

adequate preparations are not established in universities, the libraries may face imminent attacks and destruction by the Islamic terrorist group.

The main objective of this paper is to examine the level of preparedness of libraries in Nigerian against terrorist attack. Specifically the study will assess the level of awareness of librarians about terrorism; examine the security policies available against terrorism in the libraries.etc

The population of the study will be all academic librarians from which management staff in the library and chief security officers in Nigerian universities will be sampled. Questionnaire and interview will be used for data. The purpose for sampling this category of librarians was because they are always involved in the policy making and policy implementations in their libraries.

Findings Libraries have policies on security, but such policies have neither been expanded nor updated to cover aspects of terrorism and man-made disasters. In view of these possible findings, academic libraries in Nigeria seem not to be adequately prepared to forestall imminent attack by terrorists on libraries in Nigerian universities. For that the implications remains that academic libraries may lose substantial volume of irreparable and irreplaceable workforce, facilities, resources and others.

The Paper recommends that more awareness about the dangers of terrorism and their mode of operation should be intensified not in the library but also in the university community. This should be done using jingles, notice boards, bill boards and other information provision media. Electronic detective machines for finding dangerous weapons should be installed in the libraries by the federal government. Library policies on security should be expanded and updated to include safety of human and library resources and be seriously implemented.

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SIGNIFICANCE OF GRIEF CARE EDUCATION FOR YOUTH: AN EVALUATION OF TRAUMA-PREVENTION CLASS OF P. A.R.T.Y PROGRAM IN JAPAN

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Background Trauma-Prevention class for adolescents, as part of P. A.R.T.Y Program (Prevention of Alcohol and Risk-Related Trauma in Youth), was held from 2006 and 2011. From the participant evaluation it became clear that many participants had stronger interest toward psychological trauma than in physical trauma (Kojima 2014). Thus from 2011 a program of "Loss and Grief" had been added. The purpose of the present study is to ascertain the significance of this new program.

Method A free-response evaluation was obtained from the participants of the trauma-prevention class (P.A.R.T.Y Program) for adolescents from 2006 to 2011. The educational effectiveness of the program "Loss and Grief" was assessed through a qualitative analysis of relevant part of the evaluation. Ethical approval was gained from the Ethics Committee at Kitasato University.

Results Response from 74 out of 105 participants were obtained, and the qualitative analysis of the data yielded 74 raw data, 13 codes, 6 sub-categories and 3 categories. Participants construed "Loss and Grief" as an opportunity to learn that experience of loss varies among individuals and that it is important to understand what life and loss mean for oneself. They also learned the

importance of thinking for themselves how to respond to loss, but also of mutual support and sympathy.

Conclusion In Japanese high school education there is no class related loss and grief care, thus adolescents do not have the opportunity to learn about the meaning of loss. By including a study of psychological traumas in the prevention of trauma class (P.A.R.T.Y Program), students can learn that the feeling of loss following physical traumas in oneself or dear ones is a natural phenomenon and can also become interested in learning about the emotional significance of loss and its treatment. Henceforth we plan to include "Experience of Loss and Grief Process" into the program and further refine the prevention of trauma class (P. A.R.T.Y Program) by continuously incorporating feedback from participants.

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THE DISASTER TRAUMATIC PREVENTION CLASSROOM INTRODUCED ACTIVE LEARNING

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Background Japan is located where four tectonic plates meet: the Pacific, North American, Eurasian, and Philippine plates. One hundred million people live in this region, which contains many rivers and mountain ranges, including volcanoes. The government has maintained public facilities at an advanced level in order to cope with natural disasters. However, the government has not yet established a practice whereby potential victims could learn to survive.

Objective The development of the learning program to win the Trauma/Injury prevention capacity at the time of Disaster occurred for High school students was held a Learning Course incorporating the Active Learning strategies.

Results We held the course eleven times between September 2011 and August 2015. A total of 208 students participated. Program content and Learning forms were Lecture which used for Interactive classroom technology, as below Explain of P.A.R.T.Y Program in Isehara and Learning about disaster prevention, Features of Disaster, Coping with Grief and Loss, High Energy Trauma Management, Life of Higher brain dysfunction and Activity of DMAT(Disaster Medical Assistance Team). Simulations which use Simulation Lab or Centre were Basic fire-fighting Training, Smoke escape training and Escape from the darkroom. Visiting style of the tour of Emergency Department are Helicopter Emergency Medical Service and Emergency Department. Practices of small group training were Art of self-defense, First aid training and How to Cover Up Scars.

Conclusions Learning how to prevent trauma during disasters is an important life skills. However, many young people are not interested in it, because it is not a fun experience. Active learning methods are effective; however, participants with low motivation are not welcome to take part in the course.

We make the course map for discuss the disaster-related issues mentioned with the participants.

Disaster prevention, 2. P.A.R.T.Y Program, 3. Youth, 4. Active learning