The European Network for Traumatic Stress – Training and Practice (TENTS-TP)

TENTS-TP Curriculum
Trainer’s Manual

www.tentsproject.eu
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Glossary of Terms:

Local expert = A person who may help to facilitate the workshop by bringing local knowledge and expertise in the field of trauma.

PTSD = Post Traumatic Stress Disorder

Role-play = A learning activity in which you adopt a role to practise a variety of skills.

Senior Trainer = The TENTS-TP partner who will deliver the initial training to health and social care professionals in a country.

Trainer = The health or social care professional who is trained by the senior trainer and is expected to organise subsequent workshops to train other health and social care professionals in that country.

Train-The-Trainer (TTT) = A programme/course where key individuals receive training and are given instruction on how to train, monitor and supervise other individuals in a specific approach/subject.

TENTS = The European Network for Traumatic Stress

TENTS-TP = The European Network for Traumatic Stress – Training and Practice

TENTS-TP Local Liaison = A local contact in a given country who has been involved in the TENTS-TP network but not directly funded by the network.

TENTS-TP Partner = A funded member of the TENTS-TP network.
1. **Introduction:**

1. a. **Background to TENTS and TENTS-TP**

Between May 2007 and May 2009, the EU funded the TENTS project (The European Network for Traumatic Stress) which established a community wide network of expertise on posttraumatic stress treatment for victims of natural and other disasters. Having examined which interventions are effective in the aftermath of disaster and whether these are available throughout Europe, TENTS produced an evidence-based model of care with dissemination materials.

The TENTS-TP project (The European Network for Traumatic Stress - Training & Practice), funded by the EU from May 2009 to May 2011 aims to expand and develop on the network and initiatives of the TENTS project. The TENTS-TP project aims to widely disseminate and implement evidence based practice that promotes social inclusion for those affected by traumatic events throughout Europe. TENTS-TP aims to use guidelines to effectively integrate mental health promotion and disorder prevention into the training and practice of professionals in mental health and social services. A curriculum has been developed and the research into the most effective methods of disseminating, implementing and training health and social services professionals evaluated. As a result, it was agreed that a Train-The-Trainers (TTT) model should be adopted as an effective, interactive method of disseminating the TENTS-TP Curriculum.

1. b. **Training manual**

This manual is for use by TENTS-TP Trainers and provides a step-by-step guide on how to organise and conduct a TENTS-TP curriculum workshop.

The full TENTS-TP Core Curriculum can be found in Appendix 6.

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2. The TENTS-TP Workshop:

2. a. Objectives and outcomes

The overall objective of the TENTS-TP workshop is to present the TENTS-TP curriculum to local trainees.

The specific objectives of the workshop are to enable participants to:

- Better understand traumatic stress disorders and reactions.
- Acquire accurate information about how to treat psychologically traumatised individuals.
- Discuss attitudes and values. For example, some trainees may have differing opinions about the use of psychological and pharmacological treatments for PTSD.
- Develop interpersonal and group communication skills.

The expected outcome of this training is the development of skilled, confident and knowledgeable trainees who will be able to put into practice the knowledge and skills learnt through the TENTS-TP workshops.

2. b. Guidelines for TENTS-TP workshop

This two-day workshop was designed to be delivered to approximately 7-12 people. TENTS-TP trainers can use the material and exercises presented in this manual to design and deliver future workshops.

The exercises and materials in this manual may also be used in refresher training.

2. c. Local experts

TENTS-TP trainers can invite local experts to help facilitate workshops. Local experts can offer more detailed guidance, identify potential cultural differences and explain the set-up of services in that country. Local experts can also help to identify how and where to participate in relevant inter-agency co-ordination.

2. d. Key components of a workshop

Although the workshops can be flexible, all training workshops should include the following key components:

- **Rationale for the TENTS-TP curriculum**
  Trainees should be informed of the work conducted in the TENTS and TENTS-TP projects and understand how and why this curriculum was developed.

- **Basic knowledge of the programme’s technical content**
  Trainees must have a basic understanding of the nature of post traumatic stress disorder.

- **Supervision**
  It is important that the trainee is familiar with the supervision and appraisal protocols.

