



EXAMINING PSYCHOLOGICAL TRAUMA IN ADULTS AND CONTRASTING IT WITH TRAUMA IN SHAKESPEARE'S HAMLET CHARACTER, PRINCE HAMLET

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ABSTRACT. Psychological trauma affects many people and can have disastrous effects if not diagnosed and treated immediately. The aim of this study was to investigate three forms of acute, chronic, and complex psychological trauma using qualitative research techniques with twelve adult participants. Data were collected through interviews and questionnaires that allowed individuals to express their experiences. Based on research, unresolved trauma has a serious impact on people's actions and relationships. For example, an examination of Shakespeare's tragedy Hamlet provides a clear example of how trauma progresses from acute grief after loss to complex trauma caused by ongoing adverse events. This study came to the conclusion that recognizing and dealing with psychological trauma is vital for the well-being of the affected people and those around them and emphasizes the need to increase awareness and prompt intervention in mental health.

Keywords: Psychological aspect; Unpleasant experience; Adulthood; Trauma; Hamlet

INTRODUCTION

We frequently link trauma with its objective origin, like an army soldier losing his legs in a roadside bomb blast, yet the result of the trauma is always subjective (Straussner & Calnan, 2014). Trauma is an emotional reaction to an unpleasant happening, such as an accident or natural disaster (Trauma, 2023). Indeed, when there is no physical injury, everything that makes you feel helpless and insulated may cause trauma (Domestic Violence Support | National Domestic Violence Hotline, 2023). The more nervous and hopeless you feel, the more inclined you'll be to become traumatized (Robinson et al., 2023). Trauma can be divided into three types:

A single, unexpected, and distressing event can result in *acute trauma*, and the effects last for no longer than three months (Khiron Clinics, 2020). A car accident, a natural disaster, unexpected sadness like the death of a loved one, or a terrorist attack are a few examples (Bence, 2021). Repeated traumatic occurrences cause *chronic trauma*. It is long-term, with symptoms lasting at least three months (Mind & Body, 2022). Domestic violence, homelessness, medical disease and surgery, and war are all examples of chronic trauma. *Complex trauma* includes a variety of stressful events that combine to produce distinct trauma symptoms (Daniel, 2023). Some examples of complex trauma are being abandoned as a child, being tortured, kidnapped, sold into slavery, being imprisoned during a war, or

regularly seeing acts of violence (What Is Complex PTSD?, 2021).

Life is unpredictable. No matter what age or condition a person is in, something may happen in their life that causes trauma, for example, a life-threatening illness, a natural disaster, or a street crime ("What Is Psychological Trauma?" 2023). Now, if such an event happens to an adult who experienced trauma in childhood, this traumatic event can have a more severe negative effect on them. Anything that disturbs a child's sense of safety might cause childhood trauma. Trauma in childhood can have serious and long-lasting consequences (Walsh et al., 2018). When childhood trauma is not resolved, a sense of fear and powerlessness remain throughout adulthood, laying the groundwork for future trauma (Emotional and Psychological Trauma, 2006).

People may read a story superficially and not pay attention to the fact that maybe what they read exists in their own lives (even in a slightly different form) or will happen to them or those around them in the future. As previously stated, life is unpredictable. The reason for selecting the Hamlet play for this research study was that it is a very famous work in the world by the famous playwright William Shakespeare, so many people know it from all over the world; thus, depicting mental trauma and its negative effects on life is easier and more effective through this play. The main character of the play, Prince Hamlet of Denmark, goes through a number

of terrible things after his father passes away (Pratap, 2016).

Prince Hamlet's character displays both acute and chronic trauma due to a few factors: First, denial: Hamlet humiliates Ophelia and denies ever loving her (Hamlet's Corruption of Ophelia). He also denied loving his mother following her marriage to King Claudius (Giving up the Ghost: Hamlet, Revenge, and Denial). Secondly, his feelings of depression, despair, anxiety, sadness, anger, and agitation upon discovering that Claudius had murdered his father show his mental trauma. Third, he has trouble controlling his emotions; he cannot react to them. Fourth, the last one is difficulty concentrating and making decisions, and his thoughts of death and suicide. Each person may experience these things in their lives in different ways. In fact, the trauma in Prince Hamlet changes from *acute* to *complex* through the repetition of trauma from the beginning until the end of the story (Character Analysis of Hamlet: Psychological Disorders, 2012). At first, he only suffers from the grief of losing his father, whose name is King Hamlet, but his mother's marriage to Claudius, the new king of Denmark and Hamlet's uncle, only two months after his father's death, disturbs him greatly (post-traumatic stress disorder in Hamlet). In Act I, Hamlet says to himself:

"...O God! God! How weary, stale, flat, and unprofitable seem to me all the uses of this world! Fie on't! Ah fie! 'Tis an unweeded garden that grows to seed; things rank and gross in nature. Possess it merely. That it should come to this! But two months dead—nay, not so much, not two..."(Shakespeare 15).

