

# TRAFFIR

## Trauma Awareness For First Responders

Project Reference 2019-1-UK01-KA202-061447

### IO 2

## Training Protocols, Materials and Guidelines



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## I. Introduction to the Guideline

This Guideline is carried out within the TRAFFIR Project (Trauma Awareness For First Responders, Erasmus+ KA2 Project, Number: 2019-1-UK01-KA202-061447) which brings participants from five European countries (UK, Poland, Romania, Spain and Bulgaria).

The guideline is based on the data collected in the IO1 and the IO1. COMPARATIVE ANALYSIS REPORT regarding the approaches and protocols required when delivering the TRAFFIR toolkit to the project target groups and also in preparation for the experimentation (C1 event). The IO1 report were made by Bucovina Institute based on the research which contributes at identifying different aspects of the issues at stake in order *to have a clearer picture of what is needed by the teaching teams in order to work efficiently with emergency first responders and those who may become first responders due to their position in the school, the local community or as educators in colleges/higher education.*

- ✚ **Aim of the guideline:** is to guide the partners in providing and implementing an effective and successful staff training. Also, the guideline is to give a clear methodological frame to the partners on the structure and the content of the C1 Short term staff joint training event. It will take into account communication between stakeholders, coordination of actions, improvements if needed, feedback and assessment of the experimentation.
- ✚ **Objectives of the guideline:** The general objective of the present Guideline is to provide common understanding among the TRAFFIR project partners about the layout and the process of development of the C1 Short term staff training event.
- ✚ **Target groups: Due to the Stakeholder analysis, done by Kilcooley women centre, here are the Stakeholders categorized in groups:<sup>1</sup>**
  - **Direct target groups**, who will be directly benefited from the development of the learning materials and the C1 short term staff training event - Management, programme staff, partners, first respondents from stakeholder organizations, funding agencies, coalition members. Persons in a position to make decisions about the programme, such as partners, funding agencies, coalition members, and the general public or taxpayers and are key influencers

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<sup>1</sup> Stakeholder Analysis for TRAFFIR Trauma Awareness For First Responders , done by Kilcooley womens centre  
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- **Indirect target groups**, who will be indirectly supported - Patients or clients, advocacy groups, community members, elected officials;

This guideline is easily transferable to any other type of implementation with this target groups.

## II. Coordination of action C1 short term staff training event

### 1. C1 short term staff training event

C1 will inform IO2 and IO3 to provide teachers and trainers with common tools allowing them:

- to have a common level of understanding of all four Intellectual Outputs across the partnership
- to have all partner trainers on the same level in terms of knowledge, skills and competences in implementing the TRAFFIR training toolkit
- to have an understanding of what potential TRAFFIR trainees may face in their role of first responder

#### 1.1. Based on the IO1. COMPARATIVE ANALYSIS REPORT we need to take into consideration when we prepare our materials for the trainings: <sup>2</sup>

- the majority of the respondents mentioned the mandatory First Aid Training. They did not attend any special or additional trainings.
- The greatest two challenges that our respondents refer when approaching their work as first respondents are:
  - Facing traumatic events and working in stressful situations;
  - Dealing with emotions and feelings and leaving the experience behind at work.
- The most important aspects that our respondents considered that should be included in our training program are:
  - Practical parts (theory put into practice – role-play, simulations and interactions where appropriate) and real examples, real cases (people who had similar experiences and who had overcome their own personal challenge);
  - Techniques for dealing with emotions in order to manage strong overwhelming emotions, for dealing with stress during and after interventions in order to reach self-control;

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<sup>2</sup> IO1. COMPARATIVE ANALYSIS REPORT, Made by Bucovina Institute  
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- Necessary procedures for managing the mental health problem in the workplace, including a better understanding of PTSD.
- Regarding the preferred method of the training, the majority preferred face to face training (UK, Spain, Poland), while two of them want a mixed approach (Romania, Bulgaria).
- The training will bring benefits to the first responders that participated in our research by bringing a better understanding and improving their role, their work with the people in need, being more prepared to deal with the emergency situations, by raising their knowledge and qualification and last but not least, by gaining a better control of their emotions.

All the training material made and collected from all the partners will be pilot in the C1 in order to assess the effectiveness of them and make adjustments based on feedback gathered. Partners need to develop and employ self-test items for each learning unit so that learners can evaluate their understanding and development of key skills.

