carepath

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

# Training Pilot

WP3 / A3.4 / D3.4.1

Co-funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)

## Project information

| | |
|---|---|
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## Prepared by

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## Approved on behalf of CarePath

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# Training pilots

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# 1. Introduction

This document describes and documents (as a demonstrator) the activities planned and carried out to finalise the piloting phase of the CarePath MOOC training program. As a Demonstrator we will present the data collected from the platform and the result of the Pilot.
In particular, the procedures for carrying out and recruiting participants, the participation of people enrolled in the various countries, the data of those who took part in this preliminary phase, the evaluation intended both as a way to carry it out and as outcomes obtained will be presented and justified.

# 2. Description of the piloting of the training course strategy

The training course pilot is carried out using the MOOC platform. The Pilot of each module (see below) finished the 19 December 2019 for each languages.
The reasons for this choice lie in the fact that an attempt was made to encourage as much as possible both the participation of voluntarily registered subjects (convenience in terms of time and location), and the partners in charge of carrying out the pilot (obviate the difficulty of identifying suitable locations with sufficient computer stations connected online).

The different modules were tested in different languages and in different countries:
- the first module (prepared by IACP) on the conceptual basis of TIC was tested in Italian;
- the second module (designed and structured by the Department of Psychology of UNITO) on evidence-based treatments and research in this field was translated in Hungarian and has been tested;
- the third one (built by the Department of Law of UNITO) on legal aspects and legal principles related to TIC has been piloted in Greek;
- the fourth module (built by the IACP, Department of Psychology an Department of Law of UNITO) containing the final assignment has been translated and tested in French.

In line with the project, at least 40 participants in total should have followed the course and we enrolled 91 participants to pilot the MOOC. At the end of the pilot on the units of the training course followed by participants, an online evaluation form should have been filled in and sent.

Each participant is committed to a total online MOOC frequency of two weeks (duration of the entire module) and has access to training materials and self-assessment questions.
For each module, at the end of the lesson block, the student will find quizzes to evaluate their own learning.
After attending the course, everyone has to fill in a short questionnaire to evaluate both the training materials and the platform (see Section 3.1 – Evaluation form).

## 3. Registration and participation data on the MOOC platform

Each CarePath project partner is mandated to autonomously recruit the participants in the pilot phase. The link to the registration page to the different versions of the pilot modules was provided to the interested people or via e-mail (see the example below Fig. 0) or during public presentation of info days so that they could autonomously register.

De:
À:
Cc :
Envoyé : 22/11/2019 17:18:10
Objet : Piloting the CarePath project online course - instructions on how to register for the platform

Dear colleagues,

Thank you for volunteering to take part in the online course of the CarePath project. Next week the course piloting opens on Monday.
Please see attached instructions on how to register if you have any issues.

Please don't hesitate to contact , cc, or myself should you have any issues or comments! Your feedback is hugely appreciated as we prepare for the course's launch in January!

Thanks and kind regards,

Eurochild

At the end of the recruitment phase - which involved 145 people - 91 learners actually participated in the pilot version of the MOOC course (for details of learners by country/language see Table 1).

*Tab. 1 – Pilot Participant numbers per country*

| Country | Users enrolled | Users not enrolled |
|---|---|---|
| GR | 6 | 2 |
| IT | 64 | 32* |
| FR | 9 | 5 |
| HU | 12 | 15 |

*including unreachable emails

# Italian Pilot

## Quiz taken

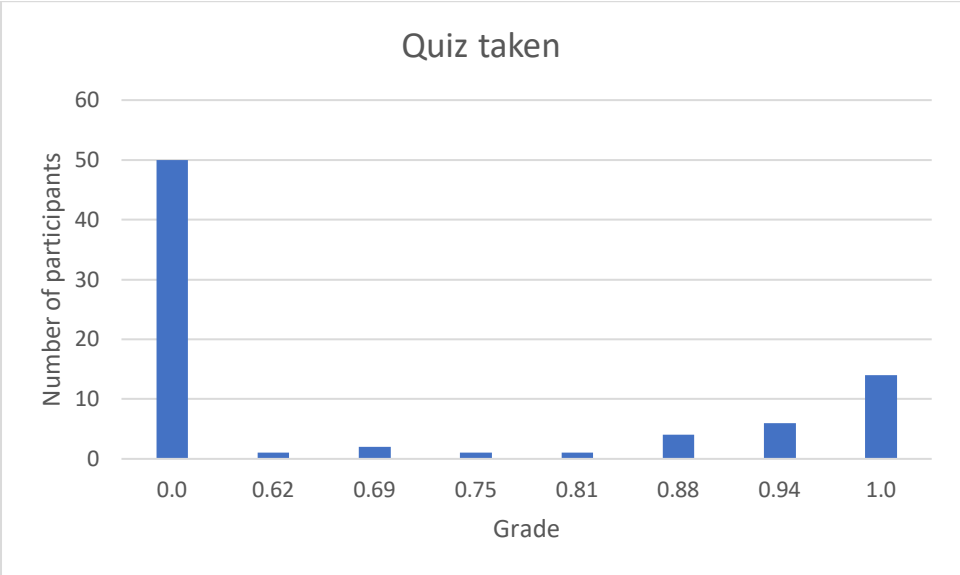



*Figure 1 Quiz behavior and grading results – preliminary results*

- 37% of the participants answered to the quiz questions.