'Kingship' is another subject that was left out and probably meant little to Hamlet. Prince Hamlet actually had the right to rule after his father passed away, but Queen Gertrude, his mother, usurped that right when she married Claudius, strengthening Claudius and weakening Hamlet (Graf, 2013). Perhaps the tragedy would never have happened, and, at the end of the story, nobody would have perished if Gertrude's prohibited relationship with her brother-in-law had not ever occurred (Sharmin, 2018). Then, Hamlet's mental state deteriorates as he thinks about seeking revenge on Claudius after seeing his father's ghost and learning that his uncle, Claudius, killed his father, whose name is King Hamlet (Edubirdie, 2023). In the end, his rage and hatred destroy everyone around him, as well as himself. He also turns into a heartless, vicious person who despises everyone (Themes of Hate and Revenge in "Hamlet"). In the end, he suffers another trauma with the loss of Ophelia and Queen Gertrude, and in his rage, he kills Claudius and Laertes

(Kubresli, 2014). Both Gertrude and Ophelia love Hamlet but are absent when he most needs them; as a result, his love for his mother is mingled with hatred, and he also humiliates his beloved Ophelia. Only the deaths of Ophelia and Gertrude put an end to Hamlet's hatred for both of them (Hamlet's Treatment of Ophelia and Gertrude).

Prince Hamlet's mental and psychological trauma impacts not only him and those responsible for his father's death, like King Claudius and Queen Gertrude, but also innocent individuals who were not at fault for his father's death, like Ophelia, Laertes, Polonius, and his friends Rosencrantz and Guildenstern (Al-Ghammaz, 2023; Nemirovsky, 2019). First, Hamlet sacrifices Guildenstern and Rosencrantz to save his own life in France. Second, he mistakenly kills Ophelia's father, Polonius. Third, he becomes so callous and engrossed in his revenge that he humiliates Ophelia and causes her to commit suicide; however, this incident causes another mental trauma for Hamlet. Fourth, Queen Gertrude dies when she accidentally drinks the poison prepared by Ophelia's brother, Laertes, and the new king, Claudius, to kill Prince Hamlet. The scene angers Hamlet so much that he kills Claudius with the same poison left over. Although he is successful in avenging his father's death by Claudius, at the end of the story, after losing all his loved ones, he himself also dies and even kills Laertes (Iraji & Roohbakhsh Far, 2023). The goal of this *grounded qualitative* study was to determine the effects of each type of psychological trauma on the real lives of adults (over 18 years old) and those around them, then check the accuracy of the findings obtained from this research by previous studies on trauma in the character of Prince Hamlet in Shakespeare's play, and finally to inform people about the negative effects of trauma and the importance of paying attention to its symptoms.

METHOD

Qualitative research is a general term for a variety of viewpoints on research methodologies and approaches that seek to understand how humans think, perceive, interpret, and shape their social environments (Sandelowski 2004). Because the qualitative method is descriptive, experiential, and individualistic, it incorporates a wide range of methodologies, including case study, discourse inquiry, grounded theory, ethnographic research, narrative study, and phenomenology. Researchers select the best technique based on their research topics and methodology (Newell-McLymont, 2021). A qualitative technique was the most appropriate choice because the goal of this study was to investigate the experiences and perspectives of people who experienced psychological trauma in

their own real lives. Making sure there is no bias on the part of the researchers is one technique to prove conformability. It is critical that the researcher interpret the data objectively. A thorough grasp of the questionnaire's substance and the participants' intentions was ensured by coding folders containing the questions. To improve reliability, the investigator provided a thorough account of the procedures used to gather data, create categories, and make choices during the investigation. By providing a detailed description of the research background, which was essential to the study, the qualitative researcher improved transferability and made it easier for other researchers to assess transferability.