### 1.2. General Format of the C1 short term staff training event

Each partner will send 4 staff members who will experiment with the tools during the 5 day training event C1 (Month 16).

### 1.3. Aim of the C1 short term staff training event is for all participants to:

- Be familiar with the essential concepts and principles that underpin Trauma Intervention
- Understand the Mitchell Model of critical incident stress management and debriefing
- Understand the GIBBS Reflective Cycle
- Understand the unique factors that influence the nature, intensity and duration of post incident stress: Control; Exposure; Scale & Scope; Active Incident; Recurrence
- Understand and be able to replicate the 5 Day Training Event upon their return home

### 1.4. Objectives of the C1 short term staff training event

- Become active stakeholders in the development of the TRAFFIR training package and support materials.
- Complete and evaluate the TRAFFIR training package.
- Recruit six local TRAFFIR trainees and facilitate their learning.

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- To work with local stakeholders to promote the TRAFFIR toolkit.

**1.5. Participant profiles of the C1 short term staff training event:**

- BUCOVINA, IRIS, DOMSpain, NIKANOR: participants will be an independent users of English; have training qualification level 3 and above; have prior experience of delivering training.
- PADM, KWC: participants will have training qualification level 3 and above and have prior experience of delivering training; independent users of English (assumed).

**1.6. Structure of the C1 short term staff training event**

The Short term staff training event needs to be innovative with the combination of training materials and teaching methods which could be included. For example video lessons, animated videos, handouts and self-assessment tests and the opportunity which it provides for learners to take the lessons in time and place suitable for them. When developing the event, the partners should take the user-centric and user-oriented approach, so as to ensure that the training materials are easily understandable, practically oriented and beneficial to learners.

<b>Day 1</b>	<p><b>Morning (DOMSpain):</b> Impact awareness of natural disasters and emergency response – seven phases &amp; Critical Incident Stress Management &amp; Gibbs Reflective Cycle – 7 phases (Mitchell Model) - interactive workshop using Open Space Technology (OST).</p> <p><b>Afternoon (KWC):</b> Psychological First Aid; CPR and emergency first aid</p>
<b>Day 2</b>	<p><b>B:EACH (Devon Mind):</b> how people can learn to self regulate so that they can function more effectively mentally, emotionally and physically (regulation of the brain: neuroscience; physical - self regulation thermometer; mindfulness)</p>
<b>Day 3</b>	<p><b>Depression &amp; PTSD (Bucovina- Roxana Marginean)</b> – recognition of symptoms and how to help/signpost to appropriate care (Roxana Marginean)</p>
<b>Day 4</b>	<p><b>Blue Light Trauma Awareness (Devon Mind)</b></p>
<b>Day 5</b>	<p><b>Morning (NIKANOR): Disaster management</b></p>

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## Afternoon (IRIS): Communication and Stress

The approach of this training programme is unique and currently unavailable in the EU as we are taking advanced trauma interventions and methodologies to create a complete systems approach to trauma and stress management and intervention. Regarding professionals, the two modules will give them sufficient basic knowledge to act as coaches and mentors and transfer their experience to newcomers in tourism.

### 1.7. Structure of the C1 short term staff training event

A. **Theoretical part** - The set should contain a list of suitable materials on the module topic – 3 to 5 articles or audio or video records. Each material will be uploaded as a link to the resource, without translation to partner languages. It is recommended for partners to try to identify materials which are in English, or at least have subtitles in English, so as to be easily accessible for learners from different countries and backgrounds.

B. **Practical part** – *some ideas are mention in p. IV Training techniques and methods implemented in C1 in this guideline.*

Today's experts must continuously reconstruct their expertise and be able to apply their theoretical knowledge in actual work. The development of expertise is a long process, during which theoretical, practical and metacognitive elements of expert knowledge are integrated into a coherent whole. Practical knowledge can also give a deeper understanding of a certain technique, via the act of doing and through personal experience.

The balance between the theoretical and practical part is very important. Most of the theories said that it should be 60:40 % for the practical ones. But keep in mind that all depend on the training topic. In our project our proposal is to keep this balance.

C. **Self – assessment test**

The test should include a mixture of 5 to 10 closed questions (multiple choice, gap filling, true/false statements) on the topic of the module for which each partner is involved and serve as a threshold for awarding Certificates.

