SHELTER

Safety & Help for Early adverse Life events and Traumatic Experiences in minor Refugees

Johanna Thiele, IACAPAP 2018
3 Good Reasons:

1. Political Situation: The number of refugees entering Germany increased dramatically since 2015

2. Need for specific skills and training for professional helpers and volunteers to deal with traumatized minors from multicultural backgrounds

3. Feedback from ECQAT participants: Need for more information on refugees and trauma
<table>
<thead>
<tr>
<th>Course I: Trauma</th>
<th>Course II: Emergencies</th>
<th>Course II: Concepts of Safety and Security in Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Dr. Neuner</td>
<td>Prof. Dr. Plener</td>
<td>Prof. Dr. Schröer</td>
</tr>
<tr>
<td></td>
<td>Prof. Dr. Kölch</td>
<td>Prof. Dr. Wolf</td>
</tr>
</tbody>
</table>

**Universität Bielefeld**

**Klinik für Kinder- und Jugendpsychiatrie/Psychotherapie**

**UNIVERSITÄTSKLINIKUM ULM**

**Project Coordination: Work Group Knowledge Transfer, Dissemination & E-Learning**

**Universität Hildesheim 2003**

**Hochschule Landshut**

**Klinik für Kinder- und Jugendpsychiatrie/Psychotherapie**

**UNIVERSITÄTSKLINIKUM ULM**
SHELTER ONLINE: https://shelter.elearning-kinderverschutz.de/

VERBUNDPROJEKT SHELTER

Begleitete und unbegleitete geflüchtete Minderjährige - Rahmenbedingungen und Schutz in Organisationen, Verständnis für Traumafolgen und psychische Belastungen

Online-Kurse

E-Learning Kinderschutz

SHELTER – Trauma

Traumafolgen und psychische Belastungen im Kontext von Flucht und Asyl – Basisinformationen für Helfende und Unterstützende

mehr erfahren

SHELTER – Notfall

Arbeiten mit selbst- oder fremdgefährdendem Verhalten bei Kindern und Jugendlichen mit Fluchterfahrungen

mehr erfahren

Konzepte für Organisationen, die Kinder und Jugendliche mit Fluchterfahrungen betreuen

mehr erfahren

E-Learning Kinderschutz
Project SHELTER
Safety & Help for Early adverse Life events and Traumatic Experiences in minor Refugees

SHELTER II: Emergencies
Self Harming Behavior – Suicide – Aggression
The Background

→ Increased rates of suicidal behavior among children and adolescents with migration background due to severe stress factors

→ Accumulation of linguistic and cultural misunderstandings in youth welfare and clinical treatments

→ Increased rate of emergency hospitalization due to misinterpretations of behavior

References:

The Objective

This course is intended to teach social workers, volunteers, teachers, professionals and all other people who are in direct contact with minor refugees...

...to reduce uncertainties in handling suicide thoughts and other difficult situations in youth welfare.

...to identify dangerous behaviors as early as possible and to react accordingly.

...about culture-specific behaviors and concepts of disease.

...to reduce uncertainties in handling suicide thoughts and other difficult situations in youth welfare.
We also provide information about...

- How to involve translators on sensitive topics.
- How to minimize loss of information when transferring to psychotherapists and clinics.
- How to take care of own needs and boundaries while working with traumatized children and adolescents.
- Which legal aspects are to be considered in situations of self harm, suicide intention, violent behavior.
- History and cultural facts about religion and the countries of origin.
The Structure

4 Modules:

MODUL 1: Basic Information

MODUL 2: Self Harming Behavior

MODUL 3: Aggression and Violent Behavior

MODUL 4: Framework for Successful Help
### The Course Units

<table>
<thead>
<tr>
<th>MODUL 1</th>
<th>MODUL 2</th>
<th>MODUL 3</th>
<th>MODUL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Information</td>
<td>Self Harming Behavior</td>
<td>Aggression and Violent Behavior</td>
<td>Framework for Successful Help</td>
</tr>
<tr>
<td>LE 1.1 Trauma in the context of flight and asylum</td>
<td>LE 2.1 Forms and Frequencies of Self-harming Behaviors</td>
<td>LE 3.1 Causes and Explanatory Models of Aggressive Behavior</td>
<td>LE 4.1 Legal Aspects</td>
</tr>
<tr>
<td>LE 1.2 Cultural Aspects</td>
<td>LE 2.2 Diagnostics of Self-harming Behaviors</td>
<td>LE 3.2 De-escalating Aggressive Behavior</td>
<td>LE 4.2 Emergency Plan for Self-harming or Aggressive Behavior</td>
</tr>
<tr>
<td>LE 1.3 Prevention and Promotion of Resilience</td>
<td>LE 2.3 Dealing with Self-harming Behaviors</td>
<td>LE 3.3 Intervening Escalating Violence</td>
<td>LE 4.3 Self-Care</td>
</tr>
</tbody>
</table>
Every Course Unit contains

• **A text**, which provides the most important learning contents on 8-10 pages

• **A short video** with interviews from different experts on the particular subject

• **Practical applications for practicing**: (e.g.):
  • Text based case studies
  • Interactive computer animations
  • Best-Practise-Videos

• **Download material**: Text as Ebook or PDF, Questionnaires in 5 different languages, Emergency Plans & additional information

• **Exam ~ 10 - 20 MC-Questions**
Example: Best Practise Video in Practical Applications
Quality Assurance

To assure high quality, topicality and practical relevance, the participants can participate free of charge until 2019, in exchange to filling in questionnaires and evaluation forms.

We collect data regarding
• The subjective quality and usefulness of the course
• Prejudices against self-harming and aggressive behavior
• Prior knowledge of the topics
• Skills and strategies for self-care & protection against burnout
• Self-efficacy & competencies
• Learning motivation & acquired knowledge

Adding to that, all our participants are encouraged to e-mails us at any time and provide feedback on content and technology in order to improve user experience and practical relevance!
Research Design

Cohort 1
Feedback to course content and learning materials

Outcome (pre, post)

Revision

Outcome (pre, post, cat.)
Evaluation

Cohort 2

Intervention Group

Waiting Time

Control Group

Outcome (pre, post, cat.)
Evaluation

T₀ = Pretest (Baseline)
T₁ = Pretest

T₂ = Posttest
T₃ = Catamnesis (6 month)
T₄ = Catamnesis (12 month)
Summary Results

✓ Overall very high user satisfaction (80 – 97 %)

✓ Increase in objective knowledge (20 Questions, p < .01, d = 1.01)

✓ Increase of subjective knowledge (p < .01, d = 1.4)

✓ Increased confidence in skills (p < .01, d = .93)

✓ Decrease of prejudice/"negative attitudes" (p < .01, d = -.4)

✓ Increase of action competence (p < .01, d = 1.4)

✓ Increase of emotional competences (p < .01, d = 1.09)
Project SHELTER

Thank you for your time!

Questions or Comments?