carepath

Empowering public authorities and professionals towards trauma-informed leaving care support

TRAINER'S MANUAL

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Introduction and purpose of the document

This manual has been developed as part of the CAREPATH Project "Empowering public authorities and professionals towards trauma-informed leaving care support". It has been devised and written as a tool and resource developed under this initiative. This manual is intended to provide a theoretical and practical framework to the trainers that will be involved on the project.

Guidelines are fluid and organic, and free to be changed however necessary. They are open to modifications and additions by the facilitator in response to developments, challenges, questions and participant needs which emerge from within the organic learning environment.

As a delivery guide, the most important factors are that the facilitator is comfortable with the resources and delivery methods, and that the information is context-relevant. This respects the trans-national and interdisciplinary nature of the partnership involved in the design and implementation of this important programme.

Within the manual you will encounter a breadth of resources developed across the various transnational sites. The range of materials developed also reflects the trans-national and interdisciplinary nature of the project. The range of resources includes: PowerPoint presentations, videos, films, YouTube materials, academic articles, bibliographies, sitographies (web sites), vignettes, images and photographs.

About the CarePath Project

'Care Path' project is a two-year initiative which aims to improve national and regional child protection systems in providing integrated aftercare support to children ageing out of care.

The project strives to ensure that children ageing out of care have access to adequate trauma-informed aftercare support as part of the integrated child protection system. It promotes the effectiveness of care professionals and aims to develop a sustainable mechanism that will enable public authorities and professionals to provide comprehensive psycho-social support services to children leaving care, based on trauma-informed interventions.

The project targets public authorities, municipalities and bodies responsible for child protection in four European countries. It also involves professionals such as psychologists, psychotherapists, art therapists, social and healthcare workers, counsellors working with children ageing out of care, as well as vocational training providers and volunteer workers.

What is it and why do we chose MOOC?

MOOCs (Massive Open Online Courses) are entirely online training activities.

Massive: A very large number of people can take part.

Open: everyone can attend the course.

Online: There is not a physical class.

Courses: The course programme includes different modules.

Courses may be part of a larger curriculum and upon completion of the activities a certificate of attendance will be issued. Participation in MOOCs is totally free of charge. The participation to a MOOC gives the opportunity to follow a participant centered training model, in which the participants themselves create an active and stimulating learning community.

These features make MOOC the ideal tool for achieving the following objectives:

1. improved support for traumatized children who are preparing to finish their treatment;
2. improvement of child protection systems within the partner states, promoting one-stop interventions aimed at trauma;
3. improvement of professional effectiveness skills, developing individualized plans aimed at promoting the recovery from trauma.

Objectives, structure and contents of our MOOC

Within the framework of the activities planned in the "Care Path Project" the prerogative is to provide training on the fundamental principles that characterize this field, paying particular attention to the psychological, juridical/legal and scientific research dimensions.

In particular, the training course is offered to all those working in this area of interest, but not only, and also to whom have various skills and competences.

It takes into account the fact that they may have responsibilities and areas of action that vary according to the role and from country to country. Therefore, in the training course particular attention is payed to the fact that responsibilities and areas of interventions are regulated by different laws, regulations, codes of ethics of the various professions and associations and in accordance with internal regulations and treatment philosophies or scientific guidelines implemented by the different organizations. To this end, the modules that compose the course are specifically dedicated to an in-depth analysis of the essential aspects of TIC; they are divided into thematic sections organized in line with a specific and multi-dimensional perspective with a further focus on the political and organizational components involved in the complex TIC model.

Characteristics of the MOOC

The course is dedicated to all people interested in deepening the issues related to good practices in interventions focused on trauma dedicated to children who have a history of development made complex by traumatic events.

The training program is developed in several languages: English, Italian, French, Hungarian and Greek; it has a 8-week overall duration: a total of 60 hours of commitment for the participant (8 hours per week).

Our MOOC involves the use of active learning techniques including videos, case studies, articles, presentations in Power Point, forums.

At the end of the training process and after passing the planned assessments, participants can obtain a certificate of attendance signed by the Care-Path Project partnership.

