



Development of the MELODY Training Curriculum

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Learning outcomes MELODY training curriculum

First responders and medical staff

- are able to recognize potential CBRN incidents
- take proper personal protection measures
- know which specialist (teams) to call

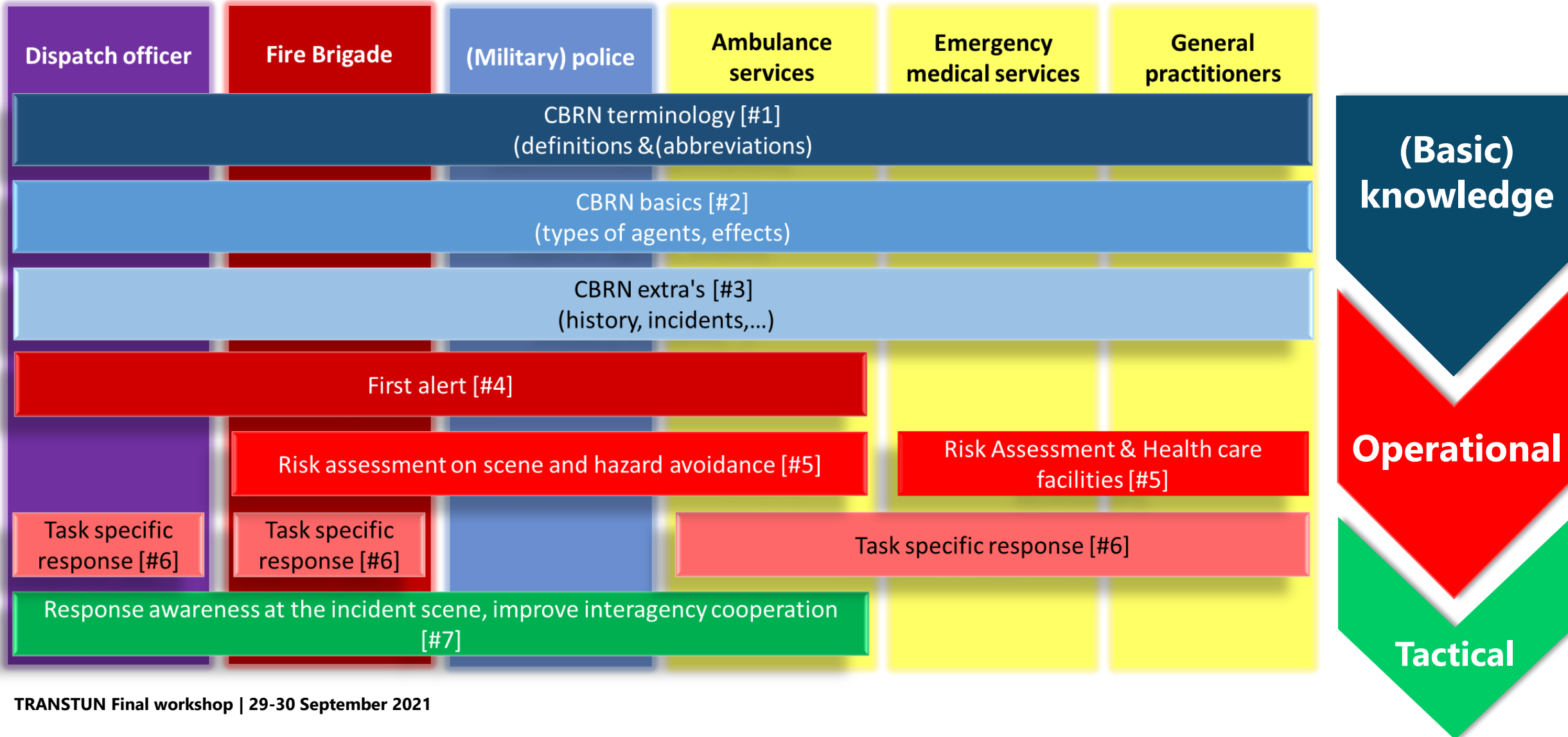
Development of MELODY training curriculum

- Curriculum based on former EU projects:
 - EDEN framework modules
 - PRACTICE Operational Functions
- Adjusting curriculum for MELODY target group and scope
 - Based on needs identified in WP2
- Re-using existing training materials
 - EU projects
 - EU CBRN Centres of Excellence project, through JRC

[PRACTICE]



MELODY Training curriculum (I)



Example: Module 2: CBRN Basics

Module	Topic	Prese- ntation	Contents	Learning objectives	DO	FB	(M)P	AS	EHF	GP	Time (min)
			Groups of agents, classification and examples of incidents								
		2.1.1	Classification, properties, signs and triggers, etc.	To <u>recognize</u> the different groups of agents, their features and effects	X	X	X	X	X	X	25