Grounded theory studies are essentially a step toward conceptual thinking and theory construction instead of testing through observation of the theory. As a result, in these types of investigations, a qualitative research approach is applied (Khan, 2014). Research that employs the grounded theory approach focuses on theory creation and logical reasoning over empirical theory testing. Thus, a qualitative research approach is used in these kinds of studies (Charmaz & Thornberg, 2020). Finding new patterns in data is the essence of grounded theory. It involves developing hypotheses based on evidence (Walsh et al., 2015). Grounded theory is based on theoretical sampling, which involves finding individuals with diverse experiences of the issue to allow researchers to investigate many elements of the social procedures under investigation (Starks & Brown Trinidad, 2007).

Theoretical saturation is reached when the data fully reflects the entire range of constructs that make up the theory, and the researcher keeps adding people to the sample until that point (Starks and Brown Trinidad, 2007). A qualitative grounded theory study was carried out in order to discover insights to develop a theory on the effects of each type of psychological trauma on the real lives of adults (over 18 years old) and those around them, then check the accuracy of the findings obtained from this research by previous studies on trauma in the character of Prince Hamlet in Shakespeare's play, and finally to inform people about the negative effects of trauma and the importance of paying attention to its symptoms. The researcher in qualitative research collects participants' thoughts and feelings (Sutton & Austin, 2015). This is not easy because it often involves participants' personal experiences. The researcher must safeguard participants and their data during data collection, ensuring the accuracy and reliability of the research.

The researcher used qualitative data, as there was no need for numbers or statistics to achieve the goal of this study. However, according to Sandelowski (2001), statistics are required in qualitative research

to demonstrate project importance, document difficulties, describe samples, generate meaning from data, validate interpretations, and depict target occurrences. The researcher used secondary data to collect information about the types of mental trauma and their effects on the character of Prince Hamlet, and primary data to show the destructive effects of mental trauma on the real lives of the adults who experienced different forms of psychological trauma through their lives.

The researcher used the two methods of questionnaire and phone interview for this study, and she asked the research questions to the participants in one of these two ways based on their own preferences. And then she compared the participants' reactions to types of traumatic events with the literary character Hamlet in Shakespeare's Hamlet play and also with the studies done by former researchers about related subjects. Since questions about psychological trauma were a bit personal, the advantage of both the questionnaire and the phone call method was that because people were not face-to-face with the questioner while answering the questions, they could answer more easily and honestly without emotional pressure. Thus, the accuracy and validity of their answers increased. Questionnaires enabled readers to provide more sincere responses at the best time, along with sufficient attention. These questions were sent via email, which saved time and travel costs. On the other hand, due to busy work schedules, some participants did not have enough time to read the questionnaires, complete them, and then mail them back, so they preferred to answer the questions over the phone during a brief chat in their spare time.

The sample was selected by the convenience sampling method from a population of men and women who experienced different traumatic events. Children and those who were under 18 were not included in this population, as the research was to show the effects of traumatic events on adults over 18. Researchers believe that untreated childhood trauma may result in long-term effects on one's health. Such children are more likely to have stress-related health consequences as adults, such as obesity, diabetes, mental health problems, and addiction (Reilly, 2022). Children's brains are still developing; therefore, they experience trauma differently than adults do (Reversing the 3 Lifelong Consequences of Adverse Childhood Experiences, 2021). This implies that children's perceptions of trauma and their comprehension of it may differ greatly from those of adults (Trauma and Mental Health in Young People).

For this study, the researcher estimated that 10–12 people would participate. Twelve people participated in the end, as shown by saturation ^{table}

1.1. Twelve participants (over the age of eighteen) were asked to answer eight closed-ended questions with multiple-choice and dichotomous options table 2.1. The questions were classified according to the forms of trauma listed above; the first two questions were about acute trauma, the second two were related to chronic trauma, questions three to seven were concerning both types, and the last question focused on complex trauma. Questionnaires were sent via email to eight of the participants, and the others, based on their own preferences, were interviewed by phone. By the way, the questions were the same for both groups. After collecting participants' responses by phone or email, the researcher manually coded the questions into two groups. Then, the responses were analyzed based on their age, gender, occupation, and social position in society. The results were then compared with the findings from previous studies and relevant research.

