

First year project activity report: Matanel Care Perach Zahav –HibokHaim

Matanel Foundation and The Ruth Vrobel Foundation

Project description:

Matanel Care Perach Zahav –Hibok Haim's general mission is to help seniors with chronic diseases cope with their illness and loneliness by creating platforms of responses to make their needs accessible, relieve their loneliness, and convey knowledge. In this project we apply our vision through scholarships given to medical students, helping them to get to know the world of chronic diseases and its consequences (loneliness, pain, isolation for elderly patients and their families), thus improving their professional ability and investing at the new generation of doctors, nurses and therapists. The scholarships create a ripple effect of change among the students, the elderly, the patient's family members and the entire community.

The Iron Sword War has significantly increased the number of elderly individuals, Holocaust survivors, and chronically ill patients experiencing severe loneliness, uncertainty, un realized rights, anxiety, dealing with loss and trauma. The institutional systems are busy providing solutions to the acute crises of displaced communities and of families of the abductees, while dealing with internal social-financial turmoil. In response, we launched the "**Hibok Haim**" initiative just 4 days after October 7th, and it continues to this day. This project connects 50 healthcare students in the first year, 80 in the second and 100 in the third, working with a population of seniors with chronic diseases who are in their homes. These students are tasked with mapping various needs—medications, food, mobility, pain relief—while providing empathic listening and support. Each student undergoes thorough training and receives ongoing professional accompaniment and support, which will ensure their readiness later in their careers

Participants:

In the first year, **45** students from various universities across the country: Tel Aviv University, Beersheba University, Tel Hai College, Emek Izrael College.

The students came from the following faculties: Medicine, Nursing, Art Therapy, Social Work, etc.

These students took care of **57** beneficiaries.

The project took place in the following cities:

- South of the country: Ofakim, Beersheba,
- Central of the country: Givatayim,
- North of the country: Acre, Kiryat Shmona, Tel Hai,
- East of the country: Afula, Emek Izrael,

Attached is the list of students and beneficiaries who participated in the project:

	Elderly		Student
1	[REDACTED]	1	[REDACTED]
2	[REDACTED]	2	[REDACTED]
3	[REDACTED]	3	[REDACTED]
4	[REDACTED]	4	[REDACTED]
5	[REDACTED]	5	[REDACTED]
6+7	[REDACTED]	6	[REDACTED]
8	[REDACTED]	7	[REDACTED]
9	[REDACTED]	8	[REDACTED]
10	[REDACTED]	9	[REDACTED]
11	[REDACTED]	10	[REDACTED]
12	[REDACTED]	11	[REDACTED]
13	[REDACTED]	12	[REDACTED]
14	[REDACTED]	13	[REDACTED]
15	[REDACTED]	14	[REDACTED]
16	[REDACTED]	15	[REDACTED]
17	[REDACTED]	16	[REDACTED]
18	[REDACTED]	17	[REDACTED]
19	[REDACTED]	18	[REDACTED]
20	[REDACTED]	19	[REDACTED]
21+22	[REDACTED]	20	[REDACTED]
23	[REDACTED]	21	[REDACTED]
24+25	[REDACTED]	22	[REDACTED]
26+27	[REDACTED]	23	[REDACTED]

רח' העמל 2, ת.ד. 1063 עפולה. מיקוד 1811001

info@ruthf.org/ ruthf.org

Training and professional guidance:

The first stage included personal connection, matching, presenting the program and expectations, clarifying the boundaries of the activity and the time frame.

Later, the regular weekly meetings started, and both the student and the beneficiary began to create an ongoing relationship that included emotional and/or practical support, building trust, conversations about the past, interests, active listening, playing, reading, and going out together.

The student received guidance and supervision that dealt with the following topics:

1. Sensitive observation,
2. Paying attention to the environmental, physical or emotional situation in the beneficiary's home,
3. Empathetic listening and full presence,
4. Intimate and non-judgmental conversation,
5. Principles of making information accessible and exercising rights,
6. Dealing with complex emotional situations,
7. Maintaining safe boundaries in relationships,
8. Tools for sensitive observation in the home and social space,
9. Summary and a tailored ending to the relationship.

We also opened a WhatsApp group for ongoing support, had one-on-one periodic reflection conversations with the students and had a festive graduation ceremony to conclude the process.

Documentation and reflection

A weekly report was written in the EYEDO app regarding the course of the activity, the content of the conversation, responses, and personal insights.