2. e. Who should be invited to the TENTS-TP workshops?
Senior trainers, trainers and local liaison contacts should facilitate the identification of individuals who can participate in the TENTS-TP workshops. Potential trainees must be health or social care professionals and ideally cover different geographical regions so that the curriculum is disseminated uniformly throughout the country.

2. f. Example agenda for a two day TENTS-TP workshop

This is an example agenda, which can be used to plan a two-day TENTS-TP workshop. This agenda can be amended to reflect the skills and background of the trainees.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop opening and introduction</td>
<td>Feedback on Day 1</td>
</tr>
<tr>
<td>Pre-workshop questionnaire</td>
<td>Detailed overview of the Curriculum</td>
</tr>
<tr>
<td>Warm-ups and icebreakers</td>
<td>Break</td>
</tr>
<tr>
<td>Learning expectations and ground rules</td>
<td>Detailed overview of the Curriculum</td>
</tr>
<tr>
<td>Background on TENTS and TENTS-TP</td>
<td>Lunch</td>
</tr>
<tr>
<td>Brief overview of the Curriculum</td>
<td>Detailed overview of the Curriculum</td>
</tr>
<tr>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>Detailed overview of the Curriculum (incorporating methods such as role play, group discussions etc)</td>
<td>Break</td>
</tr>
<tr>
<td>Lunch</td>
<td>Supervision</td>
</tr>
<tr>
<td>Detailed overview of the Curriculum continued</td>
<td>Questions and answers session</td>
</tr>
<tr>
<td>Break</td>
<td>Post-workshop questionnaire</td>
</tr>
<tr>
<td>Detailed overview of the Curriculum continued</td>
<td>Wrap-up</td>
</tr>
<tr>
<td>Questions and answers session</td>
<td>Closing and distribution of certificates</td>
</tr>
<tr>
<td>Wrap –up</td>
<td></td>
</tr>
</tbody>
</table>

2. g. Planning checklists

2. c.i. Two months or more before the workshop
It is important to start preparing for the workshop in advance so that trainees can be recruited, local experts identified and venues booked.

<table>
<thead>
<tr>
<th>Checklist of activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Invite a local expert(s) who you feel could help facilitate the workshop.</td>
</tr>
<tr>
<td>b) Book the venue, catering and translation service (if required) for the training or contact your local liaison partner to help facilitate this process.</td>
</tr>
<tr>
<td>c) With the help of the local liaison partner and senior trainer, start identifying and inviting potential trainers to the TTT workshop.</td>
</tr>
<tr>
<td>d) Research and identify relevant local services and charities and obtain pamphlets and leaflets you feel could be relevant to your trainees. Again, the local liaison partner should be asked to help with this process.</td>
</tr>
</tbody>
</table>

2. c.ii. Two weeks before the workshop

<table>
<thead>
<tr>
<th>Checklist of activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Confirm times, dates etc with the local experts who have been invited to attend.</td>
</tr>
<tr>
<td>b) Send out confirmation emails/letters to trainees along with a complete agenda.</td>
</tr>
<tr>
<td>c) Confirm details with the venue.</td>
</tr>
</tbody>
</table>
d) Start compiling materials for the workshop e.g. folders, handouts, flip charts etc (see Appendix 1 for equipment list).

2. c.iii. One week before the workshop

<table>
<thead>
<tr>
<th>Checklist of activities:</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Print off all the materials you will need for the workshop e.g. handouts.</td>
<td></td>
</tr>
<tr>
<td>b) Organise PowerPoint slides, handouts, feedback/evaluation forms and any other stationery you may need (e.g. flip chart, pens and paper, name badges etc). See Appendix 1 for equipment list.</td>
<td></td>
</tr>
</tbody>
</table>

2. c.iv. One day before (or the morning of the training)

<table>
<thead>
<tr>
<th>Checklist of activities:</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Organise all the materials, folders, equipment etc</td>
<td></td>
</tr>
<tr>
<td>b) Set up PowerPoint slides</td>
<td></td>
</tr>
<tr>
<td>c) Print off delegate list</td>
<td></td>
</tr>
</tbody>
</table>