Table 1.1: List of Participants and their Answers

	Gender	Age	Job	Q1	Q2
1	M	37	employed	B	B
2	M	28	employed	A	A
3	F	32	employed	A	A
4	M	52	retired	C	A
5	M	60	retired	A	A
6	F	48	retired	C	A
7	M	24	student	C	B
8	F	21	student	A	B
9	M	19	student	C	B
10	F	50	housewife	C	A
11	F	29	housewife	A	A
12	F	45	housewife	B	A

Table 2.1: Questions

<p>1. Which of the following events have you experienced? A) A car accident <input type="checkbox"/> B) A natural disaster <input type="checkbox"/> C) Loss of a loved one <input type="checkbox"/> D) A terrorist attack <input type="checkbox"/></p> <p>2. How long did it take you to mentally come to terms with this incident or accept it? A) Three months or less <input type="checkbox"/> B) More than three months <input type="checkbox"/></p> <p>3. Which of the following events have you experienced? A) A severe illness or surgery <input type="checkbox"/> B) Homelessness <input type="checkbox"/> C) Domestic violence <input type="checkbox"/> D) War <input type="checkbox"/></p>	<p>4. How long did it take for you to mentally come to terms with or accept this? A) Three months or less <input type="checkbox"/> B) More than three months <input type="checkbox"/></p> <p>5. How did these events affect your behavior with others? A) I tried to behave in such a way that my family would not notice my discomfort and not suffer emotional damage <input type="checkbox"/> B) I was upset, agitated, and angry, and I was in a bad mood with others <input type="checkbox"/></p>	<p>8. Imagine a situation in which some bad things happen to you; for example, you're fired, your check bounces, and then you get into a car accident. All these things cause mental and psychological trauma to you and even your family. What do you do if such things happen? A) I get help from a counselor to solve my mental problem <input type="checkbox"/> B) I try to calm myself temporarily by consulting with someone close to</p>
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<p>6. Did your discomfort cause a negative change in the behavior of family members? A) No <input type="checkbox"/> B) Yes <input type="checkbox"/></p> <p>7. How has this behavior affected your education or work (If you are a housewife, consider being a housewife as a job.) A) My personal problems had no effect on my work or education. <input type="checkbox"/> B) Unintentionally, they had negative effects on my work and education. <input type="checkbox"/></p>	<p>me <input type="checkbox"/> C) I calm down my anger by being aggressive and blaming others <input type="checkbox"/> D) In my opinion, there is no need for treatment, and I can get rid of all my problems by myself <input type="checkbox"/></p>
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Limitation and Delimitation. This study included two limitations and one delimitation. First of all, the difficulties that cause mental health disorders and trauma in individuals are personal, and it was challenging to find participants for this study who would be willing to provide truthful and accurate answers to the research questions. Second, if the questions that will be posed to participants are not well thought out, they may hurt them, bring up sad memories from their past, or even make them feel embarrassed. As a result, the researcher was limited in how many questions she could pose concerning the details of the respondents' mental health issues. The study's scope was limited by these two problems. The researcher refrained from conducting an in-person interview in order to lessen these issues because it disturbs respondents and makes them less honest in their responses since they have to meet the questioner directly. This also lowers the research's credibility. Conversely, the researcher used closed-ended questions to obtain just the data required for the study and avoided pressuring the participants to elaborate on their past mental health problems. Delimitations are limitations that a researcher imposes while selecting what information to include and what not to include in a study. They help in minimizing the investigation, making it easier as well as related to the main objective of the study (Scope and Delimitations in Research, 2022). The delimitation of this study was that only people over the age of 18 were eligible to participate in this research. The findings may not be applicable to children and people under the age of 18 since, as the research was to show the effects of traumatic events on adults over 18, and according to Zlotnick et al. (2008), trauma in childhood is different from trauma in adulthood.

RESULT AND DISCUSSION

Trauma might change a person's behavior, mental health, feelings, or physical state. Individuals react differently to traumatic events, depending on the circumstances, previous traumas, and their personalities (Joshi, 2023). The Hamlet play was selected for this research study because it is a famous work of literature by celebrated playwright William Shakespeare and is therefore well-known worldwide. As a result, it is easier and more effective to depict mental trauma and its negative impacts on individuals through this play. Prince Hamlet of Denmark, the play's protagonist, experiences a lot of horrible things following the death of his father (Pratap, 2016). This study and the ideas described below have some similarities.

First, *supernatural theory*: According to supernatural theory, mental illness can be caused by demons or evil spirits possessing a person, gods being angry, eclipses, planetary forces of gravitation, sin, and curses (Farreras). A snake bite killed Prince Hamlet's father. The snake, which according to the Bible is a symbol of Satan, represents Claudius' deed of killing his brother and marrying Queen Gertrude in order to gain King Hamlet's power. The satanic spirit in Hamlet's mind drives him insane, resulting in his death. Polonius, Ophelia, and Hamlet's friends Guildenstern and Rosencrantz all die as a result of his vengeance. The ghost of King Hamlet is important in the play because it motivates Hamlet to seek revenge (O'Connor, 2006).