➤ **General Requirements to the self-assessment tests:**

- Each module of the training event should contain **one self-assessment test**, covering the content and materials from the respective module;
- The questions/statements in the self-assessment test should be **directly linked** with the theoretical information included in the sets of handouts on the topics of the module;

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- The self-assessment test should include a **mixture of 5 to 10 closed questions (multiple choice, gap filling, true/false statements)** on the topic of the module;
  - The test should serve as a threshold for awarding Certificates;
  - Partners have **to mark the correct answer for each statement/question from the test.**
- **When preparing the self-assessment test, partners should:**
- Provide a **guidance to learners what is required from them** in order to answer the question/statement, for example: “Mark if the statement is true or false” (for true/false statements), “Mark all that apply” (for multiple choice questions), “Mark the right statement/answer” (for multiple choice questions), “Choose the correct word/phrase” (for gap filling statements) or similar, depending on the particular case;
  - For **gap filling statements**, should provide possible words/phrases, from which learners to select the correct one. This will avoid the need learners to type their answer and will make processing the test easier. When providing alternatives, be careful not to mislead learners and to confuse them with very close possible options, from which to be difficult to choose the right one; or to provide too irrelevant possible answers which will make the choice too obvious and easy;
  - For **multiple choice questions/statements**, provide maximum 4 alternatives, from which learners to choose the right one/s;
  - **Be careful with negative statements**, as sometimes they might be confusing for learners;
  - **Try to avoid too complicated phrasing** of the statements/questions, which could be difficult to be comprehended (and translated).

### III. Feedback and assessment of the experimentation

#### Developing learning outcomes and modes of assessment

In vocational training it is important to seek a causal relationship between educational input (as in the teaching methods) and outputs (as in the short and long term impact of training). This means your learning outcomes must clearly identify what a trainee should be able to do at the end of each unit of learning or the programme and these

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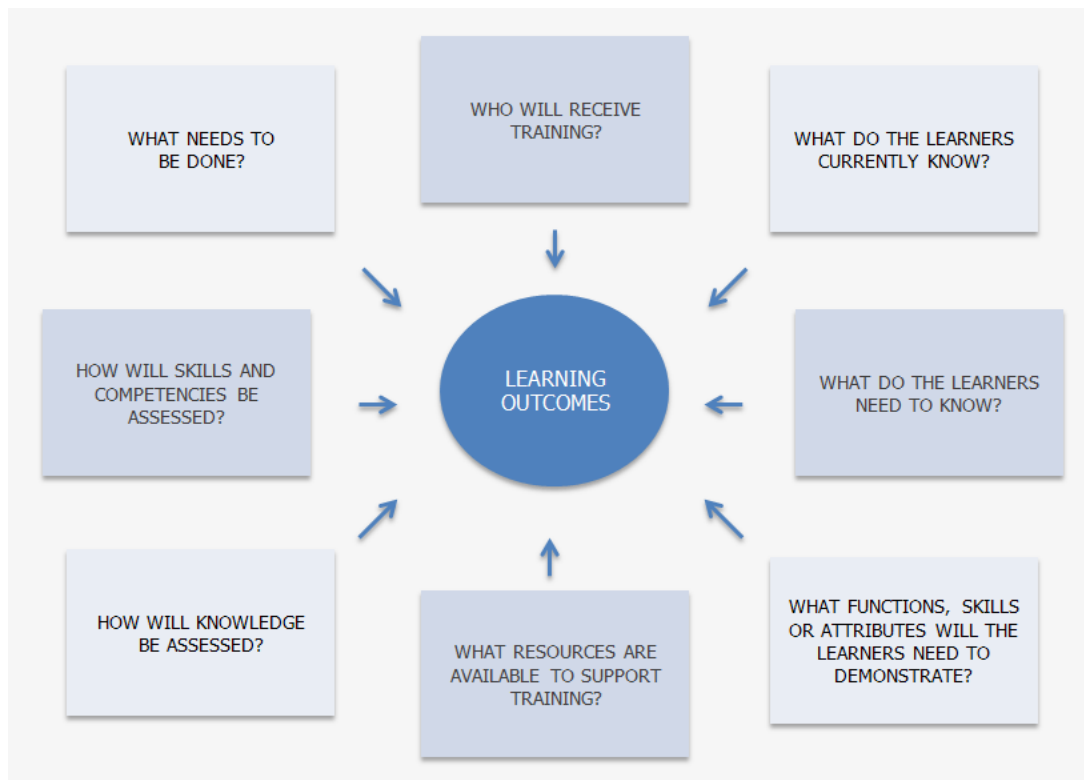
should be clearly linked to the methods of assessment in order to demonstrate that the required learning has taken place.