2. h. Monitoring and evaluation of trainers

In order to monitor and evaluate the effectiveness of the workshops and the dissemination and implementation of the TENTS-TP curriculum, Trainers will need to do the following:

a) Compile a portfolio of documents (e.g. feedback reports, course evaluations, participant numbers etc) to demonstrate their continuing implementation of the curriculum. This folder can then be approved by the senior trainers (see appendix 4 and 5).

b) Complete written and practical assessments at the end of their training. The written assessment can be covered by the post workshop evaluation form. The practical, formative assessment can be completed by asking each trainer to present one slide of the PowerPoint presentation and then receive brief feedback on their delivery from the senior trainer and the group.

c) Trainers should attend one refresher course within two years of their original training.

2. i. The TENTS-TP website and e-learning support

The TENTS-TP website (see www.tentsproject.eu) contains all course materials needed to deliver the TENTS-TP workshops. The website also contains a forum where Senior trainers and trainers can discuss any issues or offer suggestions for future training.

2. j. Supervision

Each participant on the TENTS-TP programme should be given a named supervisor to contact if they need support or guidance. This will most likely be the TENTS-TP Trainer who delivered their initial training.

A convenient method of communication should be agreed between the supervisor and the trainee (e.g. e-mail). Supervision should occur as and when required and not at specific times or dates.
3. Detailed Description of the TENTS-TP Workshop Content:

*Note: The training should be delivered in the participants’ local language or, when this is not possible, be provided with translation*

The TENTS-TP programme is designed to be an interactive, multifaceted training programme. Therefore, trainers are encouraged to use the following delivery methods in their workshops:

- Case studies and scenarios
- Didactic presentations
- Video presentations
- Practical demonstrations and exercises
- Role-plays
- Group discussions
- Questions and answers sessions

Trainers are encouraged to improve the motivation of the trainees and challenge their attitudes if they feel it is required.

3. a. Day one of the TTT workshop

All of the following points will be displayed on the set of agreed TENTS-TP PowerPoint slides in order to ensure consistency of delivery throughout Europe.

3. a.i. Workshop Opening
The workshop should open with a brief welcome from the host organisation. The organisers should then explain all the housekeeping issues (fire exits, toilets, break times etc).

3. a.ii. Introductions
Trainers should introduce themselves and provide the group with a brief summary of their background. The trainer should then briefly run through what the workshop is about and how it was developed.

3. a.iii. Pre-workshop Questionnaire
The trainer should hand out a pre-workshop questionnaire to the trainees. This will provide a baseline measure of knowledge and skills and will help with later evaluation of training. A sample of a pre-workshop questionnaire is provided in Appendix 2.

3. a.iv. Warm-ups and Icebreakers
In order to help the group get to know one another and help the trainer gain rapport with the trainees, it is important to introduce icebreakers at the beginning of the workshop. For example, ask the group to split into pairs and get each individual to ask their partner what their job title is and why they are interested in this training. Then ask them to feed this information back to the group.

3. a.v. Learning expectations and ground rules
Using a flipchart or whiteboard, the trainer should ask the group individually what their expectations are for this training. After this, the trainer can ask the group to suggest some basic ground rules that should be adhered to whilst in the workshop. For example, no interrupting, mobile phones on silent etc. This helps to provide a more controlled, calm environment throughout the training.

3. a.vi. Background on TENTS and TENTS-TP
Trainees should be provided with a brief summary of the TENTS and TENTS-TP projects, as per the TENTS-TP TTT workshop PowerPoint slides.
3. a.vii. Brief overview of the curriculum
Trainees can be given a brief overview of the curriculum by running through the 13 modules on the workshop PowerPoint slides (full curriculum can be found in Appendix 6). The 13 modules are:

a. Introduction to the TENTS-TP Adopted Guidance  
b. Psychosocial Resilience  
c. Introduction to Traumatic Stress Reactions and Disorders  
d. Early Intervention following Traumatic Events  
e. Screening and Information  
f. Assessment, Formulation and Treatment Planning for Psychologically Traumatised Individuals  
g. Psychological Treatment of PTSD  
h. Pharmacological Treatment  
i. Community Interventions  
j. Complex PTSD  
k. Grief  
l. Children and Families  
m. Emergency Responders

3. a.viii. Detailed discussion of curriculum
The trainer should run through the curriculum in more detail. Throughout the whole session, ensure that the trainees feel comfortable enough to ask questions at any point and continually check that the whole group understands the points being highlighted. Different teaching techniques should be used in order to help engage the whole group in the training. For example, on occasion, the trainer should ask the group to split into pairs/small groups and discuss parts of the curriculum or answer questions.

