



Training methodology
and technology



Identifying the Needs of Medical First Responders in Disasters

Training methodologies and technologies

Exam and discussion of education programs and training practices, and prevailing theories (e.g. competency-based education: process that moves from what students need to know and be able to do)



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It is therefore necessary to develop competencies that offer an overview of the situation and of interdependent activities for a mindful interrelation

Institutional and legislative response aimed at coordinating the different forces (MIC, European modules, etc.).



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Methodologies and tools

The ability to manage emergencies well can be neither acquired fully in the classroom nor learned entirely by experience

Cycle: combining classroom instructions and practical training, structuring the training course according to the level of participants, verifying if actions correspond to skills required



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Thus, each arrangement which tends towards the preservation of the stakeholder's integrity, both physical and psychological, will have to be part of a global action of integration in **human resources plans**



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Contents and standards

There is a certain lack of consensus on what courses ought to contain and applicable standards

Emergency preparedness and medical education should converge on effective practices



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Training offer

Training courses for MFRs deal with different topics and can have different contents and duration

Exam of tools and methodologies most frequently used to train MFRs (table top, role playing, simulation)



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The use of information technology for education e-learning: it may encompass multiple formats and hybrid methods (using software, Internet, CD-ROM, online learning or any other electronic or interactive media).

Research has already examined potential and limits of e-learning, regarding both pedagogical and technological aspects but there are different conclusions



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Conclusions & future researches



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Training efficacy

MFR training was found to be highly diversified, in terms of duration, methods, contents, degrees, progression, etc. Hence, there is a need to adapt training to the tasks and responsibilities that rescuers must take on, and to consistently apply effective pedagogical systems and reference standards in this process.



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Shared training

Although the importance of team-coordinated emergency intervention was acknowledged, it was found that: few shared training occasions and programmes among the different bodies are held; the other forces' assignments are frequently not sufficiently clear; and that cooperation prevalently takes place by chain of command--rarely as a combined operation. This shortfall directly influences the efficacy of intervention and weakens collective competence of any organisation or group of organisations. Training plans should therefore multiply opportunities for shared training.



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Pedagogical efficacy

Data are currently lacking, as are the systematic evaluation of the pedagogical efficacy of the different instruments currently used in MFR training (e.g., simulations, table top..), and adequate assessment instruments for evaluating the efficacy of training for single participants and their capabilities. Further research in this field is therefore required, and instruments that can be easily used by rescuer trainers to modify training programmes and contents based on information obtained in such a way, must be developed.



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Awareness

To make rescuers aware of the “burdens” and therefore, the psychosocial risks they will most probably be undergoing, training must develop courses to help rescuers recognize signs in themselves and their colleagues that indicate a need to seek psychological support. Bearing in mind the highly prevalent “superhero” model among first responders, this approach should make up an integral part of each emergency intervention organisation’s culture of promoting rescuers’ growth and well-being.



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The wail of a siren, the image of an ambulance or fire tanker racing through the streets has become a familiar stereotype in public life: We all look up, spy the approaching rescue vehicle, and make way for it. Yet, we rarely consider the rescuers themselves, who they are and why they happen to be on that vehicle. We never, of course, consider how they might be feeling, what they might be thinking, their fears, etc...

In our imagination, these individuals in uniform are heroes, tempered by experience. Rarely do we consider that they are also fathers, mothers, fiancées, young students, retirees, or workers who have simply chosen to make a different life choice from our own.

Il suono di una sirena, la folle corsa di un'ambulanza o di un'auto-botte dei pompieri, sono entrati nel quotidiano collettivo come ormai uno stereotipo. Ci guardiamo intorno alla ricerca del mezzo di soccorso per dargli libera strada. Quasi mai ci coglie il pensiero dei soccorritori: chi sono, in forza di quale scelta sono lì, in quel momento, su quel mezzo di soccorso. Mai pensiamo al loro stato d'animo, ai loro pensieri, alle loro paure.

Il nostro immaginario ci fa vedere questi uomini in divisa come eroi, costruiti con il duro acciaio del vissuto; poche volte pensiamo che sono padri, madri, fidanzati, giovani studenti, pensionati o lavoratori che fanno una scelta di vita, diversa dalla nostra.



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