In European vocational training frameworks learning outcomes are broadly defined as a statement of what a learner knows, understands and is able to do on completion of a learning process. This embraces knowledge, skills and competencies (source: cedefop: [European Centre for the Development of Vocational Training](#)).

Many authorities stress the importance of distinguishing between knowledge - as in what the student learner knows and competencies - as in what the learner can do. Competencies include the application of discrete cognitive, social and practical, problem-solving skills as well as the ability to perform task functions effectively with a given standard or level.

It follows that being able to differentiate and assess what the learner knows from what he or she can do is important. For example, a student might know the theory of behaviour change, but be unable translate that knowledge into effective practice - the result being that the training would have little impact on the target population.

There is no wrong or right way to develop learning outcomes and concordant methods of assessment to test knowledge and skills. However, you may find the following framework and questions useful in shaping your ideas.



Building on this framework you may wish to consider the following questions:

**A. What needs to be done?**

- What key issues are we addressing?
- What do we intend to do through training?
- What will change look like and how will it be assessed?

**B. Who will receive training?**

- What is their current level of knowledge and understanding?
- What is their capacity to learn?
- Are there things that the trainees will need to unlearn?
- What specific skills or strategies do they need?
- Do they need to better understand the context in which the problem/issue exists?
- What are the most essential things they need to know or be able to do?
- Do they need a strong rationale to buy into the issue?
- What is their current level of skills and understanding?
- Are there any pre-requisites for training?
- How important is their level of confidence for this new learning?

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- What level of technological readiness will students need?
- Are there specific learning needs or accessibility issues that need to be considered?

### C. What will the learner need to know?

- What forms of knowledge and learning will be required to address need and make an impact?
- Will theories, concepts or models be based on the best-available knowledge in the field?
- Are there any essential pre-requisites for learning?
- What level of learning is expected and what descriptors (i.e. describe, evaluate, synthesise) will ultimately be used to test the learner's knowledge?

### D. What will the learner need to do?

- What specific skills or competencies (e.g. cognitive, social, behavioural) will be required to address need and make an impact?
- How will you identify these skills or competencies and will they be drawn from best-available evidence or contemporary vocational training frameworks?
- The [European Reference Framework of Competencies for Lifelong Learning](#) for example, promotes good practice and mobility using criteria such as:
  - **Digital competence:** the ability to collect and process information.
  - **Social and Civil Competence:** ability to communicate constructively across a range of environments, show tolerance, negotiate, develop confidence, empathy, distinguish between personal and professional spheres.
  - **Sense of initiative and entrepreneurship:** initiative and ability to turn ideas into action, includes creativity, innovation, risk-taking, ability to plan and manage projects.
  - **Learning to learn:** developing persistence, organising time, activities and information alone and in groups.

### E. How will learning be assessed?

- What are the most important things that learners will need to know and do when they finish?
- How will you know if the required knowledge, skills or competencies have been acquired?
- How will knowledge, skills and competencies be assessed?
- Have knowledge, skills and competencies been separated out for testing?
- Will the testing methods be valid and reliable?
- If training is based on a particular model how are the methods of evaluation prescribed?

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## F. Where and how will learning be assessed?