3. a.ix. Questions and answers session
Although the trainees should feel comfortable enough to ask questions throughout the workshop sessions, it is important to end the day with a question and answer session. If the trainer feels that some of the trainees are not confident enough to ask certain questions in front of the group, a comment/question box can be constructed which can be used anonymously and questions from the box can be addressed the following morning.

3. a.x. Wrap-up
The ‘wrap-up’ should consist of a brief review of the topics covered during the day. Trainees should be asked to reflect on the day’s activities and give feedback on the first day of training.

3. b. Day two of the TTT workshop
If it is felt that the group need an ice-breaker or warm-up before the training starts, the trainer can initiate this before they ask for feedback on day one.

3. b.i. Feedback on day one
The trainer should ask the group to provide a brief summary of the main topics from day one. The group can then be asked to provide feedback on how they felt about day one and if there is anything they feel should be re-visited or explained in more detail.

3. b.ii. Detailed discussion of curriculum
There may be some topics that were not covered in day one or that the trainer or trainees feel should be covered in more detail. If this is the case, this time can be allocated to going through the parts of the curriculum that need more explanation or discussion. If the trainer and trainees feel the curriculum has been covered in enough detail, this time can be used to discuss the
curriculum as a group. For example, how do trainees feel about the different forms of early intervention? How do they feel about pharmacological treatments?

3. b.iii. Explore own attitudes and values
The trainer must help to make the trainees aware of their own attitudes and values relating to topics within the curriculum. For example, some trainees may have differing opinions about the use of psychological and pharmacological treatments for PTSD. It is important for the trainees to be aware of these attitudes so that they are able to communicate information from the curriculum in an objective manner.

A good way to explore people’s attitudes and values is to allow small group discussions about certain topics. For example, the trainer could ask the group to split into smaller groups of 3 or 4 and ask them to discuss their views on providing psychological versus pharmacological treatment for PTSD. The groups can then explore their views together with the support of the trainer.

Note: The trainer must be culturally sensitive and have basic knowledge about local cultural attitudes, practices and systems of social support. Views and opinions may differ between countries and the trainer must acknowledge this.

3. b.iv. Supervision
At the end of the two-day workshop, the trainer should explain ongoing supervision arrangements to the group. The trainer will usually be the group’s named supervisor whom they can contact at any time if they need advice or support after they have finished the training.

Further support can be accessed via the TENTS-TP website where additional materials are available along with group forums.

3. b. v. Introduction to TENTS-TP website and resources
The trainer should show the group how to access the TENTS-TP website and identify what resources would be useful for them in the future.

3. b. vi. Question and answer session
As with day one, it is important to end the day with a question and answer session. It is advisable that a longer period of time is left for this last session as there may be more questions or discussions the group would like to have before they leave. The comments/question box can continue to be used throughout the day and trainees should be informed that they could email the trainer if they have any further queries after the training has finished.

3. b.vii. Post-workshop questionnaire
Participants should be asked to complete the post-workshop questionnaire (see Appendix 2).

3. b.viii. Wrap-up, closing and distribution of certificates
The trainer should ask the trainees to sum up what has been covered in the two-day workshop. The initial expectations and learning outcomes of the group should be re-visited to ensure all outcomes have been achieved. Trainees could be asked what they felt was the highlight of the training and what they thought did not work so well. The trainer should then close the workshop and present trainees with their certificates.
## Appendix 1: Resource/Equipment list for future workshops