General description of the contents and of the training objectives

The first section of the course offers a review of the latest scientific literature on the most effective and efficient ways to support traumatized children. The course covers fundamental concepts such as empowerment, the risk of retraumatization for service users and secondary trauma that professionals might cause with wrong operations. This part of the course is organized with the aim of optimizing and facilitating the further development of the personal and professional effectiveness of staff members, through the development of knowledge and skills that facilitate the protection and promotion of human capital, personal and professional effectiveness, conflict prevention and problem solving skills, effective collaboration with colleagues from different professional backgrounds who hold different roles and responsibilities in various teams, promoting effective working alliances with clients.

In this course, the person-centred learning process, in synergy with learning by doing methodologies, will offer learning opportunities by facilitating the trainees in actively participating in the learning process and creating a climate of collaboration and team work. This project foresees, in fact, the identification by the participants of the critical aspects of the work experience in the field, with the understanding of the processes and the factors that determine them, the discussion of possible solutions, the evaluation with other colleagues and their organizational managers of the feasibility of the possible solutions, the priority of the interventions, the monitoring, the introduction of any necessary in itinere changes and the evaluation of results.

A section of the training course focuses on research topics in and about TIC. In particular, the key elements of research projects are presented from a methodological perspective, the role of the evidence-based approach, critical elements and challenges at the application level, the relevance of structuring projects scientifically based on

both evaluation and policy proposals at the international level. Particular attention is paid to action-research and observation and to indicators of maltreatment and abuse with particular reference to the childhood phase of the lifespan.

The different thematic sections provide for the exposition of the basic concepts through the proposal of in-depth articles accompanied by explanatory videos of experts in the field. The main skills that learners will acquire concern the ability to look critically at the practices of intervention and, in particular, research. Awareness of the relevance of the design and planning phase encourages participants to maintain a multidisciplinary view that allows an approach to the complex dimension of intervention in the field of mental health.

The following content section, focused on legal aspects, aims to provide, through reference to laws and regulations, basic knowledge about the legal framework and principles within which Trauma Informed Care can be applied. In this perspective, after presenting the cultural and legal process that led to the recognition of children's rights at global and European level, the fundamental rights and principles set out in the existing international and European legal framework, within which TIC-based assistance can be applied, are described and the legal instruments that guarantee the participation of traumatized children in decisions and procedures (administrative and legal) that concern them are described.

Furthermore, this part examines the operational effects on social and health policies of the approach based on the rights of the child and the rights of participation of children and young adults. The cultural and legal process that has led to the recognition that children have rights and that States have the duty to act to protect and promote the health of children who suffer violence has been long and difficult. In this process, an important role has been played by international sources of law and European Union law.

The final section of the training course aims to enable participants to consolidate and critically use the knowledge learned in the previous sections. It takes the form of a final assignment and consists in the creation of a product (text, video, presentation.ppt)

that contains the reflections of the participant, in the light of the fundamental principles of the Trauma Informed Care, about a scenario on a situation of child abuse/ mistreatment and, therefore, on a traumatic condition.

Role and tasks of the trainers

The problem with schools
is that there are too many teachers
and so few facilitators of learning
John Dewey (1916, p.5)

Theorists like John Dewey, Jean Piaget, and Lev Vygotsky, whose collective work focused on how students learn, have laid the groundwork for student-centered learning. Carl Rogers' ideas and research on the functioning of human beings have contributed significantly to person-centered education, promoting student-centered and lifelong learning.

Carl Rogers' research over the last 70 years has identified specific qualities in relationships which promote the development of fully functioning persons.

These relational qualities are present in effective facilitators of learning:

- Respect
- Empathic understanding
- Authenticity/congruence (deep contact)

The research shows that Student-centered education has better outcomes than traditional education, offering positive results with students of different gender, ethnicity and cultures.

Among the positive results:

- better achievement of educational goals
- better attendance
- more students satisfaction
- better morale

- better self-image
- more critical thinking
- better problem solving
- better relationships between students in and outside classroom
- less destructive behaviors or drop outs.

The revised European Standards and Guidelines for Quality Assurance, states:

"Institutions should ensure that programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach" European Standards and Guidelines for Quality Assurance In the European Higher Education Area-ESG; 2015, p.12).