Prese- ntation	Contents	Learning objectives	DO	FB	(M)P	AS	EHF	GP	Time (min)
	Groups of agents, classification and examples of incidents								
2.1.1	Classification, properties, dispersion (including explosives), signs and triggers, etc.	To <u>recognize</u> the different groups of agents, their features and effects	X	X	X	X	X	X	25

CBRN Basics	2.3	Where to find dangerous goods UN codes and recognizing production								
		2.3.1	Where can you find CBRN materials? (industry, health care, research facilities, etc.)	To <u>list</u> potential sources of CBRN agents	X	X	X	X		25
		2.3.2	Dangerous goods and UN codes	To <u>clarify</u> signs of dangerous goods	X	X	X	X		25
	2.3.3	How can you recognize illegal production or use of CBRN materials?	To <u>recognize</u> improvised production facilities	X	X	X	X		35	
	2.4	Arriving at the scene, basic safety, and own safety								
		2.4.1	Arriving safe at the scene (access routes, hot zone, wind direction, etc.)	To <u>clarify</u> a safe arrival procedure	X	X	X	X		25
		2.4.2	Basic safety in the field (rules of thumb, zoning, etc.)	To <u>recall</u> how to act (do's and don'ts)	X	X	X	X		10
	2.4.3	Own safety in the field (personal protection)	To <u>recall</u> what to do for own safety	X	X	X	X		25	
	2.5	Test Questions								
		2.5	Test questions	To <u>reflect</u> on one's progress	X	X	X	X	X	X

MELODY Training Curriculum

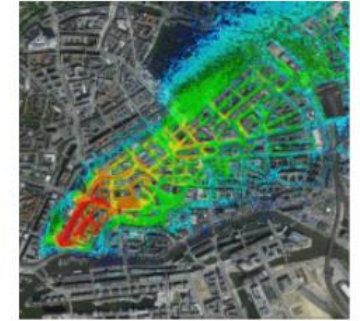
- **Classroom education**
 - Interaction trainer with trainees
- **Practical training (carry out / apply topics)**
 - Scenario discussions/training
 - Hands-on training
 - Table top exercises
- **E-learning**
 - Module 2_Basics
- **Guide for trainers**
 - Explaining the curriculum and how to use this

Classroom teaching

- PowerPoint presentations
- Notes that explain the trainer what to teach
- Possibilities of including national examples and procedures
- Interaction with trainees is essential

Weather and dispersion

- Wind and rain
- Wind direction
- Rain
- Temperature
- Structures
- Season



MELODY Presentation 4.1: Identify possible CBRN releases by asking the right questions

12

Module: 4: First alert

Topic: 4.1 Asking the right questions

Melody Presentation: 4.1 Identify possible CBRN releases by asking the right questions

Learning objective: To recognize signs of a potential CBRN release and initiate first responder(s)

Slide (number/out of): 12 / 15

Title slide: Weather and dispersion

Result: trainees become aware what factors could influence a CBRN scene and which are important to

Instructions for the trainer:

When asking about the weather be aware that

- the actual weather greatly influences the number of people being outside
- wind direction is needed to safely work, save and minimise the risk of exposure and to set up the h
- wind direction is needed for safe access routes to the scene for the first 1 -2 km around the scene
- decontamination of people is usually done with water and outside, making people wet when it is r

Practical training

- **Carry out/apply learning objectives**

- 12 topics

- **Scenario discussions/ training**

- Present a scenario, discuss actions

- **Hands-on training**

- PPE
- Decontamination

- **Table top exercise**

- To put CBRN specific learning objectives in relevant context



Example Scenario discussions

- Powerpoint presentation
- Description of scenarios
- Ask the students
 - What to consider
 - What to do

Scenario 5.1_1 Improvised laboratory in apartment



The scene



MELODY #5.1 P Scenario discussion

Example Hands-on training

- Donning and doffing of PPE
 - Gloves
 - Coverall
 - Face masks
- Instructions
 - How to give the training
 - Instruction movies
 - Required materials
 - Required equipment

Donning and doffing gloves

- Donning:
 - Choose the right size gloves
 - Remove jewelry, (sharp objects)
 - Wash your hands
 - Put on the gloves, make sure there are no folds