<table>
<thead>
<tr>
<th>List of equipment needed for a TENTS-TP TTT workshop:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TENTS-TP TTT PowerPoint Slides</td>
</tr>
<tr>
<td>Projector/laptop</td>
</tr>
<tr>
<td>Flip chart</td>
</tr>
<tr>
<td>Pens</td>
</tr>
<tr>
<td>Paper</td>
</tr>
<tr>
<td>Name badges</td>
</tr>
<tr>
<td>Agenda</td>
</tr>
<tr>
<td>Copies of training manual</td>
</tr>
<tr>
<td>Copies of handouts</td>
</tr>
<tr>
<td>Pamphlets/brochures for local relevant charities and services</td>
</tr>
<tr>
<td>Delegate list</td>
</tr>
<tr>
<td>Pre and post workshop evaluation forms</td>
</tr>
<tr>
<td>Feedback forms</td>
</tr>
</tbody>
</table>
Appendix 2: Sample pre and post workshop knowledge evaluation form

Pre and post workshop knowledge evaluation form

1. How many core principles are in the TENTS adopted guidance (please circle your chosen answer)?

2  4  6  8

2. Name three pre-trauma and post-trauma risk factors for PTSD:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

3. Name three criteria for diagnosing PTSD:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

4. Name two areas of the brain that are implicated in PTSD:

_______________________________________________________________________
_______________________________________________________________________

5. Name two psychological or social theories associated with PTSD:

_______________________________________________________________________
_______________________________________________________________________

6. Name two drugs that have RCT evidence of being effective in treating PTSD?

_______________________________________________________________________
_______________________________________________________________________

7. What single session early intervention technique has been shown to cause possible harm to some individuals after a traumatic event?

_______________________________________________________________________
_______________________________________________________________________

8. Name two psychological interventions that can help to treat PTSD:

_______________________________________________________________________
_______________________________________________________________________
Appendix 3: Tool for the self-assessment of performance as a trainer

**GRADING SCALE:**
1 – Very good  
2 – Good  
3 – Fair  
4 - Poor  
5 – Very poor

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORKSHOP PERFORMANCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction, introductory/warm-up activity</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction of workshop's aims</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Identification of participants’ main aims and learning outcomes</td>
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<tr>
<td>Conducting the discussion</td>
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<tr>
<td>Bridging and connecting workshop stages</td>
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<tr>
<td>Use of didactic materials</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Suitability and use of interactive techniques</td>
<td></td>
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</tr>
<tr>
<td>Tempo and timing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Encouragement and motivation of participants</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of mistakes made and self correction ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exact and appropriate use of terminology</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ability to organise work within group/class</td>
<td></td>
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</tr>
<tr>
<td>Ability to lead the discussion and ask questions</td>
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</tr>
<tr>
<td>Ability to create a positive and cooperative learning environment</td>
<td></td>
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</tr>
<tr>
<td>Reaction to provocation and discipline problems</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reaching set aims</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSONAL QUALITIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Image, style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mimics, gestures, body language</td>
<td></td>
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<tr>
<td>Eye-contact</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Voice (loudness, speed, rhythm, clearness, pronunciation, accent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language (grammar accuracy, cohesion, comprehension, use of empty words, use of acronyms, fluency, rationality, creativity)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shown interest for participants</td>
<td></td>
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<td>Professional attitude, dedication</td>
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<td>Self-consciousness</td>
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Appendix 4: Feedback form

TENTS-TP WORKSHOP EVALUATION FORM

Date of training: ________________
Trainer: _______________________

For each of the following areas, please indicate your reaction:

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Not applicable</th>
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<tbody>
<tr>
<td>Coverage of curriculum</td>
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<tr>
<td>Addressed my learning outcomes and interests</td>
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<td>Well organised</td>
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<td>Presented at the right level</td>
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<td>Effective exercises and group discussions</td>
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<td>Useful visual aids and handouts</td>
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<th>Presentation</th>
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<th>Fair</th>
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<tbody>
<tr>
<td>Trainer's knowledge</td>
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<td>Trainer covered material clearly</td>
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<td>Trainer responded well to questions</td>
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How could this workshop be improved?

Any other comments or suggestions?

Overall, how would you evaluate this workshop training session?
Appendix 5: Form to summarise TENTS-TP feedback forms
to be kept in folder of activities

Date of training: ..................................................

Number of participants: .................................

Results from feedback forms (collated information from responses on feedback forms):

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<th>Content</th>
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<th>Poor</th>
<th>Very Poor</th>
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</table>

How could this workshop be improved?

