



MenACE

Mental Health, Aging and
Palliative care in European
Prisons

MenACE

www.menace-project.org



Erasmus+ Programme – Strategic Partnership
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MenACE Piloting Guidelines:

Training curricula and programme
E-learning (multimedia) training course
Train the trainer Course

Developed by

IPS_Innovative Prison Systems

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Preface

The current piloting guide was produced within the scope of MenACE 'Mental Health, Aging and Palliative Care in European Prisons' project, with the aim of supporting the project partners in piloting the following outputs:

- MenACE training curricula and programme (Output 2);
- E-learning (multimedia) training course (Output 3);
- Train the Trainer Course (Output 4).

The Piloting Guide was built based on the different sections of the Project Application, and on the feedback collected from partners during the project management meetings (both face to face and online).

The guide is divided into four parts: sections I, II and III present, in detail, the development process and requirements of Outputs 2, 3 and 4 respectively, while section IV is dedicated to describing and planning the piloting of these three Outputs.

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I. MenACE training curricula and programme (02)

As explained in the project application, this Output consists of comprehensive and structured course material that will provide for the current and future needs of prison staff in in three key areas of learning: (i) mental healthcare and suicide prevention; (ii) geriatrics; and (iii) palliative care in prison.

According to the project application, the Output was structured around the following activities:

- **O2/A1. Training toolkit development;**
- **O2/A2. Mental health and suicide prevention training course development;**
- **O2/A3. Geriatrics in prisons training course development;**
- **O2/A4. Palliative care in prisons training course development;**
- **O2/A5. Piloting and fine tuning** (*addressed in section IV of this report*);

Hence, the initial idea was to have three different courses for the topics under analysis. Nonetheless, after several discussions, the partnership decided to design a complete course that integrates the three topics in separate, in-depth modules, so that trainees can select the learning contents according to their own needs. Besides these, other modules were developed to cover other equally important and related topics, including a general view of health issues in prisons, and staff well-being.

The different modules – or module chapters - can still be used separately or combined according to the objectives or target group of the training.

Here in this section we describe the development of the integrated training curricula and programme, highlighting its design specificities that needed to be attained in order to assure both project's and pilot quality. Piloting and fine-tuning activities are addressed in section VI of this report.

The following questions served as compasses for designing the training programme:

Target group	Who should attend the training?
Training contents	What contents need to be developed and what will the resources include?
Learning outcomes	What will participants be able to do as a result of completing the training?
Training approach & methods	What will be the pedagogical approach? What methods will be used so that participants meet the learning objectives and learn the content most effectively?

TABLE 1 – DESIGNING THE TRAINING PROGRAMME: MAIN QUESTIONS

A. Target users and beneficiaries

This training programme was designed for everyone that could benefit from a training on mental health issues, geriatrics and palliative care in prisons. Therefore, its **beneficiaries** are **individuals and organisations responsible for prisoners and, in addition, entities linked with or collaborating in initiatives that promote the health of prisoners and/or staff.**

In specific, the **main users** are **prison staff and healthcare professionals**, covering a wide range of categories, responsibility and experience levels:

- Top and middle management (board, legal counselling, economics, health department, logistics, and operations);
- Prison guards;
- Healthcare staff;
- Reintegration and education staff;
- Administrative and assistants.

B. Training contents

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A modular training programme for active and future trainers was developed according to the requirements of the MenACE training programme and data collected from research.

Specifically, based on the literature review (Output 1) and the expertise of the partners, a total of **6 modules and 37 chapters** were drafted. The curriculum was formed as a structured set of weighted learning modules which can be combined flexibly in order to complement different initial competence profiles. The modules and chapters are presented in the table below.

