Our Simulations:

Katie Anderson (Disclosure)

This simulation focuses on best practices (e.g., minimal facts interviewing, mandated reporting, and investigative interviewing) following an accidental disclosure of sexual abuse in a school setting.

Caleb Perez (Emergency Medical)

This simulation focuses on developing best practices pertaining to a child abuse and neglect investigation, starting with initial observations made by a nurse during an Emergency Room visit and including subsequent investigative activities by MDT members.

Hailey Miller (Investigation)

This simulation focuses on processes involved in a child abuse and neglect investigation, starting with a mandated report and ending with simulated investigation activities (i.e., home visit, interview with family members).
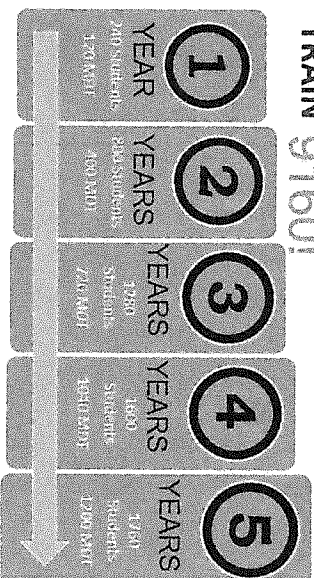
Sammi Green (Forensic Process)

This simulation focuses on the forensic investigation process in more depth, exploring the multidisciplinary team and their roles within the legal process, including how forensic interviews conducted at a Child Advocacy Center contribute to the investigation.

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Our Goals:

TRAIN 9160

1 YEAR — 200 students, 1,200 MDT

2 YEARS — 2635 students, 4160 MDT

3 YEARS — 3240 students, 7200 MDT

4 YEARS — 1600 students, 10600 MDT

5 YEARS — 1760 students, 13000 MDT

"Given that we were able to put into practice what was taught initially, I would say this is likely THE most effective way to help someone grasp the learning objectives."
—Community Trainee

"I'm really glad I learned more about the investigation process as a whole. Additionally, it was awesome to see where my skills can come to life... I couldn't imagine any other method being nearly as effective in helping me learn the core concepts."
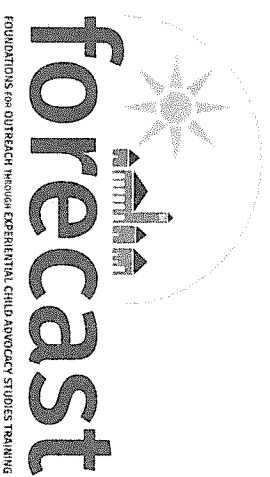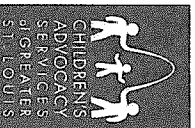-Student Trainee

Children's Advocacy Services of Greater St. Louis

NCTSN — The National Child Traumatic Stress Network

SAMHSA — Substance Abuse and Mental Health Services Administration

GUNDERSEN NATIONAL CHILD PROTECTION TRAINING CENTER

UMSL

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Project FORECAST

forecast
FOUNDATIONS for OUTREACH through EXPERIENTIAL CHILD ADVOCACY STUDIES TRAINING

Creating a Trauma-Informed Workforce

For questions regarding Project FORECAST please don't hesitate to reach out to us via email (forecast@umsl.edu) or via phone (314-516-6798).

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Vision:

Project FORECAST will create a child-serving workforce capable and competent at responding to trauma in a manner that promotes resiliency and reduces further trauma.

Mission:

Project FORECAST will provide simultaneous training to undergraduate university students and community professionals in Problem-Based Learning Simulations (PBL-S) to develop the workforce's Trauma Informed Experiential Reasoning Skills (TIERS).

How to Become a Facilitator:

- Participate in an informational webinar.
- Apply online with a team of 4-10 participants.
- Attend two in-person learning sessions.
- Join monthly consultation calls for one year.
- Facilitate two simulations per year with fidelity in courses and/or community trainings.
- Implement FORECAST evaluations in courses and trainings.
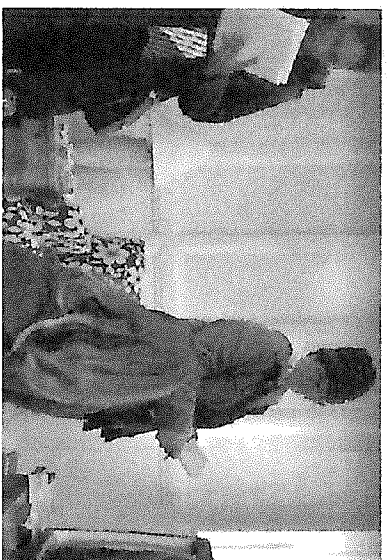
"The experiential focus of the FORECAST materials has really allowed us to reimage our student experience in our CAST courses. The core concepts and vignettes have really been that "missing piece" we've been looking for that allows for a meaningful, skills based learning experience in the classroom."
-FORECAST Facilitator

"The students were very engaged and asked that we do more simulations in classes...I am so excited about the opportunities gained from the FORECAST training."
-FORECAST Facilitator

"I am really impressed with the detailed instructions provided by FORECAST trainers. I look forward to implementing these practices and using the vignettes in my upcoming courses."
-FORECAST Facilitator

The 12 Core Concepts:

The 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families were developed by the NCTSN Core Curriculum Task Force during an expert consensus meeting in 2007. The concepts provide a breadth of coverage regarding conceptual points that should be carefully considered by providers and systems working to assess, understand, and support trauma-exposed children, families, and communities using trauma-informed approaches.

TIERS:

When the objective is to create communities that respond effectively to and prevent further childhood trauma, it is essential to equip the child serving workforce with skills necessary to accomplish that goal. The Trauma-Informed Experiential Reasoning Skills (TIERS) outline aspirational competencies for multidisciplinary team members across many professional sectors.

Problem-Based Learning:

PBL is a learner-centered approach in which participants learn about a subject by working in groups to solve open-ended problems. Rather than lecturing on material and then having participants apply the information to a problem, participants are provided with the problem first. A PBL facilitator then guides the participants through a series of steps designed to help them examine and define the problem, identify relevant information, develop hypotheses about the nature and cause of the problem, identify and evaluate possible solutions, and determine what further information they need to address the problem effectively.

forecast

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Problem-Based Learning:
PBL is a learner-centered approach in which participants learn about a subject by working in groups to solve open-ended problems. Rather than lecturing on material, the simulations increase critical thinking skills with PBL facilitators learning techniques that guide the participants through a series of problem-solving steps.

Learning Community Model:
* Participate in learning communities
* Utilizes adult learning principles, interactive training methods, and skill-development learning
* Allows all to benefit from each other's experiences, as well as build relationships that facilitates the coordination of trauma-focused care for children and families.

Next Steps, if interested:
* Email Audrey Hokoda (ahokoda@sdsu.edu) who will send further information
* Participate in an informational webinar with Dr. Dorothy Haskell, Project Director.
* Two face-to-face trainings (maybe late summer and fall 2019)
* Join monthly consultation calls for one year.
* Facilitate two simulations per year with fidelity in courses and/or community trainings.
* Implement FORECAST evaluations in courses and trainings.