The principles of Person/Student Centered education are congruent with the present scientific knowledge derived from psychology, sociology, anthropology and neuroscience.

Ample research findings show that Person/Student Centered Education is more effective than the traditional professor centered teaching and content centered learning (Aspy and Roebuck, 1977, 1983; Tausch & Tausch 1963/1998; Cornelius-White & Harbaugh, 2010).

Student centered education is more effective than traditional education also in learning "hard sciences" or when computer assisted learning, hybrid courses and e-learning are used (Holzinger, 2002; Motschnig-Pitrik, Mallich, 2004; Motschnig-Pitrik, 2005). Person/Student-Centered educated learners learn much more and better when compared to those who are traditionally educated. They take responsibility for their own personal development, for development of social, personal and problem-solving skills, for learning to learn, for learning from mistakes, for contributing to a cooperative and tolerant school ethos and for learning how to relate to herself/himself and others with respect, empathy and congruence. Student-Centered education promotes self-regulation, by helping students to understand and manage their own learning and to choose worthy and attainable goals (Pintrich, 2000). David Aspy and Flora Roebuck carried out the largest field study ever done in 42 U.S. states and 7 countries, in the

1970s and 80s, over a 12-year period, focusing on what led students to achievement, creativity, more critical thinking and interactivity, less violence, and more teacher and student satisfaction. Their research supported the earlier findings of Carl Rogers': the most effective teachers were empathic, caring or prizing their students, and were authentic or genuine in their classroom (Aspy and Roebuck, 1977, 1983). Reinhard and Anne Marie Taush replicated the research in large numbers of classrooms in Germany and showed similar positive findings (Tausch & Tausch 1963/1998). In 2007 Cornelius-White and in 2010 Jeffrey Cornelius-White and Adam Harbaugh published a very large meta-analysis on learner-centered education including in their analysis the studies on person-centered or humanistic education done since 1948. Their findings also corroborated the earlier findings of Carl Rogers and of Aspy and Roebuck, underlining the fact that a student-centered education that fosters learner-centered instructions works better than traditional education, facilitates positive results with students of different gender, ethnicity and cultures. Further research has confirmed the positive results (Cornelius-White, 2007; Cornelius-White & Harbaugh, 2010; Anyanwu & Iwuamadi, 2015; Requena-Carrion, et al. 2010).

Among the positive results are, better achievement of educational goals, better attendance, more student satisfaction, better morale, better self-image, more critical thinking, better problem solving, better relationships between students in the classroom and also outside school hours and less destructive behaviors or dropouts. (Cornelius-White & Harbaugh, 2010). What is relevant is that person/student-centered education has positive effects on all levels and grades of education (Kember, 2009), and also shows excellent results when applied to so called "dry" technical fields like molecular biology, biochemistry, pharmacology etc. (Knight & Wood, 2005; Kemm & Dantas, 2007; Costa, 2014), or when one is using the new computer assisted hybrid or e-learning forms of educational offerings (Motschnig-Pitrik & Derntl, 2002; Motschnig-Pitrik; Holzinger, 2002; Mallich, 2004; Motschnig-Pitrik, 2005).

Of no secondary importance are the facts that ineffective education imposes serious costs to individual citizens, their families, communities and nations and that more and more of these relevant socio-economic costs as well as the gains derived from improving education are scientifically assessed (KPMG Foundation, 2006; OECD 2010). Student-centered education fosters transferable skills such as problem-solving, critical thinking, and reflective thinking. In Europe, student-centred learning has increased in prominence over the past few decades. The Leuven/Louvain-la-Neuve Ministerial Communiqué (Bologna Process, 2009) underlines the relevance of student-centered education for effectively coping with the present societal changes (Geven & Attard, 2012):

"European higher education also faces the major challenge and the ensuing opportunities of globalization and accelerated technological developments with new providers, new learners and new types of learning. Student-centred learning and mobility will help students develop the competencies they need in a changing labor market and will empower them to become active and responsible citizens" (Bologna Process, 2009, p. 1).