Module	Chapters
<p align="center">Module I The essentials of prison health</p>	<p>Chapter 1. Introduction: “Prison health is public health”</p> <p>Chapter 2. Principles and standards in prison health</p> <p>Chapter 3. Communicable diseases</p> <p>Chapter 4. Non-communicable diseases</p> <p>Chapter 5. Mental health</p> <p>Chapter 6. Oral health</p> <p>Chapter 7. Drug use and drug services in prison</p> <p>Chapter 8. Prisoners with special needs</p> <p>Chapter 9. Women’s health in prison</p> <p>Chapter 10. The older prisoner</p>
<p align="center">Module II Mental health in prison</p>	<p>Chapter 1. Introduction</p> <p>Chapter 2. Special needs and challenges</p> <p>Chapter 3. Supporting mental health and well-being in prisons</p> <p>Chapter 4. Suicide and self-harm prevention</p> <p>Chapter 5. Mental health needs of young offenders</p> <p>Chapter 6. Mental health needs of women in prison</p> <p>Chapter 7. Identifying mental health problems in prisons: signs and procedures</p> <p>Chapter 8. Ensuring continuity of care</p>
<p align="center">Module III Geriatrics in prison</p>	<p>Chapter 1. Holistic care for the older prisoner</p> <p>Chapter 2. Special needs and challenges</p> <p>Chapter 3. Identifying age-related health issues in prisons: signs and procedures</p> <p>Chapter 4. Working with older prisoners: good practice</p> <p>Chapter 5. Ensuring continuity of care</p>
<p align="center">Module IV</p>	<p>Chapter 1. Introduction</p>

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Palliative Care in prison	Chapter 2. Communication and teamwork Chapter 3. Patients' needs Chapter 4. First aid in PC Chapter 5. Terminal stage Chapter 6. Ensuring continuity of care
Module V Staff health and well-being in prisons	Chapter 1. Introduction Chapter 2. The stressful workplace Chapter 3. Health promotion and awareness Chapter 4. Staff support
Module VI Dynamic Security	Chapter 1. Introduction Chapter 2. Elements of dynamic security Chapter 3. Intelligence and dynamic security Chapter 4. Applying dynamic security concepts to prison healthcare

TABLE 2 – MENACE TRAINING COURSE STRUCTURE: MODULES & CHAPTERS

All modules were developed by IPS Innovative Prison Systems, with the exception of module IV on Palliative Care in Prisons which was designed by Hospice Casa Sperantei.

C. Learning Outcomes

Grounded on the objectives and structure of the training programme, the following learning outcomes were draft:

By the end of the programme the learner should be able to know & discuss:

- *Why prison health is part of public health;*
- *The burden of communicable and non-communicable diseases in prison;*
- *The issues of inmates' mental health;*
- *Suicide prevention strategies and programmes;*
- *The specific health needs of vulnerable groups in prison;*
- *The older prisoner population and its complex medical care;*
- *Palliative care and terminal stage aspects;*
- *Staff health and well-being awareness and promotion.*

D. Training approach & methods

The chosen approach was **blended learning**, combining online digital media with traditional classroom methods to create an optimum training programme for this specific

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audience. The term “blended” means that traditional instructor-led training is being supplemented with electronic formats¹.

Following this approach, the materials designed for e-learning can be adapted and reused by trainers in classroom sessions and training workshops, optimising the efforts to design and produce the e-learning course. Media elements, such as illustrations and diagrams, as well as textual content, can therefore be reused to create presentations for trainers and materials for learners. On the other hand, this approach is more flexible and convenient for the audience as learners can access the online content from anywhere any time.

Regarding **training methods and techniques**, the following were chosen to achieve the MenACE training objectives (presented above):



FIGURE 1 – TRAINING METHODS AND TECHNIQUES EMPLOYED WITHIN MENACE COURSE

Apart from the Presentation, all methods are of participatory nature.

¹ Bersin J. (2004). *The Blended Learning Book*. San Francisco: Pfeiffer.
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II. E-learning (multimedia) training course (O3)

As abovementioned, the training programme was designed to be delivered on a **blended format**, that is, combining an e-learning course with classroom sessions.

The e-learning course is an adaptation of the contents of class session training to an online environment. This output implied developing a prototype and final version of the e-learning course, gathering complementary materials, data migration to the e-learning course and translation to partner languages.

The Output was divided in the following activities:

- **O3/A1. Learning Management System (LMS) setup:** includes the definition of functionalities, key access, security, project management and monitoring functions. The LMS will support at distance conjoint training actions: online sessions, community of practice and exchange activities;
- **O3/A2. Development of the e-learning course and complementary materials** (presentations, documents, surveys, assignments, movies and other pedagogical resources);
- **O3/A3. Piloting and fine tuning** (*addressed in section IV of this report*).

A. Learning Management System Setup

As the Output's leading organisation, IPS was responsible for setting up the learning management system (LMS).

The initial work resulted in the identification, selection, configuration and deployment of one open source LMS. The LMS configuration was conducted to include the below functionalities:

- Learning path;
- Chat;
- Forum;
- Survey and exercises;
- Wiki;
- Groups organisation (communities of practice);
- Trainees individual reports.

