

Chapter 2. EDUCATIONAL STRATEGIES, PROFESSIONAL DEVELOPMENT AND THE ROLE OF TECHNOLOGY IN ENSURING QUALITY OF LIFE

2.1. Theoretical and methodological aspects of studying the readiness of psychology students for the implementation of rehabilitation measures

The current stage of Ukrainian society's development is marked by profound socio-political transformations caused by the full-scale war, large-scale migration processes, an increasing number of civilians and military personnel who have experienced traumatic events, and a general deterioration in the population's mental health. These circumstances significantly broaden the scope of application of psychological knowledge, particularly in the domain of reconstructive and rehabilitation work. Psychological rehabilitation in contemporary Ukraine functions not only as a specialized type of professional activity, but also as an important social resource for restoring the human potential of the state. Accordingly, the problem of future psychologists' readiness to implement rehabilitation measures becomes fundamental both in scientific discourse and in the practice of professional education.

In psychological literature, rehabilitation is conceptualized as a complex of medical, psychological, educational, and social interventions aimed at restoring individual functioning and a person's capacity for social integration (Prorok, & Kisarchuk, 2020). In line with the Law of Ukraine "On Rehabilitation of Persons with Disabilities", rehabilitation is regarded as a holistic system that encompasses the restoration of impaired functions, adaptation to new life conditions, the development of compensatory capacities, and the formation of psychological resilience. Within this system, psychological rehabilitation assumes a leading role, as it ensures the restoration of emotional stability, the formation of adaptive coping

strategies, the reduction of stress reactions, and the re-establishment of subjective control over one's life. Studies by V. Horbunova (Horbunova, 2019), O. Voznesenska (2022), Z. Kisarchuk (2021), Ya. Omelchenko (2020) and other Ukrainian scholars emphasize that psychological rehabilitation is a key factor in overcoming post-traumatic stress disorder, anxiety disorders, emotional exhaustion, and social maladjustment.

Rehabilitation activity becomes particularly salient in work with military personnel, veterans, their families, and internally displaced persons who have been exposed to combat stress, losses, the destruction of social networks, and long-term uncertainty. In the research of H. Prib (Prib, 2019), it is underscored that psychological support and rehabilitation of service members require a comprehensive and multidisciplinary approach, including crisis intervention, stabilization-oriented therapy, psychoeducation, and long-term psychotherapeutic support. Given the growing scale of population-wide traumatization, the training of psychologists for the implementation of rehabilitation measures becomes a strategically important component of professional education.

In the scientific literature, the readiness of future psychologists for rehabilitation work is defined as an integral construct that combines motivational, cognitive, operational, emotional-regulatory, and reflective characteristics necessary for the effective provision of professional assistance. Psychological readiness is understood as a specialist's capacity to mobilize existing resources, regulate one's own emotional state, carry out professional activity under complex, unpredictable and crisis conditions, and at the same time provide supportive, corrective, and rehabilitative influence on the client. The works of Karamushka (Karamushka, 2019), Panok (2022), and Pov'yakel (Pov'yakel, 2020) emphasize that readiness for professional activity is a systemic formation grounded in value orientations, professional motivation, solid theoretical knowledge, practical skills, empathy, reflection, and emotional resilience.

The methodological basis for studying readiness is the competence-based approach, within which the rehabilitation activity of a psychologist is regarded as a system of professional competencies: diagnostic, counselling, psychocorrective, communicative, ethical, crisis-intervention, and prognostic. From the standpoint of the activity approach, readiness presupposes mastery of psychological rehabilitation technologies, including methods of crisis intervention, stabilization techniques, cognitive-behavioural tools, resource-oriented approaches, methods of working with traumatic memories, body-oriented therapy, and group-based rehabilitation work. The person-centred approach focuses on the development of emotional maturity, empathy, a humanistic orientation, and the ability to maintain reflection and self-regulation in challenging professional contexts.

A crucial aspect of readiness formation is the acquisition by future psychologists of knowledge about the specificity of psychological trauma. Contemporary research (Tytarenko, 2021; Romanchuk, 2022) highlights the necessity of preparing students to work with different types of traumatic experience: acute trauma, cumulative stress, loss-related trauma, combat trauma, secondary traumatization, and vicarious burnout. The ability of the future specialist to identify manifestations of trauma, assess the degree of threat to the client's mental state, and apply appropriate intervention methods is a key component of professional readiness. These conclusions are consonant with international trauma and resilience research that stresses the diversity of post-traumatic trajectories and the centrality of resources in adaptation (Bonanno, 2004; Hobfoll, 2012; Hobfoll, et al., 2015).

Within the structure of readiness, a central place is occupied by the motivational and value component, which determines the student's internal attitude towards rehabilitation work. Leading Ukrainian researchers show that humanistic motivation, the acceptance of social support as a value, tolerance toward clients with diverse psycho-emotional states, and willingness to work in complex social environments are crucial preconditions for successful professional development (Blikhar, et al., 2018).

A student who is aware of the societal significance of rehabilitation demonstrates greater psychological engagement, responsibility, and resilience in the face of professional difficulties.