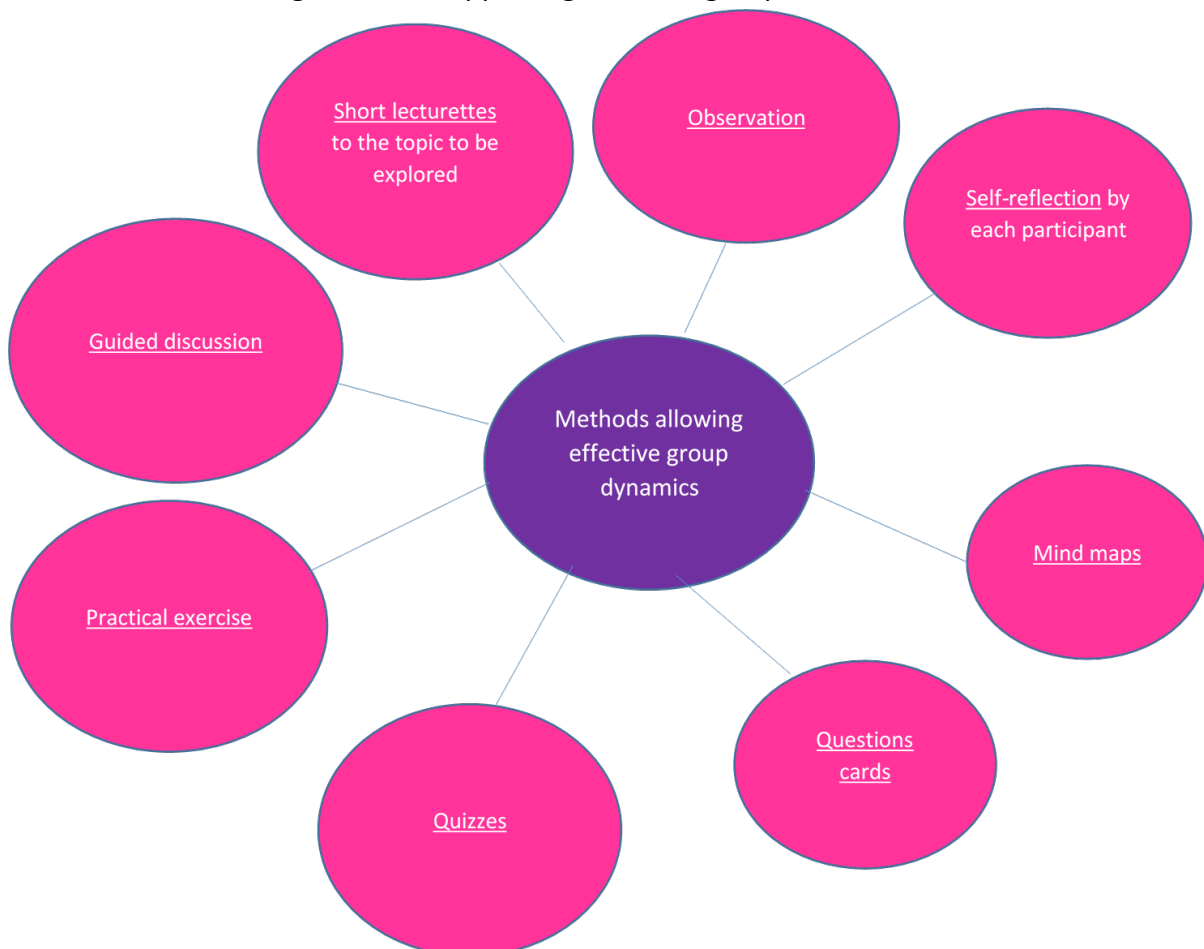
- Will learning take place primarily in the classroom, work environment or on-line?
- What types of learning experiences will be required to facilitate learning?
- What resources are available to support assessment in the field and are there identified gaps?
- Will assessment be varied to take account of individual differences in learning styles and learners with special needs?

## IV. Techniques and Methods implemented in C1 short term joint staff training event

1. Relevant techniques and methods from non-formal and informal adult education to be used (group dynamics, coaching techniques, reflection and self-reflection of learners)

Effective adult education requires **active involvement** of learners and **encouragement of mutual sharing and exchange** of information, experience and thoughts.

 Training methods supporting effective group interaction, which could be use:



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✚ Training techniques provoking individual sharing and learning, which could be use:

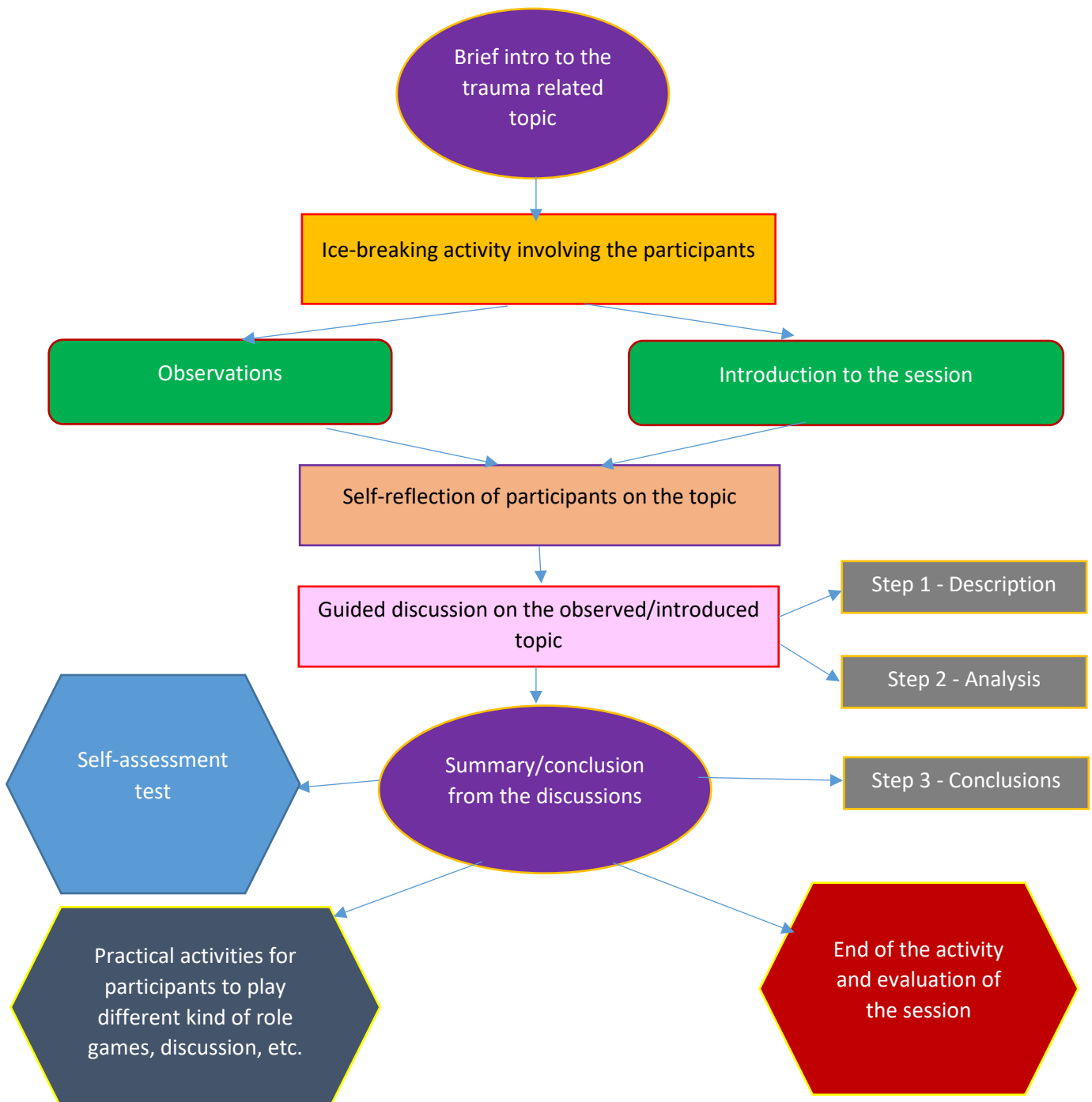


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2. The charts allow teachers and trainers to combine different activities and methods from non-formal adult education, depending on the topics and subtopics, duration and learning environment.