When thinking of an Open Source LMS/VLE, **Moodle** (moodle.org) was considered. Moodle has been around since 2001 and now has an important community of followers and companies developing modules for it. Besides its numerous benefits in terms of usability and integrated features, Moodle was chosen for MenACE purposes since it ensures:

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- **Easy** creation of educational content, with drag-and-drop features, and well-documented resources along with ongoing usability improvements;
- Easy and **free** installation on web hosting solutions;
- **Tracking** of users results, allowing for methodology improvements;
- **User focus** on learning due to its clean and simple interface;
- Synchronous and asynchronous **communication** channels;
- Many tools allowing for **all learning types** (visual, auditive, practical, serious games, staff selection);
- Extensive **documents management** capabilities;
- High **flexibility** since it can be customised in any way and tailored to individual needs.

With the conclusion of the needs and requirements blueprint it was possible to launch the configuration and setup of the online learning environment. For sustainable reasons, the solution was installed at IPS' servers, being available at [elearning/menace](#). Afterwards, it was necessary to configure the ICT tool according to training course specifications which was done in parallel with the pilot's organisation.

B. Development of the e-learning course

Subsequently, training course information and contents (presentations, documents, surveys, assignments, movies and other pedagogical resources) were uploaded, training courses sessions and learning paths prepared and training groups organised, including users' creation and registration.

III. Train the trainer course (O4)

Led by BSAFE LAB, this output consists of a Train the trainer course with the aim of ensuring dissemination and sustainability of the proposed approach over time since different groups of professionals will be trained as trainers and can, therefore, train others.

The following activities were foreseen in order to deliver this Output:

- **05/A1. Development of a training course for trainers and e-learning facilitators;**
- **05/A2. Piloting and fine tuning of the train the trainer course** (*addressed in section IV of this report*).

A. Development of a training course for trainers

A complete ‘Train the trainer’ (ToT) course was developed by IPS, based on the partner’s previous experience with facilitator training courses, and on the specificities of the MenACE training course (e.g., target group features). The following table presents the structure of the course, comprising 4 modules:

Modules	Contents
Module I Training essentials	<ul style="list-style-type: none"> - Introduction to training of adult learners <ul style="list-style-type: none"> a) Features and principles of adult education b) Learning styles and training methods c) Characteristics of an effective trainer - Design and development of a training course <ul style="list-style-type: none"> a) What is the ADDIE process model? b) The phases of the ADDIE Model
Module II Training and teaching methods	<ul style="list-style-type: none"> - Core instructional methods <ul style="list-style-type: none"> a) Lecturing and explaining b) The ability to demonstrate - Supporting dynamic instructional methods <ul style="list-style-type: none"> a) Group work b) Questioning c) Discussion d) Case studies e) Role-play
Module III Behavioural group management	<ul style="list-style-type: none"> - Types of individual behaviour <ul style="list-style-type: none"> a) The Dominating Talker b) The Silent-submissive participant c) The Silent-powerful participant

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	<ul style="list-style-type: none"> d) The Expert e) The Joker f) The Broken Record g) The Chatterer h) The Intellectual Thinker-Analyst <ul style="list-style-type: none"> - Managing individual problems - The cycle of change
Module IV Instructional system design	<ul style="list-style-type: none"> - Writing learning objectives - Planning a training and preparing a lesson plan - Evaluating the training

TABLE 3 – ToT COURSE STRUCTURE: MODULES AND CHAPTERS

The training course will be accompanied by a **guide for active and future trainers**, which will cover issues related to pedagogy, such as training methodology, assessment methods as well as practical recommendations for teaching. This guide will effectively support the partnership in the development and implementation of the training programme in the different project phases.

IV. Piloting activities

The b-learning training course and the Train the trainer course will be piloted in prison context and fine-tuned after piloting feedback collection. Both courses will be piloted by the Romanian, Belgian, Portuguese and Norwegian prison services.

As a milestone established by the partnership, the piloting activities are expected to run from the **15th September** until the **15th January** 2018 (please see Annex 3 with the timeline of piloting implementation by module for trainers and trainees).

A. Roles and responsibilities

The different roles and responsibilities within the piloting test life cycle are presented in the scheme and table below.