## Evaluation questionnaire

| | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| **Q1** | 0,0% | 0,0% | 3,0% | 39,4% | 54,5% | 3,0% |
| **Q2** | 0,0% | 0,0% | 12,1% | 21,2% | 63,6% | 3,0% |
| **Q3** | 9,1% | 9,1% | 15,2% | 48,5% | 15,2% | 3,0% |
| **Q4** | 0,0% | 0,0% | 6,1% | 24,2% | 66,7% | 3,0% |
| **Q5** | 0,0% | 0,0% | 0,0% | 30,3% | 63,6% | 6,1% |
| **Q6** | 0,0% | 0,0% | 3,0% | 27,3% | 66,7% | 3,0% |
| **Q7** | 0,0% | 0,0% | 3,0% | 39,4% | 54,5% | 3,0% |
| **Q8** | 0,0% | 0,0% | 12,1% | 39,4% | 45,5% | 3,0% |
| **Q9** | 0,0% | 3,0% | 9,1% | 33,3% | 48,5% | 6,1% |
| **Q10** | 0,0% | 0,0% | 3,0% | 18,2% | 72,7% | 6,1% |

- Results based on **33 responses**
- The most scattered answers are in question 3 (red color)
- Option 4 was the most popular option in all questions except Q3

- Q10 received the highest % of positive opinions
- Option 2 (somewhere in the middle) was higher in Q2, Q3 and Q8

# GR Pilot

## Evaluation questionnaire

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ
RESULTS

| | 0 - Καθόλου | 1 | 2 | 3 | 4 - Πολύ | 5. Δεν γνωρίζω |
|---|---|---|---|---|---|---|
| 1. Είναι το περιεχόμενο σύμφωνο με τους εκπαιδευτικούς στόχους? | 0% | 0% | 0% | 17% | 83% | 0% |
| 1. Παρουσιάζονται τα περιεχόμενα του μαθήματος με τρόπο κατανοητό? | 0% | 0% | 0% | 33% | 67% | 0% |
| 1. Είναι ο χρόνος αρκετός για την παρακολούθηση του υλικού στο σύνολό του? | 0% | 0% | 0% | 17% | 83% | 0% |
| 1. Πόσο χρήσιμη είναι η θεματολογία? | 0% | 0% | 0% | 50% | 50% | 0% |
| 1. Είναι εφαρμόσιμα τα θέματα του μαθήματος? | 0% | 0% | 0% | 67% | 33% | 0% |
| 1. Θα προτείνατε το μάθημα σε έναν γνωστό/φίλο/συνάδελφο αυτό το μάθημα? | 0% | 0% | 0% | 17% | 83% | 0% |
| 1. Πως αξιολογείτε την εμπειρία της online κατάρτισης? | 0% | 0% | 0% | 33% | 67% | 0% |
| 1. Πως αξιολογείτε το επίπεδο του μαθήματος CarePath? | 0% | 0% | 0% | 33% | 67% | 0% |
| 1. Τα τεχνικά χαρακτηριστικά (εικόνα, ήχος, συνημμένα) ήταν ικανοποιητικά? | 0% | 0% | 0% | 17% | 83% | 0% |
| 1. Πόσο φιλική προς το χρήστη είναι η συγκεκριμένη πλατφόρμα εκμάθησης? | 0% | 0% | 0% | 17% | 83% | 0% |

Submit

Results gathered from 6 respondents.

# HU pilot

## Evaluation questionnaire

RESULTS

| | 0. Not at all | 1 | 2 | 3 | 4. Very much | 5. I do not know |
|---|---|---|---|---|---|---|
| 1. Are the contents consistent with educational aims? | 0% | 0% | 0% | 0% | 67% | 33% |
| 1. Are the contents of the lesson presented in an understandable way? | 0% | 0% | 0% | 0% | 67% | 33% |
| 1. Is there enough time to read, listen and watch the educational materials? | 0% | 0% | 0% | 67% | 0% | 33% |
| 1. How useful do you find the topics explored? | 0% | 0% | 0% | 0% | 67% | 33% |
| 1. How applicable do you think the themes of the lesson are? | 0% | 0% | 0% | 0% | 67% | 33% |
| 1. Would you suggest to a friend/colleague/friend/knower this lesson? | 0% | 0% | 0% | 0% | 67% | 33% |
| 1. How would you assess the experience of this online training? | 0% | 0% | 0% | 33% | 33% | 33% |
| 1. How would you rate the level of the CarePath course? | 0% | 0% | 0% | 0% | 67% | 33% |
| 1. Were the technical aspects (visuals, acoustics, pdfs, etc) of the CarePath course satisfactory? | 0% | 0% | 0% | 0% | 67% | 33% |
| 1. Was the online training platform of the CarePath course user-friendly? | 0% | 0% | 0% | 0% | 67% | 33% |

Submit

Results gathered from 3 respondents.

## FR pilot

No one responded to the questionnaire - it was not so valid either, since they were asked to assess a final exam section without walking through previous content... However, several participants responded after being enrolled via email and provided some useful feedback.