DEB UV Hand Hygiene Training Kit

MELODY #x.xx Course title

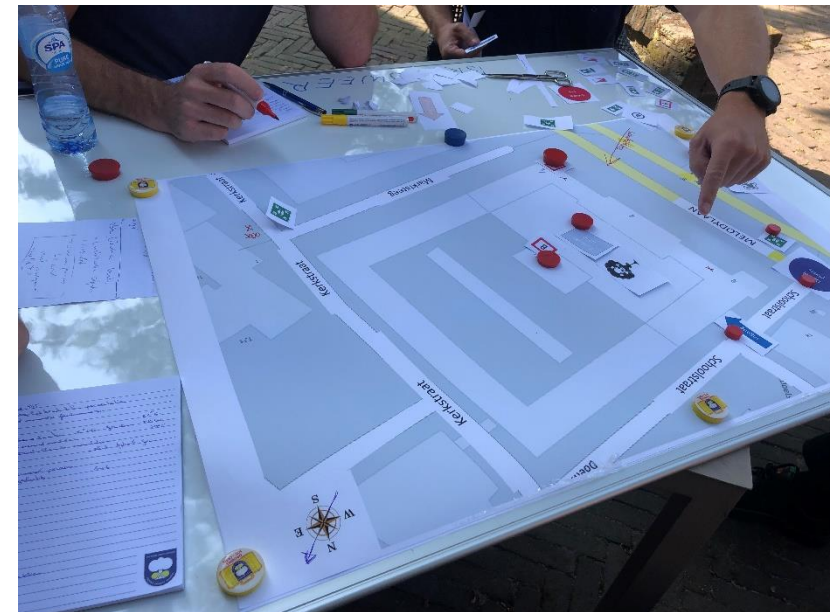
- Doffing



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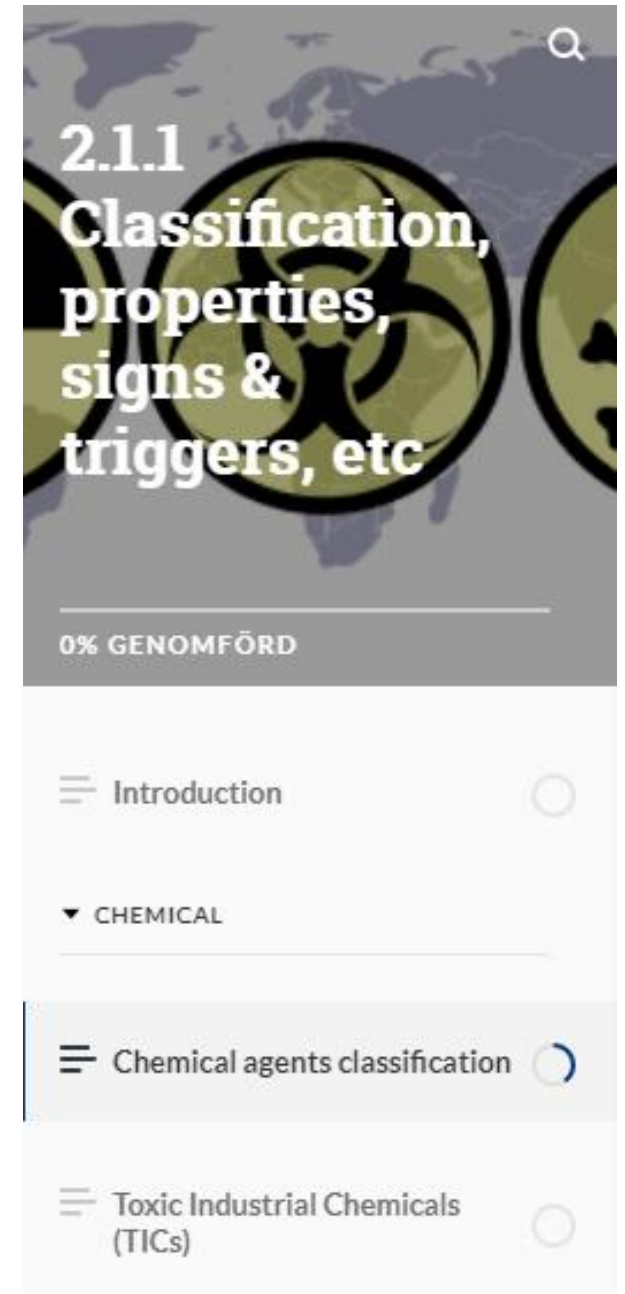
Example Table-top exercises

- Practice collaboration between emergency services
- Based on real-life scenarios
- Important to know your own tasks and responsibilities
- Also know the tasks and responsibilities of your partners



E-learning

- **Based on PowerPoints Classroom teaching**
 - Module 2_Basics
 - Variation in educational tools
 - Tests included
 - No learning management
 - Self test when finished
 - Available through JRC when MELODY is finished



Guide for trainers

- **Introduction into the curriculum**
- **Explanation of the different training methods**
 - Modular approach
 - (Basic) knowledge and operational modules
- **Explanation on how to use the training material**
 - How to make it 'fit for purpose'
 - Dependent on target audience, available time, expertise, ...
- **Annexes:** The actual training materials



Thank you
Questions?