

Chapter 11

Role of Peer Support on Grief and Trauma Counseling During the Pandemic


Megha M. Nair

PES University, India

Adithi Priyadarshini Prabhu

PES University, India

Zidan Kachhi

 <https://orcid.org/0000-0002-8317-6356>

PES University, India

ABSTRACT

Peer support happens when people assist one another with information, skills, emotional support, social support, or practical assistance. It is important to understand what peer support is, how it can help an individual, and why it should be encouraged and practiced. The chapter focuses on peer support, especially online peer support that was provided during the covid era for those going through grief and trauma. The chapter's goal is to gather as much research and data regarding peer support for grief and trauma counseling during the COVID-19 pandemic. It aims to enlighten the importance of peer groups and the types of peer group support that exist. The chapter will enable future counselors to understand the isolation aspect of grief and trauma and provide guidance to individuals to get the necessary peer support.

DOI: 10.4018/979-8-3693-1375-6.ch011

GRIEF AND TRAUMA

Grief is often distinguished from bereavement and mourning. It is the anguish experienced after a significant loss, usually the death of a beloved person. (APA, 2018). Not every loss results in a deep sense of sorrow, and not every grieving process has a social appearance. Grief is often accompanied by physiological discomfort, separation anxiety, confusion, longing, obsessive past-focused thoughts, and fear of the future (APA, 2018). Irregular immune function, self-neglect, and suicidal ideation can make severe grief potentially fatal. Remorse for something done, regret for something lost, or anguish over an accident are some more ways to communicate grief. These are physical symptoms that affect the bereaved individual including poor eating, trouble sleeping, fatigue and low energy, physical discomfort, and weakened immunity. Sobbing fits, crying fits, or extreme bodily agitation are examples of more severe physical symptoms. A bad mood is the most common sign of grief (Zisook, Shear. et al, 2009). A wide range of emotions can be experienced, such as anxiety, depression, hopelessness, wrath, guilt, sadness, and loneliness. These feelings rarely happen at the same time and can manifest in related but separate stages. Grief can also cause a person's lifestyle to change; for instance, they may quit engaging in once-interesting activities, cease practicing self-care, or alter daily routines. Kubler Ross proposed a stage theory for grief, denying what has happened is a major effort made by the grieving individual during the initial stage of grieving, known as denial. They are purposefully unwilling to accept their loss in addition to not wanting to admit it. This then can lead to another phase, which is marked by intense feelings of resentment and contempt that materialize as fury and anger when the person is made to confront the loss after failing to stop it. When grief cannot be sufficiently eased by anger and the bereaved individual looks for ways to undo the loss in exchange for a sacrifice, usually with references to spirituality or religion, attempts at bargaining are made. If this doesn't work, the bereaved individual could become increasingly consumed with the death and experience remorse or hopelessness as they try to figure out how it could have been avoided. As a result of the person's internal battles with accepting their fate and loss, depression results. Fortunately, when the person stops trying to hide their feelings by bargaining, denial, etc., this seemingly hopeless period is followed, at least temporarily, by a true acceptance and letting go of the loss or at least, amnesty (Patrick Tyrrell; Seneca Harberger et al, 2023).

Trauma is the term used to describe an emotional response to a terrible event, such as an accident, rape, or natural disaster. Shock and denial are typical reactions to an event. Long-term impacts can include unstable emotions, memories, strained relationships, and even physical complaints like headaches or nausea (American Psychology Association, 2018). There are mainly three types of traumas and they are acute, chronic, and complex trauma. Acute trauma occurs when there is an effect

26 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/role-of-peer-support-on-grief-and-trauma-counseling-during-the-pandemic/351324

Related Content

Using Virtual Environments to Achieve Learner Outcomes in Interprofessional Healthcare Education

Michelle Aebersold and Dana Tschannen (2017). *Healthcare Ethics and Training: Concepts, Methodologies, Tools, and Applications* (pp. 335-357).

www.irma-international.org/chapter/using-virtual-environments-to-achieve-learner-outcomes-in-interprofessional-healthcare-education/180590

Transformative Curriculum Design

Colleen M. Halupa (2015). *Transformative Curriculum Design in Health Sciences Education* (pp. 40-102).

www.irma-international.org/chapter/transformative-curriculum-design/129424

Curriculum Development

(2016). *Optimizing Medicine Residency Training Programs* (pp. 45-102).

www.irma-international.org/chapter/curriculum-development/137506

LiveWell – Promoting Healthy Living and Wellbeing for Parkinson Patients through Social Network and ICT Training: Lessons Learnt and Best Practices

Maged N. Kamel Boulos, Emmanuel Ifeakor, Javier Escudero, Peng Zhao, Camille Carroll, Pedro Costa, Gerhard Doppler, Laura Carrasco Marín, Luiza Spiru, Kristin Helga Guðmundsdóttir and Marija Kosem (2017). *Health Literacy: Breakthroughs in Research and Practice* (pp. 430-445).

www.irma-international.org/chapter/livewell--promoting-healthy-living-and-wellbeing-for-parkinson-patients-through-social-network-and-ict-training/181206

Advising the High School Pre-Health Student: Filling the Gaps Between High School and College

Deana L. Golini, Seth L. Leibowitz and Victoria A. Shivy (2022). *Handbook of Research on Developing Competencies for Pre-Health Professional Students, Advisors, and Programs* (pp. 328-348).

www.irma-international.org/chapter/advising-the-high-school-pre-health-student/305105