

Psychological Interventions to Support Military Person with Amputated Limbs in the Educational Environment

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case - student former military with traumatic amputation

Client Profile

- ◆ The client is a 30-year-old male and a military service member. He sustained multiple injuries and a concussion as a result of a mine blast, which also led to a below-the-knee amputation of his left leg.
- ◆ The client's wounds have not fully healed for over a year, and he remains hospitalized. He undergoes daily wound care procedures, which are physically painful. Additionally, he is living with a hepatitis C infection.

Medical and Psychological Background

The client is currently undergoing a reamputation procedure for further sculpting of the residual limb (cuksa).

The client reported several concerns, including:

- ◊ Poor sleep quality
- ◊ Phantom limb pain
- ◊ Pain from wounds in other parts of the body
- ◊ Symptoms of post-traumatic stress disorder (PTSD)

Organization of the interventions

The active phase of psychotherapeutic work lasted for five months and included:

- ◆ Providing psychological support and training the client in regulating psycho-emotional states.
- ◆ Addressing phantom limb pain using the “**Mirror**” exercise.
- ◆ Conducting psychotherapeutic sessions in an offline (in-person) format.

Methods and Techniques Used

- ◆ Psychological counseling to support coping strategies and emotional regulation.
- ◆ Work with **metaphorical associative cards** to explore emotions, experiences, and internal resources.
- ◆ Psychotherapeutic interventions using **emotional-imagery therapy** to process trauma and enhance adaptive coping.

Session Organization and Monitoring

- ◆ Psychotherapy sessions - **1.5 to 2 hours**.
- ◆ In addition to in-person sessions, **psychological support was provided by telephone** once or twice a week, according to the client's needs and preferences.
- ◆ Throughout the process, the client's **well-being, mood, and activity levels** were systematically monitored using a quantitative approach. The author employed a **10-point SNA scale** to track changes and guide interventions.

Results of the Work

- ◇ By the end of each session, the intensity of **phantom limb pain** had decreased by approximately **50–60%**. During subsequent visits, the client occasionally experienced a return of phantom pain; however, its **duration, intensity, and severity** gradually diminished with each session.
- ◇ At present, the client reports that **phantom pain is absent**, and **sleep patterns have normalized**.
- ◇ Additionally, the positive changes in the client's **psycho-emotional state** strengthened his personal resources, enabling him to **enroll in training for an additional professional specialty**.

Conclusions and Prospects of Psychological Support within the Educational Environment

- ◆ The work with this client demonstrates the **essential role of psychological support** in the rehabilitation of individuals with severe traumatic injuries and amputations.
- ◆ It is important to highlight that this work was conducted **within the framework of the educational environment at the European University**, with the **support of the Rector – Tymoshenko Olena**, which provided the necessary conditions, resources, and institutional backing for effective psychological intervention.

- ◆ The positive outcomes observed in this case underline the **potential of structured psychological support programs in educational settings**, particularly for individuals recovering from severe trauma. Prospects for further development include:
- ◆ Expanding psychological support programs for students with disabilities or complex medical conditions.
- ◆ Integrating psychotherapeutic techniques into rehabilitation curricula.
- ◆ Strengthening collaboration between academic institutions and clinical professionals to enhance recovery, resilience, and personal growth.
- ◆ This case exemplifies how **educational institutions can play a pivotal role in psychological rehabilitation**, supporting individuals not only in overcoming immediate challenges, but also in developing competencies for further personal and professional growth.