It PILOT

RESULTS

| | 0. Per nulla | 1 | 2 | 3 | 4. Moltissimo | 5. Non lo so |
|---|---|---|---|---|---|---|
| 1. I contenuti sono coerenti con gli obiettivi formativi | 0% | 0% | 5% | 41% | 51% | 3% |
| 1. I contenuti della lezione sono esposti in modo comprensibile | 0% | 3% | 11% | 24% | 59% | 3% |
| 1. Il tempo necessario alla fruizione dei materiali è adeguato | 14% | 8% | 14% | 43% | 19% | 3% |
| 1. Quanto ritiene utile i temi approfonditi nella lezione | 0% | 0% | 5% | 24% | 65% | 3% |
| 1. Quanto ritiene applicabile i temi approfonditi nella lezione | 0% | 0% | 0% | 32% | 59% | 5% |
| 1. Suggerirebbe a un amico/collega/conoscente di frequentare questa lezione | 0% | 3% | 3% | 24% | 65% | 3% |
| 1. Come valuterebbe l'esperienza di questa formazione online? | 0% | 0% | 3% | 38% | 54% | 3% |
| 1. Come giudica il livello del corso CarePath? | 0% | 0% | 11% | 38% | 46% | 3% |
| 1. Si definirebbe soddisfatto da un punto di vista tecnico (audiovideo, pdf etc) del corso CarePath? | 0% | 3% | 8% | 35% | 46% | 5% |
| 1. È stato facile utilizzare la piattaforma di formazione online del corso CarePath? | 0% | 0% | 3% | 19% | 70% | 5% |

Submit

Results gathered from 37 respondents.

# Video data Graphs

- Data and graphs are based on YouTube analytics from 25 Nov to 8 Dec
- A total of **118 unique viewers** were recorded.
- A total of **122.3** watch time **hours** has been recorded.
    - During the first weekend of the pilot a total of **36.2 hours** has been recorded – The traffic was **higher in the weekend** compared to the weekdays.
- Modules 1&2 are driving the behavior and the data gathered since a) Italian pilot had the largest number of participants by far and b) the first two modules had the largest number of videos compared to the other modules (74 vs 9). In general:
    - Module 1 videos are getting a better view rate.
    - Module 2 video are accessed 1/3 less than Module 1 videos
    - The average view duration of all videos is 3:58
    - No1 video in views is ***01 01 05 Che cosa è una relazione di aiuto***