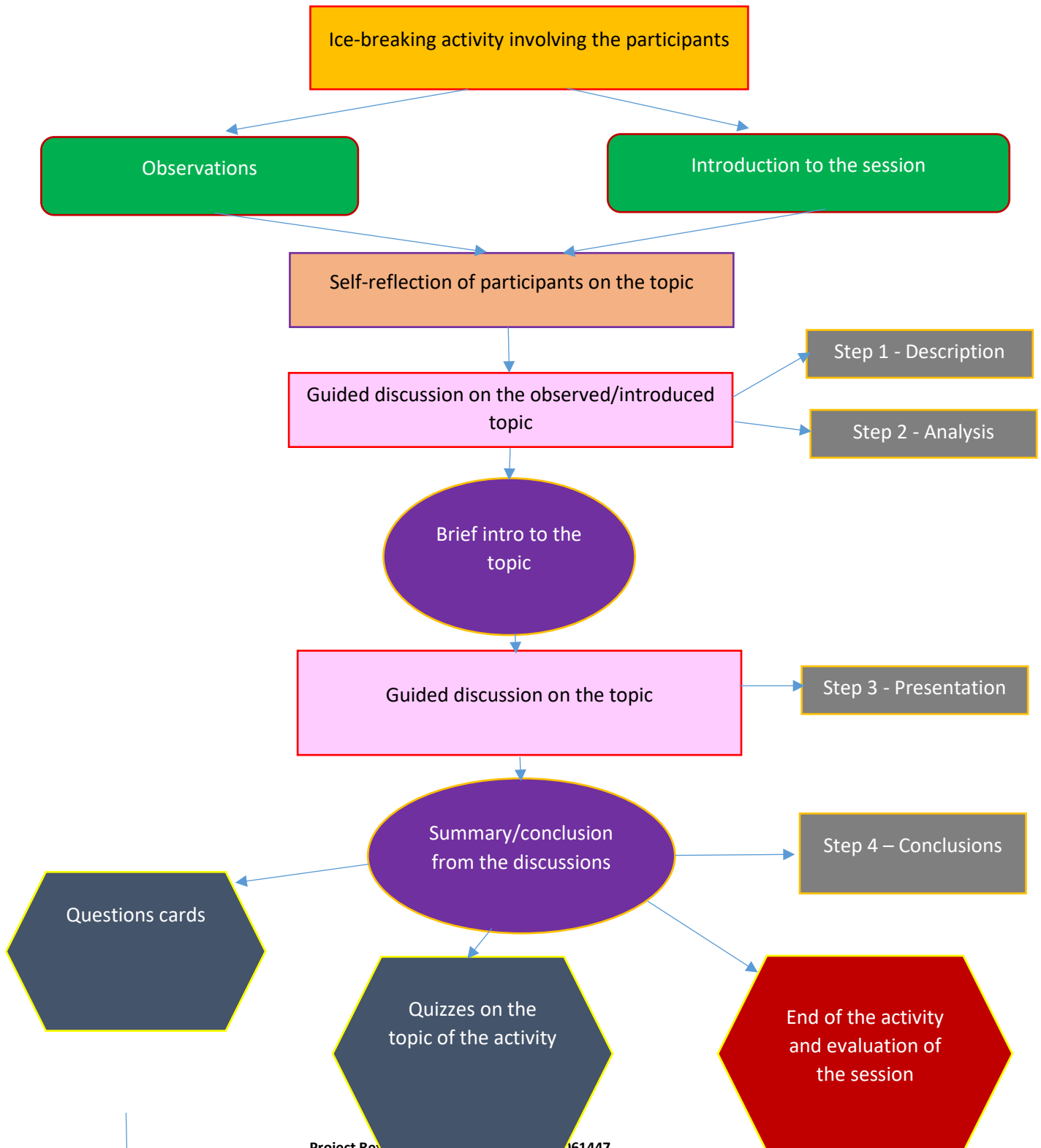
### Example Chart 1



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### Example Chart 2



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## V. Template – proposal

### 1. Template of a session plan

## SESSION PLANNING TEMPLATE – For each individual session in Training Programme

<b>Training Programme Title</b>	
<b>Session Title</b>	
<b>Session Number (e.g. 4 of 5)</b>	
<b>Length of Session</b>	
<b>Aim of Session</b>	
<b>Learning Outcomes</b>	
<b>Competences Gained</b>	
<b>Resources Needed (please list)</b>	

Timing	Topic	Trainer Activities	Learner Activities	Learning Resources	Assessment/Evaluation

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## VI. Division of work and process of development of the C1 Short term staff training activity

### a. Preliminary stage:

Based on the feedback of the partners on this Guidelines, Nikanor will make the final version till the Middle of July 2020. Expected results are to have better and common understanding about the:

- Target groups
- Ways of producing the training
- Content of each module
- Learning materials
- Expected results

All partners are involved in the process;

### b. Implementation stage - Creation of the modules:

All project partners will be fully involved in this activity, depending on their field of expertise and background.

1. Preparation of the learning materials (in English) – all partners are involved, depending on their module;
2. Preparation of the practical part (in English) – all partners are involved, depending on their module;
3. Preparation of the self-assessment test (in English) - all partners will be involved, depending on their module;

### c. Post-production stage:

1. Uploading the English versions of the modules - all partners are responsible, depending on their module;
2. Test the modules - all partners are responsible