The cognitive component of readiness comprises knowledge in the fields of trauma psychology, crisis psychology, rehabilitation psychology, clinical psychology, developmental psychology, and psychodiagnostics. Rudenok and Huliak (2021) note that insufficient theoretical knowledge often hinders the development of students' professional confidence and reduces the effectiveness of their interaction with clients. One of the core elements of cognitive competence is familiarity with the legal framework governing rehabilitation services, including the Laws of Ukraine "On Mental Health", "On Social Services", and "On Rehabilitation of Persons with Disabilities". Knowledge of these documents allows future psychologists to navigate institutional contexts, understand the scope of their professional responsibilities, and cooperate adequately with other specialists.

The emotional-regulatory component plays a leading role in rehabilitation practice, since working with trauma is associated with high emotional intensity, the need for empathic engagement, interaction with clients in crisis states, and the ability to sustain one's own psycho-emotional balance. Empirical data demonstrate that a high level of internal anxiety in future professionals significantly affects their readiness for practice, diminishes the effectiveness of assistance, and increases the risk of professional burnout. For this reason, the formation of emotional resilience, the development of self-regulation skills, and the study of stabilization and resource-activation techniques are indispensable elements of professional training. In this context, international findings on psychological resilience and resource conservation, which point to the centrality of resource gain processes for adaptive outcomes, are particularly instructive (Bonanno, 2004; Hobfoll, et al., 2015).

The operational-activity component encompasses the practical skills that psychologists require to implement rehabilitation measures: counselling

competencies, crisis-intervention skills, facilitation of group processes, psychoeducation, mediation, family support, and participation in multidisciplinary teams. As evidenced by the results of T. Komar's research (Komar, 2023), future psychologists frequently demonstrate insufficiently developed practical competences, especially in the domains of communication and counselling, which constrains their professional effectiveness. Consequently, training courses, practice-oriented workshops, clinical supervision, placement in rehabilitation institutions, and students' involvement in volunteer initiatives become important pathways for developing operational readiness.

Equally significant is the reflective-metacognitive component, which ensures the student's ability to analyse their own actions, recognize the boundaries of their professional competence, critically evaluate decisions, and plan further professional growth. Pov'yakel (Pov'iakel, 2020) stresses the role of self-reflection as a factor in forming a psychologist's professional identity and preventing emotional exhaustion. The capacity to reflect on one's own reactions to traumatic material, to identify early signs of secondary traumatization and vicarious trauma, and to seek supervision when necessary is an inherent feature of professional maturity in rehabilitation settings.

The analysis of international research further reinforces the importance of reflective and emotional competences in rehabilitation practice. For instance, J. Herman's work (2015) demonstrates that effective trauma work presupposes not only technical mastery of therapeutic methods but also deep awareness of the therapist's own emotional responses, the ability to prevent secondary traumatization, and the establishment of a stable therapeutic alliance that supports recovery processes. In this perspective, the training of future psychologists must foster not only instrumental skills but also a specific professional stance characterised by respect, non-judgment, and ethical sensitivity to trauma survivors.

From a methodological standpoint, it is critical to understand the place of rehabilitation psychology within the system of psychological sciences. Rehabilitation psychology integrates knowledge from medical psychology, social psychology, psychotherapy, neuropsychology, crisis psychology, and educational psychology. Its central objective is to provide professional assistance to individuals with various types of traumatic experience, chronic illness, disability, adaptation difficulties, stress- and anxiety-related conditions. In the core of the rehabilitation paradigm lies the client's personality, life trajectory, resources, and potential for recovery. This paradigm emphasizes the importance of context, social support, and the person's active role in the reconstruction of their life after trauma.

In the context of training future psychologists, it is necessary to design a comprehensive model of professional readiness that incorporates value-based, knowledge-based, and activity-based dimensions. Such a model should combine theoretical courses, training-based classes, interactive learning methods, supervised practical work, and person-centred experiential components. It is essential that students master contemporary methods of assessing post-traumatic functioning, techniques of stabilization-oriented therapy, methods of working with traumatic memories, and skills of supportive counselling. This also involves the development of cultural sensitivity and an understanding of how socio-cultural factors shape experiences of trauma, coping resources, and help-seeking behaviour, as emphasized in resource-oriented resilience models (Hobfoll, 2012).

Equally important is familiarising students with crisis-intervention protocols, such as Psychological First Aid (PFA), recommended by international organisations (WHO, 2011), and with standards of trauma-informed practice corresponding to contemporary approaches (CBT, EMDR, trauma-focused therapy, compassion-focused therapy). The formation of readiness for rehabilitation activity must also include the development of interdisciplinary collaboration skills, since rehabilitation processes necessarily involve the interaction of psychologists with medical staff,

social workers, educators, physical therapists, and legal professionals. The capacity to communicate within a multidisciplinary team, to coordinate interventions, and to jointly formulate rehabilitation goals is a critical marker of professional qualification.

Thus, the readiness of future psychologists to implement rehabilitation measures constitutes a multi-layered construct that encompasses professional motivation, a system of scientific knowledge, practical skills, emotional maturity, and the ability for self-regulation and reflection. The formation of such readiness should be prioritized within contemporary psychological education, since the quality of professional training directly affects the effectiveness of restoring the mental health of Ukraine's population in conditions of protracted war and social instability. The development and implementation of methodologically grounded programmes for preparing students for rehabilitation practice are crucial preconditions for ensuring accessible and high-quality psychological assistance to wide segments of the population who require recovery after traumatic experiences.

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