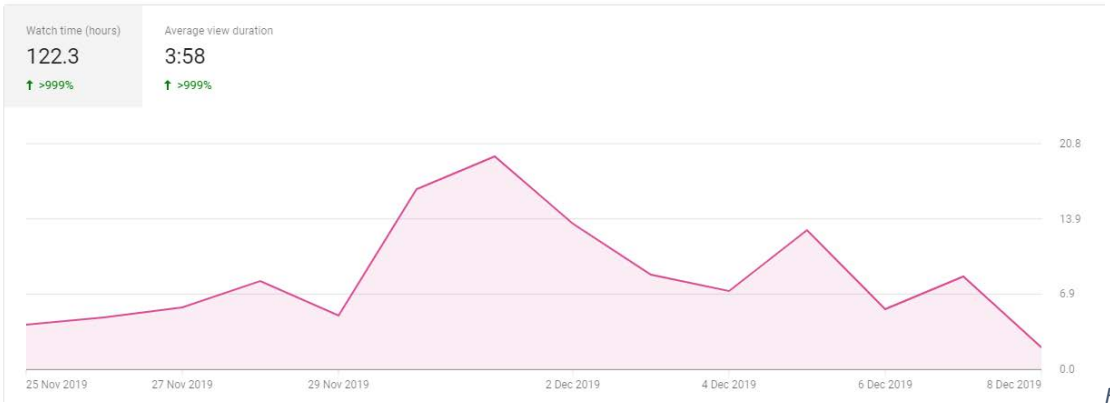



*Figure 2 Watch time behavior*

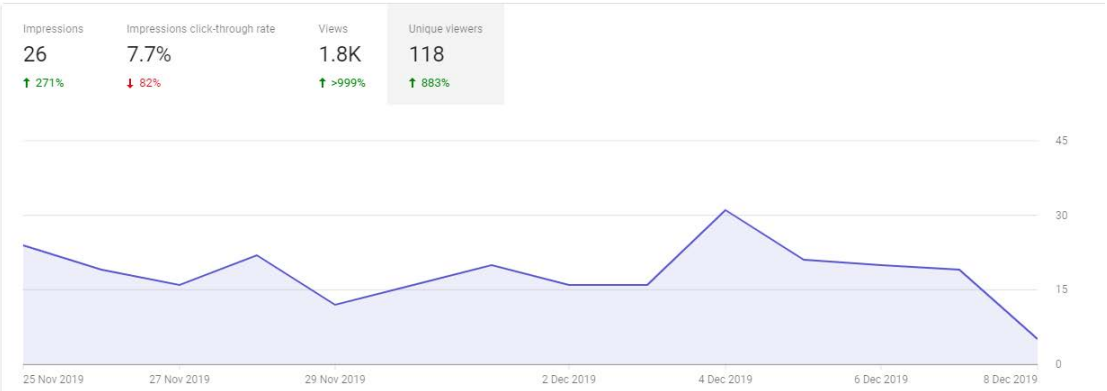



*Figure 3 Unique viewers behavior*

| Operating system | Views ↓ | Average view duration | Watch time (hours) |
|---|---|---|---|
| **Total** | **1,848** 100.0% | **3:58** | **122.3** 100.0% |
| Windows | 950 51.4% | 3:56 | 62.4 51.1% |
| Android | 541 29.3% | 3:32 | 31.9 26.1% |
| Macintosh | 218 11.8% | 3:50 | 14.0 11.4% |
| iOS | 137 7.4% | 6:03 | 13.8 11.3% |
| Linux | 2 0.1% | 2:01 | 0.1 0.1% |

*Figure 4 Views by Operating system*

| Device type | Views ↓ | Average view duration | Watch time (hours) |
|---|---|---|---|
| **Total** | **1,848** 100.0% | **3:58** | **122.3** 100.0% |
| Computer | 1,161 62.8% | 3:55 | 75.8 62.0% |
| Mobile phone | 554 30.0% | 3:27 | 32.0 26.2% |
| Tablet | 133 7.2% | 6:31 | 14.5 11.8% |

*Figure 5 Views by device type*

| Video | Views ↓ | Watch time (hours) | Average view duration |
|---|---|---|---|
| **Total** | **1,848** 100.0% | **122.3** 100.0% | **3:58** |
| 01 01 05 Che cosa è una relazione di aiuto | 70 3.8% | 3.4 2.8% | 2:55 |
| 01 01 01 Introduzione e disclaimer | 58 3.1% | 2.4 1.9% | 2:26 |
| 01 01 06 Il differenziale di potere, i rischi di passività appresa | 54 2.9% | 2.9 2.3% | 3:11 |
| 01 02 04 Denominatori comuni e aspetti specifici delle diverse rela... | 48 2.6% | 2.5 2.0% | 3:03 |
| 01 01 02 La cornice di riferimento | 45 2.4% | 4.1 3.3% | 5:24 |
| 01 02 01 Centrarsi sulla malattia o sullo sviluppo delle potenzialità ... | 42 2.3% | 2.0 1.6% | 2:48 |
| 01 01 07 Il Coping | 41 2.2% | 2.1 1.8% | 3:08 |
| 01 03 01 Definizione di Trauma | 40 2.2% | 2.8 2.3% | 4:07 |
| 01 03 02 trauma di Tipo1 | 38 2.1% | 3.5 2.8% | 5:29 |
| 01 02 02 Mettere la persona al centro | 34 1.8% | 1.5 1.2% | 2:37 |

*Figure 6 Top 10 Video ranking per number of views*

# Open free text questions

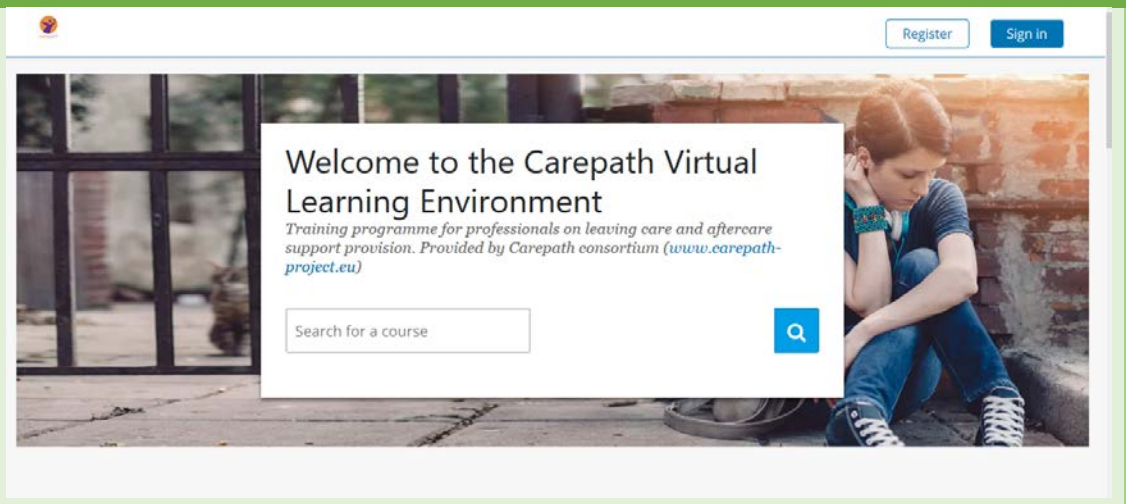
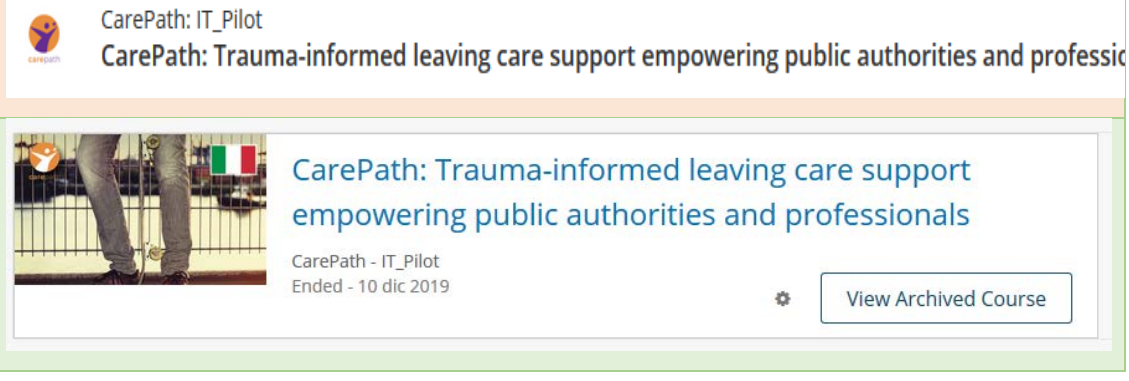
Free text responses number of answers