Second, *somatogenic theory*: According to this theory, abnormal behavior has a physical reason. Most commonly, thinkers of this perspective assume that the abnormal behavior is caused by a physical abnormality of the brain rather than a purely psychological explanation (What Is the Somatogenic Perspective of Abnormal Psychology?). Mental diseases are disorders of the brain that affect feelings, thoughts, and actions. Because everyone has a brain, it is natural to have mental health problems at some point in life. Unlike other fundamental physical problems, mental illnesses are related to brain-based abnormalities (Creynolds, 2021). In Hamlet, a mental disorder is a physical disorder of the brain. Suicidal or self-harming thoughts; violent or aggressive conduct; hallucinations or delusions; difficulty concentrating; and abrupt changes in mood are all symptoms of mental health problems in Prince Hamlet (Cuncic, 2022).

Third, *the psychological or psychogenic perspective* asserts that mental disorders are primarily caused by emotional or psychological factors (Bridley & Daffin, 2022). In Hamlet, the play explores psychological themes such as insanity, depression, and suicide. Insanity is characterized by

abnormal mental or behavioral patterns, leading to madness and potentially harmful actions. Depression is evident in various events, with some characters hiding their feelings while others display it in difficult situations. Suicide is another example of psychological influence, as it stems from dissatisfaction with one's identity. Overall, Hamlet highlights the complex interplay between psychological issues and human behavior (Psychological Roles in the Tragedy of Hamlet, Prince of Denmark, by William Shakespeare).

Fourth, *the cognitive model in psychology*: According to this model in psychology, post-traumatic stress disorder develops when an individual experiences a traumatic incident in a way that makes them feel like there is a sudden, serious threat (Understanding CBT, 2023). When Hamlet saw his father's ghost, he was influenced by his father's words and thought of revenge. If Hamlet had ignored his words indifferently and paid no attention, he would not have thought of revenge at all, and the play would not have ended with the tragedy of the deaths of all the important characters. Each question was manually coded and examined for themes by the researcher. The study's two themes were '*internalization*' and '*externalization*'. Externalizing and internalizing are the two major groups of behavioral issues. Attacking others, anger, rebellion, and restlessness are examples of externalizing problem behavior, which primarily manifests in interactions with the social environment. Internalizing issue behavior is concentrated on the self, for instance, addiction, fear, despair, and other emotional difficulties (Nikstat& Riemann, 2020). The first and third questions were only to guide the respondents about the types of unfortunate events in order to answer the following questions accurately and were not included in these categories.

Theme 1: Internalization

This section listed answers that showed the person did not express their problem with anger and violence, so only symptoms such as anxiety and sadness were evident. The internalization concept was divided into three parts: first, chronic; second, acute and chronic; and third, complex.

Chronic: The fourth question was included in this category. When such events happen, they remain in the person's mind for a long time and affect their mood. In fact, even though the person has internalized and accepted the trauma, its effect on the person's mood is obvious. For example, a person who was abandoned by their parents in their childhood, affected even in adulthood, or a person who has been subjected to domestic violence for years cannot forget that incident in a short period of time. The people who selected the alternative 'less

than three months' in this test surely confused it with acute trauma. For example, a simple illness that occurs suddenly in a person and gets better within a few days causes acute trauma, but if the disease is severe or requires surgery, it causes chronic trauma in the person.

Acute and Chronic: Mood or affective problems, which include symptoms like anxiety, depression, apathy, and withdrawal, are internalizing disorders (Panuccio et al., 2022). Trauma was internalized and accepted in those who selected alternative 'A' in questions 5-7; as a result, the symptoms of trauma were less apparent in such people.

Complex: Almost in the life of every individual, a sequence of bad events has happened at least once that affected the person mentally, and if they were not treated for a long time, such events might cause complex trauma in the person. Question 8 was also to see people's reactions to such situations. People who attempted to solve problems by themselves and did not show their discomfort to others were people who had internalized complex trauma.

Theme 2: Externalization

This section listed answers that showed the person did express their problem with anger and violence, so the symptoms such as rebellion and aggression were evident. The externalization concept was divided into three parts: first, acute; second, acute and chronic; and third, complex.