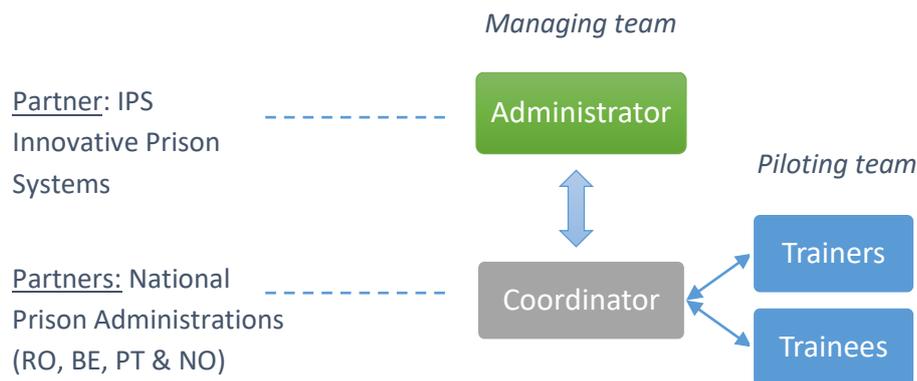


FIGURE 2 – THE MANAGING AND PILOTING TEAMS

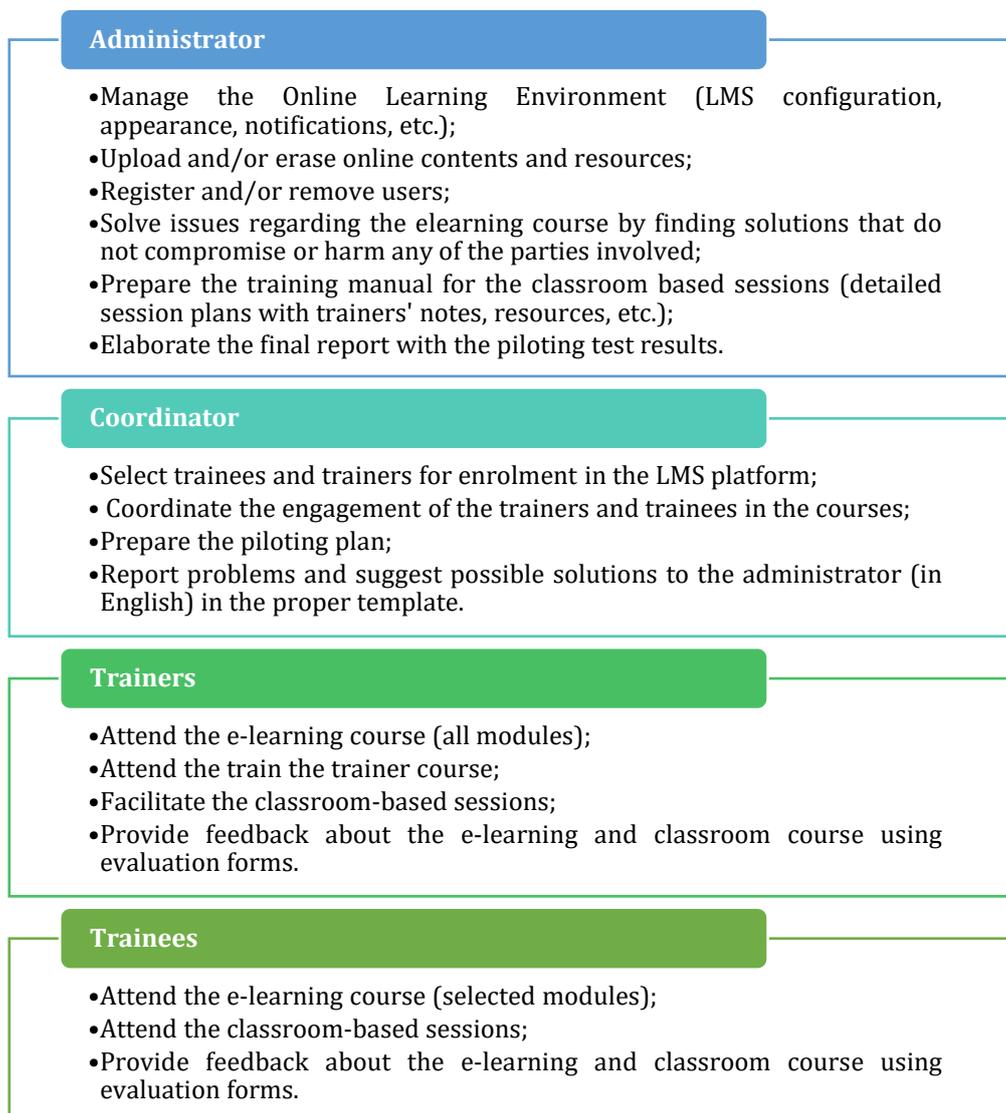


FIGURE 3 – THE DETAILED ROLES AND RESPONSIBILITIES WITHIN THE PILOT

B. Piloting test life cycle

1. Selection and recruitment

There are some specificities that need to be attained in order to assure both project's and pilot quality. As agreed by the partnership, a minimum of 18 participants, per country, need to be involved within the piloting of the O2 (Training Curricula and Programme), and a minimum of 18 participants, per country, within the piloting of the O3 (E-learning Course).

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	Romania	Portugal	Belgium	Norway	
<i>O2 Piloting team</i>	18	18	18	18	72
<i>O3 Piloting team</i>	18	18	18	18	72
<i>Total</i>	36	36	36	36	144

TABLE 4 – MANDATORY NUMBER OF PARTICIPANTS

In regards to roles and responsibilities, each partner prison administration needs to select one Coordinator that will oversee the piloting activities at national level. The coordinator, then, selects the participants (minimum of 36) that will form the piloting team comprised by a selected number (X) of Trainers, and a selected number (Y) of Trainees. **Each responsible partner should, therefore, fill in Annex 1 with the National Pilot Team information.**

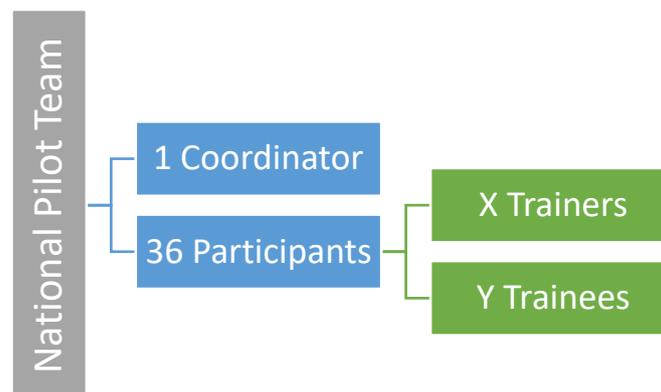


FIGURE 4 – THE STRUCTURE OF THE NATIONAL PILOTING TEAM

The **participants should be selected by each country's prison administration**, according their needs and priorities and having in mind the following **criteria**:

- Practitioners engaged in initiatives that promote the health of prisoners and/or staff;
- Practitioners with, at least, a good knowledge of English, since the online course will be delivered in English for piloting purposes.

2. Implementation

As explained in former sections, the MenACE training programme and the Train the Trainer course are to be delivered in a b-learning format, combining asynchronous and online classes with synchronous & offline sessions.

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In terms of scheduling, the piloting will start with the training of trainers, since those will be responsible for facilitating the classroom-based sessions.

a) Training of trainers

- **Duration:** 1 to 2 weeks;
- **Location:** At distance;
- **Framework:** The training of trainers should follow a common components framework (see table 5), although partners are encouraged to tailor the components according to their needs.

Sessions	Duration ² (hours)	Components	Format	Methods ³
1	4h	• Complete ToT Course	Asynchronous & Online	 (1 & 8)
2	2h	• Webinar on practical issues & doubts (with administrator + coordinator)	Synchronous & Online	 (1 & 5)
3	Xh	• Complete MenACE training Course	Asynchronous & Online	 (1 & 8)
4	2h	• Communities of practice (web sessions with other countries' trainers)	Synchronous & Online	 (6)

² The duration of the sessions is flexible and should be tailored to national needs and available resources.