Over the years, the research evidence keeps piling up, and it points strongly to the conclusion that a high degree of empathy in a relationship is possibly the most potent and certainly one of the most potent factors in bringing about change and learning

Carl Rogers, 1975, p. 4

For Rogers and several researchers in this field (Aspy and Roebuck, 1977, 1983; Tausch & Tausch 1963/1998; Jarvis, 1987; Cornelius-White, 2007; Cornelius-White & Harbaugh, 2010; Requena-Carrion, et al. 2010; Anyanwu & Iwuamadi, 2015).

There are 3 core conditions or capacities or relational attitudes that facilitate the process of student-centered learning, and they all converge on the capacity to be centered on the student in a facilitative way:

- being genuine, real or congruent;
- being nonjudgmental and able to deeply trust and respect the student and believing in their potentialities;
- being capable of understanding them with empathy, which create a facilitating climate in the classroom or in the on- line learning community and promote effective learning.

In particular, regarding the role of facilitators:

1) Realness and capacity of contact in the facilitator of learning:

   When the facilitator/trainer/teacher relates to the students as real persons, and maintains a relationship with the learners without presenting a front or a facade, she/he is much more likely to be effective. This means that the facilitator of learning: a) is congruent, meaning that she/he is in contact with his/her own inner experience, without distorting or negating it in a defensive way: the feelings that she/he is experiencing are available to her/him and she/he is able to live these feelings, be them, and able to communicate them if appropriate in the learning context; b) maintains a real capacity for contact and encounter with oneself and the learner on a person-to person basis; c) has the capacity and the courage to be honest, real and transparent.

2) A nonjudgmental attitude, acceptance, trust, deep respect for the learner are other core attitudes needed in effective facilitators of learning. It is an attitude of sincere interest and appreciation for the learner, her or his opinions and feelings, a non-possessive caring for the learner, with real acceptance of the other. It is a basic trust, a belief that human nature and the learner are fundamentally trustworthy: so this is for the teacher not just a theory but also her/ his existential stance about human beings.

3) Empathic understanding is the third core competency; the capacity of the teacher to understand the student's inner experiences, feelings, thoughts and behaviors deeply and to communicate to the learner such empathic understanding in a clear, simple, direct and delicate way.

…. Students feel deeply appreciative] when they are simply understood—not evaluated, not judged, simply understood from their own point of view, not the teacher's

Rogers, 1967, pp. 304-311

Among the positive results are, better achievement of educational goals, better attendance, more student satisfaction, better morale, better self-image, more critical thinking, better problem solving, better relationships between students in the classroom and also outside school hours and less destructive behaviors or dropouts. (Cornelius-White & Harbaugh, 2010). What is relevant is that person/student-centered education has positive effects on all levels and grades of education (Kember, 2009), and also shows excellent results when applied to so called "dry" technical fields like molecular biology, biochemistry, pharmacology etc. (Knight & Wood, 2005; Kemm & Dantas, 2007; Costa, 2014), or when one is using the new computer assisted hybrid or e-learning forms of educational offerings (Motschnig-Pitrik & Derntl, 2002).

With these premises, the main tasks of the trainers are to:

-facilitate a working alliance with the MOOC participants;

-promote a relational climate of trust, respect and emphatic listening;

- if a participant ask you a question you do not know the answer, be transparent and reply that you do not know but will ask to some of the supervisors;

- provide technical assistance to the course users in order to allow them to access the contents and use them correctly;

- verify that participants accessed to the platform and actively participated at the training;

- guarantee assistance to the users of the course by responding to any individual requests related to the training course;

- promote the overcoming of the reluctance to the use of the technological tools by encouraging the familiarization with virtual platforms;

- provide information about the availability of bibliographic or sitographic resources;

- provide new thematic tools to allow a constant update on the most important national and international news;

- verify the active use of the tools of interaction between MOOC users and promote their use especially to those who, for various reasons, do not actively participate in online activities;

- promote the use of the forum and, in particular, the opening of discussions and the discussion on topics related to training modules;

- moderate forum discussions;

- check the learning outcomes obtained by the users during the course, promoting the understanding of errors, possibly with a new postponement of the questions to which an inconsistent or wrong answer has been given;

- participate in the evaluation of the final assignments.

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