Any other comments or suggestions?

Overall, how would you evaluate this workshop training session?

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Appendix 6: TENTS-TP Core Curriculum

The TENTS-TP core curriculum is based on the current evidence base. It aims to facilitate the training of mental health and social service professionals throughout Europe to deliver appropriate services to individuals affected by traumatic events. The curriculum is divided into 13 modules with learning outcomes that should be achieved upon completion.

a. Introduction to the TENTS-TP Adopted Guidance
   i. Describe the core principles of the guidance
   ii. Describe the core principles of governance and strategic policy
   iii. Describe the stepped model of care

b. Psychosocial Resilience
   i. Define resilience in the context of trauma.
   ii. Describe interventions/approaches that foster resilience
   iii. Describe post traumatic growth

c. Introduction to Traumatic Stress Reactions and Disorders
   i. Describe the range of normal reactions following traumatic events and their natural course.
   ii. Describe problematic reactions following traumatic events including PTSD and other common disorders according to the DSMIV and ICD-10.
   iii. Explain the principles of the theoretical basis of PTSD from neurobiological, psychological and social standpoints.
   iv. Describe the basic epidemiology of traumatic stress disorders
   v. Explain the principles of an evidence based approach to the prevention and treatment of post traumatic disorders
   vi. Describe an accurate overview of the current evidence base for the prevention and treatment of PTSD.

d. Early Intervention following Traumatic Events
   i. Describe the commonly used approaches to acute and early intervention following traumatic events and the rationale behind them including interventions for everyone, targeted interventions and the timing of them.
   ii. Describe specific interventions including critical incident stress debriefing, psychological debriefing, psychological first aid, critical incident stress management, trauma risk management, supportive counselling and trauma focused cognitive behavioural therapy.
   iii. Discuss the current evidence base for the effectiveness of early interventions following traumatic events.

e. Screening and Information
   i. Describe the evidence base for screening for post traumatic disorders.
   ii. Describe the evidence base for providing information and psychoeducation following traumatic events.

f. Assessment, Formulation and Treatment Planning for Psychologically Traumatised Individuals
   i. Describe the essential components of a full assessment of a psychologically traumatised individual.
   ii. Describe the principles of formulation and treatment planning.
iii. Discuss the importance of understanding an individual’s presentation before commencing treatment.

g. Psychological Treatment of PTSD

i. Describe the theoretical basis underlying the commonly used trauma focused psychological treatments including exposure therapy, cognitive therapy, cognitive behavioural therapy, eye movement desensitisation and reprocessing and brief eclectic psychotherapy.

ii. Describe non trauma focused approaches including stress inoculation training, anxiety management, psychodynamic therapy and hypnotherapy.

iii. Discuss the current evidence base for the effectiveness of psychological treatment approaches for PTSD.

h. Pharmacological Treatment

i. Describe the theoretical basis underlying the commonly used pharmacological treatments including selective serotonin reuptake inhibitors, tricyclic antidepressants, monoamine oxidase inhibitors, other antidepressants, anticonvulsants, antipsychotics and benzodiazepines.

ii. Discuss the current evidence base for the effectiveness of pharmacological treatments for PTSD.

i. Community Interventions

i. Describe the impact of traumatic events on communities.

ii. Describe specific approaches to effective interventions for communities.

j. Complex PTSD

i. Describe the common presentations of complex PTSD sufferers.

ii. Discuss the theoretical basis as to why alternative management approaches may be beneficial for complex PTSD compared to simple PTSD.

iii. Describe the current evidence base for the effectiveness of treatments for complex PTSD.

k. Grief

i. Describe normal grief reactions.

ii. Describe pathological/traumatic grief reactions.

iii. Describe the current evidence base for facilitating the grieving process.

l. Children and Families

i. Describe the normal and pathological reactions that children may experience following traumatic events and their age and developmental specific mechanisms.

ii. Describe the basic epidemiology of traumatic stress disorders in children and adolescents

iii. Discuss the current evidence base for the prevention and treatment of PTSD in children.

m. Emergency Responders

i. Describe the principles of appropriately supporting emergency responders

ii. Describe the current evidence base for the effectiveness of interventions for emergency responders