³ Training Methods: 1) Presentation; 2) Case Study; 3) Individual assignment; 4) Evaluation exercise; 5) Group discussion; 6) Community of Practice; 7) Group Presentation; 8) E-learning exercise

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Total	Xh	<ul style="list-style-type: none"> Multiple components (divided into 4 sessions) 	Synchronous, Asynchronous & Online	 (1) (5)   (6) (8) 
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TABLE 5 – TRAINING OF TRAINERS: PILOTING FRAMEWORK

- **Certification:** For all participants, at the level of partnership, participation certificates will be issued. Diplomas will be approved partner institutions.

b) Training of trainees

- **Duration:** 1 to 2 weeks;
- **Location:** at distance and classroom (national prison administration);
- **Framework:** The hourly distribution, format and course components are flexible allowing partners to better adapt to training and national culture reality. To exemplify, a piloting of one week (following a part-time schedule) could present the following framework:

Sessions	Duration ⁴ (hours)	Components	Format	Methods ⁵
1	2h	<ul style="list-style-type: none"> Introduction to the course (format, structure, learning outcomes, etc.) Main concepts and topics covered 	Synchronous & Classroom	 (1)
1	4h	<ul style="list-style-type: none"> Module I – The Essentials of Prison Health 	Asynchronous & Online	  (1 & 8)

⁴ The duration of the sessions is flexible and should be tailored to national needs and available resources.

⁵ Training Methods: 1) Presentation; 2) Case Study; 3) Individual assignment; 4) Evaluation exercise; 5) Group discussion; 6) Community of Practice; 7) Group Presentation; 8) E-learning exercise

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2	4h	<ul style="list-style-type: none"> Module II – Mental Health in Prisons 	Asynchronous & Online	 (1 & 8)
3	4h	<ul style="list-style-type: none"> After module II, run a debriefing session focusing on the learning outcomes and practical implications of the topic 	Synchronous & Classroom	 (3, 5 & 7)
4	4h	<ul style="list-style-type: none"> Module V – Staff Health and Well-being in Prisons 	Synchronous & Online	 (1 & 8)
5	4h	<ul style="list-style-type: none"> Role-playing session around the topics covered in Module V 	Synchronous & Classroom	 (3, 5 & 7)
TABLE 6 - TRAINING OF TRAINEES: PILOTING FRAMEWORK				
Total	22h	<ul style="list-style-type: none"> Multiple components (divided into 5 sessions) 	Synchronous, Asynchronous, Classroom & Online	 (1, 3, 5, 7 & 8)

- Certification:** For all participants, at the level of partnership, participation certificates will be issued. Diplomas will be approved partner institutions.

Each Coordinator will prepare a detailed session plan for the delivery of the b-learning course, following the example provided above, by filling in [Annex 2](#).

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3. Evaluation

This is one of the most important phases of pilot testing cycle. The evaluation will allow the partners to receive feedback regarding MenACE's Outputs, namely in regards to its relevance both for career development and for professional improvement, relevance for the organisations, its feasibility, utility, accessibility and quality.

Based on this, feedback forms were developed and the Final Piloting Report will be elaborated based on the obtained results.

a) Learning Management System (LMS)

Evaluation Parameters	
Access to the LMS	Did you experience any difficulty accessing the tool?
	Were you able to log in without any trouble?
Navigation in the LMS	Is the tool intuitive and easy to understand?
Management of LMS	Did you experience any difficulty?
	Communicate with learners?
Tool's usefulness	Is it useful in terms of accessing course information and preparation?
Tool's flexibility and transferability	Is the tool flexible and transferable to different prisons and countries?
Usage barriers/limitations	Are there any user barriers?
Adaptability	Is the tool adaptable to prison context and to different learning domains?

TABLE 7 – LEARNING MANAGEMENT SYSTEM'S EVALUATION PARAMETERS

b) MenACE training course and ToT course

Evaluation Parameters	
Subjects / Contents	Level of interest
	Levels of knowledge of the subjects before the course
	Usefulness of the knowledge acquired for the job

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	Balance between the theoretical and practical components
	Clarity of contents
	Promotion of exercises for trainees
	Level of satisfaction with meeting the initial objectives
	Usefulness of extra resources (videos, articles and others)
	Adequacy of course duration
	Level of knowledge of the subjects after the course
E-learning course	Access to the platform
	Navigation in the online course
	Quality of the contents' visual presentation
	Difficulties / limitations

TABLE 8 – MENACE TRAINING COURSE AND ToT COURSE'S EVALUATION PARAMETERS

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Annexes

Annex 1 – MenACE Piloting Plan - Pilot National team information [Excel file enclosed]

Annex 2 – MenACE Piloting Plan - Training of trainees framework [Excel file enclosed]

Annex 3 – MenACE Course timeline – Piloting forecast by trainers and trainees [Excel file enclosed]



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Partners

