaya

- **And Our Dearest Team**
  Canan Savran, Assoc. Prof.
  İlkem Coşkun, BA
  İnci Canoğulları, MA
  Güliz Altınbaşak, BA

Special Thanks to

Kilis Governor: Süleyman Tapsız
Deputy Governor & Elbeyli Accommodation Facilities Center: Vedat Yılmaz
Elbeyli Refugee Camp Assistant Manager: Şafak Aydın
Elbeyli Refugee Camp Psychological Support Unit: Orhan Us, Şura Kama