| Unit level | Q1 | Q2 | Q3 | Q4 | Q5 |
|---|---|---|---|---|---|
| **1.1.3** | 43 | 35 | 28 | | |
| **1.1.5** | 39 | 37 | 32 | 33 | |
| **1.1.7** | 37 | 36 | 33 | | |
| **2.1.2** | 33 | 32 | 32 | 34 | |
| **2.1.6** | 30 | 31 | | | |
| **2.2.5** | 22 | 23 | 20 | | |
| **2.2.6** | 23 | 22 | 23 | 22 | 22 |

*Table 1 Number of responses per each exercise*

## 3.1 Recruitment process and materials

During the recruitment phase, each partner has to plan and disseminate in its own country the pilot activity in order to include participants with similar characteristics to the final course target audience and experts in the topics covered within the modules. Recruitment is hypothesized through a formal and informal networking procedure, through presentations of the activity in specifically designed moments and dissemination by e-mail to potentially interested persons or organizations.
For two weeks, until 10 December 2019, the four versions of the modules remained online (see Figure 1 and Annex 1).

| | Screenshot |
|---|---|
| ***https://mooc.carepath-project.eu/*** |  |
| ***Greek pilot*** | |
| ***French pilot*** | |
| ***Italian pilot*** |  |

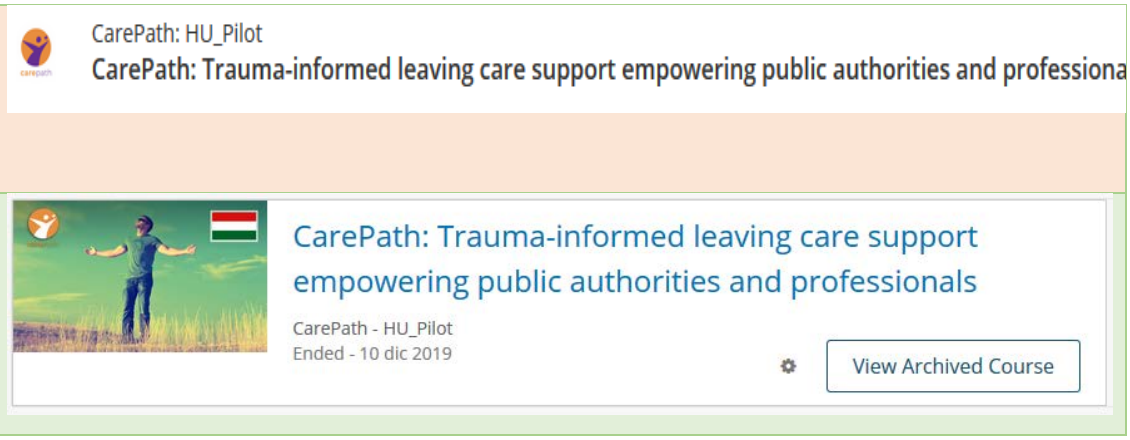
| | |
|---|---|
| ***Hungarian pilot*** |  |

*Figure 1. Different versions of the CarePath MOOC pilots per country*

In order to collect the opinions of the pilot participants, an evaluation form has been constructed. Each participant was asked to answer the questions in Table 2.