Acute: The second question belonged to this group. This question was designed to find out whether respondents understood acute trauma correctly.

The findings showed that most people, perhaps unconsciously, observed it and responded that it takes less than three months to cope mentally with these experiences, and that because this acute trauma was short-term, it was not internalized in people. Four other individuals selected option 'B.' These four participants most likely confused acute trauma with other types of trauma. For example, if a car accident occurs, acute trauma will occur, and the individual will forget it within a few weeks. But if these events lead him to be admitted to the hospital and require surgery, or someone dies, a complex trauma will develop because, mentally, it takes at least months to cope with these events.

Acute and chronic: aggression, crimes, rebellion against authority, and behavioral disorders are examples of externalizing difficulties (Panuccio et al., 2022). Trauma in people who have selected alternative 'B' in questions 5-7 was external and not internalized, and people could express their discomfort, in which case the psychological damage caused to the person could have the greatest negative impact on those around them.

Complex: As it was said earlier, almost in the life of every individual, a sequence of bad events has happened at least once that affected the person mentally, and if they were not treated for a long time, such events might cause complex trauma in the person. Question 8 was also to see people's reactions to such situations. For people who have accepted that their problem should be solved by talking to a counselor or expressing their anger to others, complex trauma has not been internalized in them.

In addition to what has already been stated, based on the results of this study and according to Padhi (2022), working people are more traumatized than other people due to the problems that may occur at work, on the way, and in dealing with people. On the other hand, according to Zeanah and Sonuga-Barke (2016), the younger the person, the more vulnerable they are to bitter events, and the depth of this damage is greater; moreover, most likely, it will not disappear for years. Various things influence our perception of events; that is, they make us show a different way of thinking and even react to a series of incidents. For example, a person fails with the smallest happening while another resists; this can be explained by internal and external factors (Kirsch, 2021). Internal influences, which come from within and can be either positive or negative depending on how you feel and think, help you make decisions. External influences that impact decision-making include personal responsibilities, social stereotypes, and expectations from family members (Martinez & Shaker, 2021).

CONCLUSION

The word "trauma" comes from the Greek word "injury, harm, or failure," and in psychology, it refers to a painful experience that results in intense stress (Carter et al., 2020). Trauma may impact a person's decisions, behavioral patterns, emotions, or even their physical condition. Depending on the circumstances, the person's identity and background, and the event itself, everyone reacts to traumatic situations differently (Joshi, 2023). In the play Hamlet, it is just the same. The characters experience the same catastrophe, but they all react differently psychologically to it. For instance, the fathers of two characters—Prince Hamlet and Ophelia—are murdered by people who hold significance in their lives: Claudius, Prince Hamlet's uncle, kills Prince Hamlet's father, while Prince Hamlet, Ophelia's beloved, kills her father. Then, Hamlet is determined to seek revenge on his father at any cost, while Ophelia acts cowardly and makes the easy choice by killing herself. The objective here is to demonstrate that both have the same situation with different reactions, even though Hamlet's behavior was not morally right. Trauma is generally categorized into

three types: acute, chronic, and complex. As was previously said, Hamlet's trauma got worse from acute to complex. The grief of losing his father at the first scene of the play gave way to a gradual trauma in Prince Hamlet's character as a result of things like his mother's marriage to his uncle, learning that his father was murdered by his uncle, the deaths of his childhood friends Guildenstern and Rosencrantz, killing Polonius, Ophelia's death by suicide, and finally the death of her mother, which turned into a complex trauma.

Based on the different kinds of trauma, research questions for this qualitative study were proposed. The first question sought to show some events that cause acute trauma in people, and because the time to cope with acute trauma is limited, the answers to the second question revealed that four of the participants did not have a correct understanding of acute trauma, and it had been confused with other types of trauma. The third question sought to show some incidents that result in chronic trauma. Chronic trauma has a long-term influence on people, and the responses to the fourth question revealed that two of the participants were unaware of chronic trauma and confused it with acute trauma. The answers to questions 5–7 revealed that the majority of participants who selected option 'B' had not internalized the trauma, and as a result, they were able to express their emotional pain through aggression, anger, disobedience, protest, and so on. The final question began with an example of a series of events that could result in complex trauma, in order to see people's reactions to these occurrences. Complex trauma has not been internalized in those who have come to terms with the idea that talking to a counselor or talking to others is the best way to manage their problems. Individuals who had internalized complex trauma were those who tried to solve difficulties on their own and failed to express how uncomfortable they were.

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