

## VIRTUAL MOBILITY (VM) GRANT REPORT

This report is submitted by the VM grantee to VNS Manager, who will coordinate the approval on behalf of the Action MC.

**Action number: CA18211**

**VM grant title:** MOOC on Trauma-Informed Care and Epigenetics

**VM grant start and end date:** 01/09/2021 to 31/09/2021

**Grantee name:** Olga Gouni

**Description of the outcomes and achieved outputs (including any specific Action objective and deliverables, or publications resulting from the Virtual Mobility).**

*(max. 500 words)*

The outcomes and achieved outputs of the VM grant were the following:

1. A MOOC was created and linked to the website of the action CA18211.
2. The MOOC familiarizes participants from birth-related environments with concepts like birth-trauma, PTSD, Trauma-Informed Care, Epigenetics, Transgenerational trauma.  
It helps them to recognize causes and the related impact for all involved. Thus, participants will be able to Identify Trauma in maternity services. It allows participants to know how to assess birth trauma and PTSD in research and clinical practice and finally it helps them apply principles of trauma-informed care to maternity services.
3. It consists of 13 lessons each of which has a videolecture and study material.
4. It was based on the training school of the Action CA18211 which took place earlier this year (February 2021) around the topic of Trauma-informed care and Epigenetics.
5. The existing material was studied, evaluated, analysed and was re-organized so that participants can gain the knowledge and expand their understanding.
6. As gaps were noticed, new material was created to provide for the missing knowledge.
7. Digital files were edited
8. The videolectures were uploaded to youtube (CA18211 channel) and then embedded in the MOOC.
9. Study material was created and added (mainly papers and publications, google books, slides/ pdfs, glossaries
10. Screening of relevant material on public domain was made to provide for the missing gaps (famous professors speaking at congresses/ conferences on relevant themes, visuals for understanding complex terminology.
11. An intro video was created using free video/ music source. It was used to start and finish each videolecture.

12. The MOOC can be seen here: <https://www.ca18211.eu/courses/trauma-informed-care-and-epigenetics/>

**Description of the benefits to the COST Action Strategy (what and how).**

*(max. 500 words)*

The course "Trauma-informed Care and Epigenetics" being an introductory course for those already professionals in the fields of Maternity Care or students from the disciplines of Psychology, Medicine, Midwifery, Nursing, Social Work and/or Pedagogy, benefits the COST ACTION Strategy as it enables the science communication activities multiplying the valuable benefits of the specific training school and its successful delivery to anyone interested, especially Early Stage Researchers, Researchers from Inclusiveness Target Countries, Interested Parties from non-COST countries, including Near Neighbour Countries & International Partner Countries, Interested stakeholders/ policy makers or young professionals who wish to learn from the experts in the field offering a valuable learning tool free from the limitations of space/ time (invaluable during the COVID-19 restrictions) or fees, expanding the cross-border networking of researchers and making the action more visible globally. It is added value to the dissemination of the scientific knowledge on birth-related trauma which can be translated to the best practice for optimising the birth experience for the benefit of all involved.

Finally, it can be expanded in the future adding more lessons as the 2<sup>nd</sup> and 3<sup>rd</sup> Training Schools are to take place in the year 2022 or to the end of the action.

**Description of the virtual collaboration (including constructive reflection on activities undertaken, identified successful practices and lessons learned).**

*(max. 500 words)*

The following experts were contacted:

1. Professor Susan Ayers: She was one of the 2 experts that led the training school. Both of her sessions were unfortunately lost. These two lectures failed to be recreated as the 2<sup>nd</sup> videorecording was also lost due to technical errors.
2. Professor Antje Horsch was contacted for guidance and all the material was in place, analyzed, technically edited and provided content for the MOOC.

The following people who were the mentors who supported the initial group of trainees were contacted and asked for adding their experience to this MOOC

1. Dr Rose Coates City, University of London, Research Fellow
2. Prof Yael Benyamini, Full Professor at the Bob Shapell School of Social Work and a researcher in the fields of health and aging, and in particular, women's health.
3. Prof Becca Webb
4. Prof Gill Thomson, Reader in Perinatal Health within the Maternal and Infant Nutrition and Nurture Unit (MAINN) in the University of Central Lancashire
5. Prof Danny Horesh, Associate Professor, Bar-Ilan University, Psychology Department

Despite the fact that most of them responded to the initial email-call, limitations of time and their overload did not allow any contribution from their part.

Prof Rosita Cambianelli was contacted and a videolecture was created under the title Determinants of Epigenetic Changes.

Julia Seng was also contacted and asked to offer the material (video and slides) she used during the related action conference earlier this year (June 2021). This material worked beautifully as it provided needed content in some of the lessons.

The most important challenge faced was the absence of technical support in terms of the website. The website had not provided for an LMS and the existing administrator –though very willing and kind- lacked the needed experience causing a lot of delays, doubling the work I had to do as things did not work properly, had to change LMS and the existing plugins did not work properly or not at all. This also meant that personally I had to waste a lot of time trying to figure out how each of the programs worked and what their way of structuring was so that I could adapt, a challenge which had nothing to do with the content creation and which could make things much easier and faster/ better if in the future such issues are anticipated and integrated right from the beginning. Finally, The training school curricula for the next two programmed events need to be structured in a better way so that there are no gaps in the knowledge and the trainee educational needs are better studied and provided for.

The 2 experts and the initial participants of the training school (29 people) have been contacted and asked to test the MOOC and comment.

The link to the course was emailed to all participants who initially attended the Training school in February 2021 as well as the educators of the TS. Whatever feedback received will be taken into account and integrated to the course.