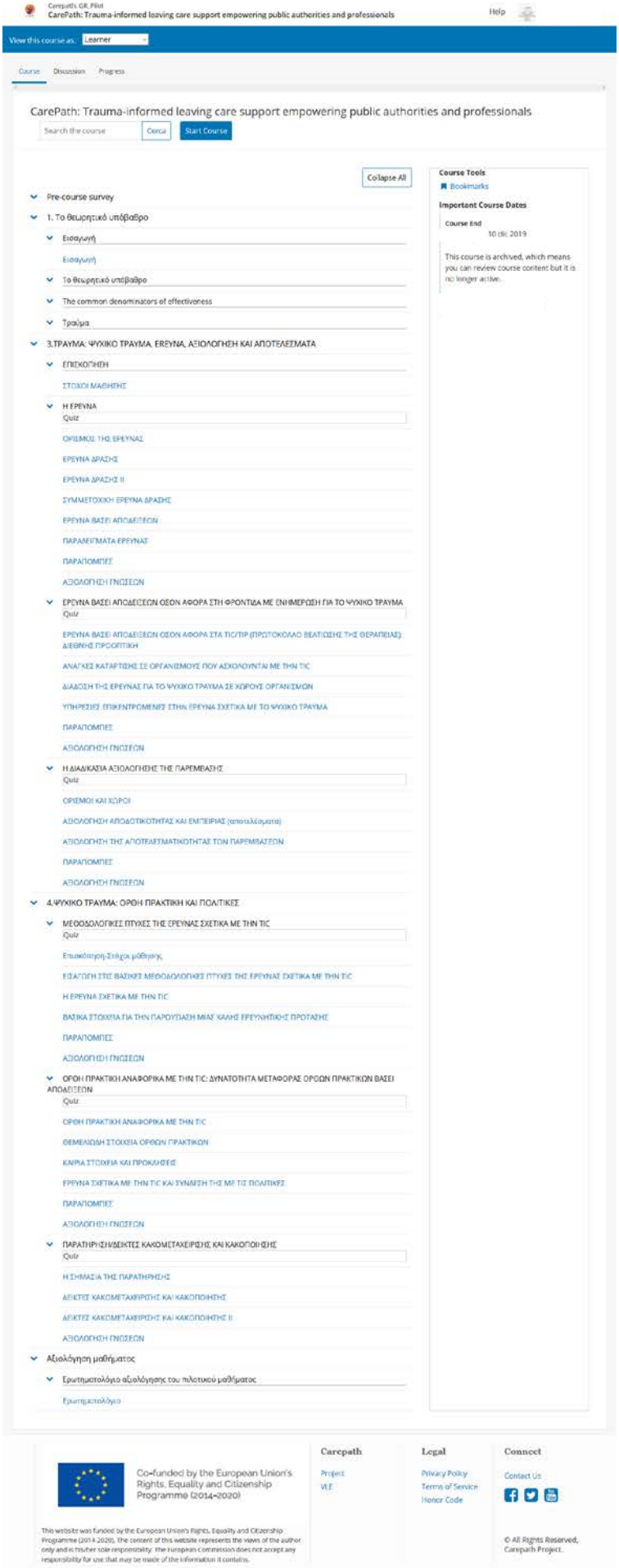
*Tab. 2 Evaluation Form*

| ***Questions*** | ***0 Not at all*** | ***1*** | ***2*** | ***3*** | ***4 Very much*** | ***5 I do not know*** |
|---|---|---|---|---|---|---|
| Are the contents consistent with educational aims? | | | | | | |
| Are the contents of the lesson presented in an understandable way? | | | | | | |
| Is there enough time to read, listen and watch the educational materials? | | | | | | |
| How useful do you find the topics explored? | | | | | | |
| How applicable do you think the themes of the lesson are? | | | | | | |
| Would you suggest to a friend/colleague/knower this lesson? | | | | | | |
| How would you assess the experience of this online training? | | | | | | |
| How would you rate the level of the CarePath course? | | | | | | |
| Were the technical aspects (visuals, acoustics, pdfs, etc.) of the CarePath course satisfactory? | | | | | | |
| Was the online training platform of the CarePath course user-friendly? | | | | | | |

The data collected through the questionnaire will be useful to eventually modify, based on the results and in line with the participants' suggestions, the structure and contents of the course.
In addition, any participant wishing to do so had the opportunity to send comments and suggestions via email to the partnership. Participation in this first phase did not prevent you from attending the full course.
All the feedbacks collected aim to help the project staff to overcome any criticalities encountered by the learners or to increase the quality of the didactic material and of the course implementation process.

# Annex 1

## Greek pilot: screenshots



# Εισαγωγή

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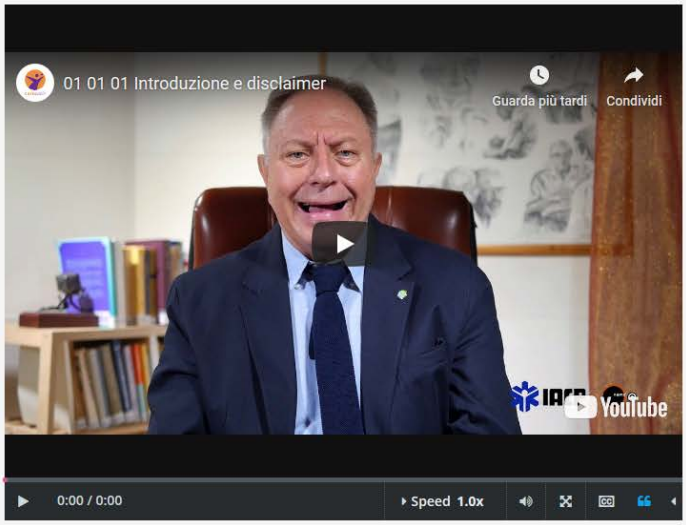
## Εισαγωγή




Start of transcript. Skip to the end.

Salve,
sono Alberto Zucconi,
psicologo psicoterapeuta
e presidente dell'Istituto Centrato sulla Persona
che ha curato
i primi due moduli di questo corso
al quale volevo darvi il benvenuto.
Prima di tutto vorrei dire due parole
come Alberto Zucconi,
cittadino,

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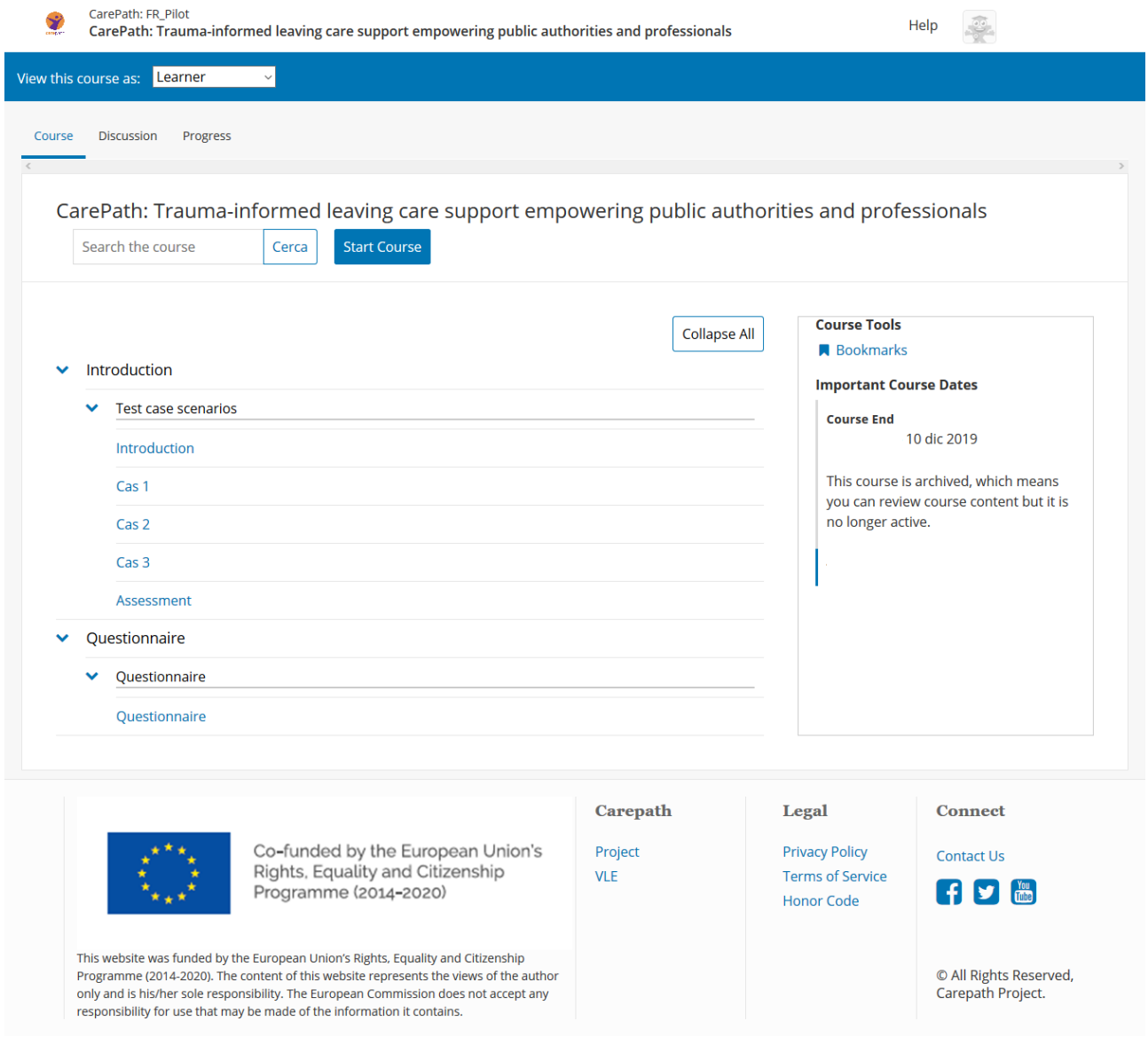
# French pilot: screenshots



# Introduction

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## Introduction

Start of transcript. Skip to the end.

Ben ritrovate e ben ritrovati.

Siamo all'ultimo modulo, il modulo 4.

Il modulo che è stato pensato al fine di poter valutare e rilevare quelli che sono

stati i possibili apprendimenti durante i tre moduli precedenti.

Come si svolgerà questo modulo? Vi verranno proposti tre casi clinici, tre

scenari. Voi dovete scegliere uno di questi tre scenari e dopo di che dovrete provare

a rispondere mettendo insieme e integrando le

### Transcripts

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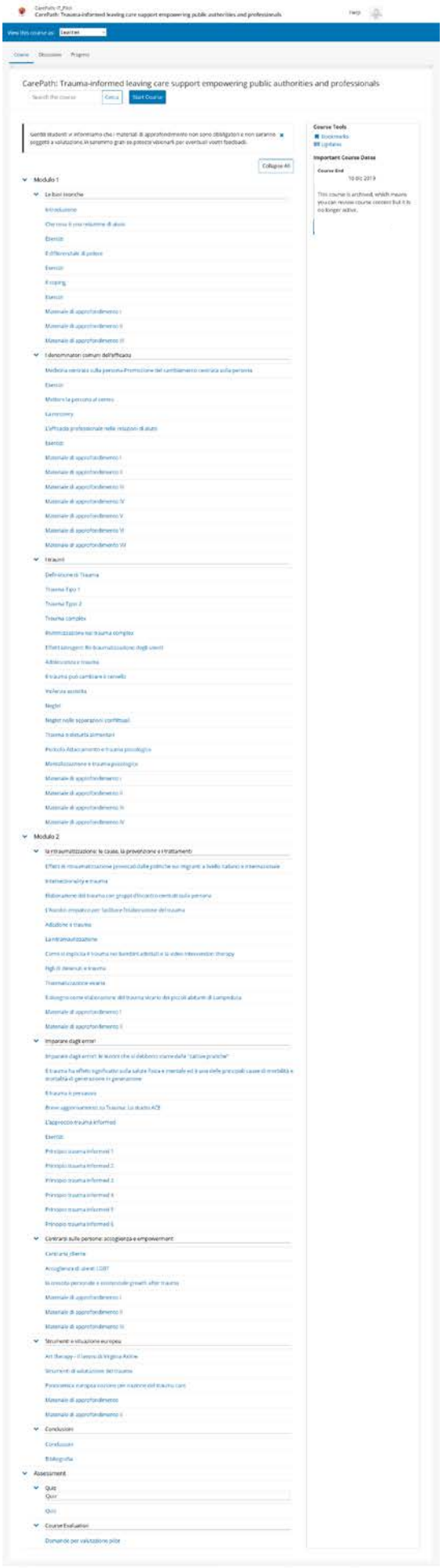
## Italian pilot: screenshots





# CarePath: Trauma-informed leaving care support empowering public authorities and professionals

Search the course | Cerca | Start Course

Gentili studenti vi informiamo che i materiali di approfondimento non sono obbligatori e non saranno soggetti a valutazione, in saremmo grati se poteste visionarli per eventuali vostri feedback.

Collapse All

## Modulo 1

### Le basi teoriche

Introduzione
Che cosa è una relazione di aiuto
Esercizi
Il differenziale di potere
Esercizi
Il coping
Esercizi
Materiale di approfondimento I
Materiale di approfondimento II
Materiale di approfondimento III

### I denominatori comuni dell'efficacia

Medicina centrata sulla persona-Promozione del cambiamento centrata sulla persona
Esercizi
Mettere la persona al centro
La recovery
L'efficacia professionale nelle relazioni di aiuto
Esercizi
Materiale di approfondimento I
Materiale di approfondimento II
Materiale di approfondimento III
Materiale di approfondimento IV
Materiale di approfondimento V
Materiale di approfondimento VI
Materiale di approfondimento VII

### I traumi

Definizione di Trauma
Trauma Tipo 1
Trauma Tipo 2
Trauma complex
Riattivizzazione nel trauma complex
Effetti sovrapposti Re-traumatizzazione degli utenti
Addiscrizione e trauma
Il trauma può cambiare il cervello
Violenza assistita
Neglet
Neglet nelle separazioni conflittuali
Trauma e disturbi alimentari
Pericolo Attaccamento e trauma psicologico
Mentalizzazione e trauma psicologico
Materiale di approfondimento I
Materiale di approfondimento II
Materiale di approfondimento III
Materiale di approfondimento IV

## Modulo 2

### la ritraumatizzazione: le cause, la prevenzione e i trattamenti

Effetti di ritraumatizzazione provocati dalle politiche sui migranti a livello italiano e internazionale
Intersezionalità e trauma
Elaborazione del trauma con gruppi d'incontro centrati sulla persona
L'Assedio empatico per facilitare l'elaborazione del trauma
Adozione e trauma
La ritraumatizzazione
Come si esplicita il trauma nei bambini adottati e la video intervention therapy
Figli di detenuti e trauma
Traumatizzazione vicaria
Il disegno come elaborazione del trauma vicario dei piccoli abitanti di Lampedusa
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## Hungarian Pilot: screenshots

# CarePath: Trauma-informed leaving care support empowering public authorities and professionals

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# Kurzus célja

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1. megismerni röviden a szocio-kulturális és jogi folyamatokat, amelyek világszerte és Európában elvezettek a gyermekek, mint jogokat megillető entitások felismeréséhez, és kötelezővé vált az államok számára megfelelően és hatékonyan közbelépni védelmükben, abúzus, erőszak és elhanyagolás esetén

2. alapvető jogok és elvek megismerése, amelyben a TIC alkalmazható. Különleges tekintettel a meghallgatáshoz és tájékoztatáshoz való jog, döntéshozatal gondozásuk és jövőjükkel kapcsolatban

3. megismerni a törvényes eszközöket, amelyek garantálják a traumatizált gyermekek részvételét a folyamatokban, hatósági és bírósági eljárásokban, amelyek védelmükről szólnak (pl. véleménynyilvánításhoz való jog, beleegyezés)

4. megismerni a gyermekjogi megközelítések (leginkább a gyermekek részvételét hangsúlyozó jogok) hatását a szociálpolitikára

5. jogi terminológiák elsajátítása

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