

# VETmh TuTo+ Vocational education process in European tutoring for immersion trainees in the mental health sector

## VETmh TuTo+ Project 2018-2021

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### TUTORING MISSION, THE STAGES OVER THE 3 YEARS OF THE PROJECT:

By accepting this mission of tutoring younger peers, the tutors undertake - in 3 distinct but complementary and indissociable stages - to fulfil the objective of opening up knowledge, of emancipation in position and sharing and publication of the accomplishments of the trainees, beginning professionals.

In an initial stage, shared training strives for the skills of “involvement in his mission as tutor”, “use of theoretical, material or human resources to assure his mission” and “professional communication” ensuring constructive sharing between: tutor and trainee, tutors and professionals in the field in “compagnonnage”, trainees and professionals in the field in “compagnonnage”.

A training/information workshop is thus held at the start of the project in order to permit the tutor to conceptualise and integrate his position of tutor and the functions relating to it. This 1<sup>st</sup> module outlines the missions expected in this TUTORING in light of the ultimate purposes of the project.

The tutor drafts a Notebook of operational sheets for this purpose (Module 1 Day 3).

A 2<sup>nd</sup> module enables the tutor to work on the reflective approach such as proposed by Donald A Schön (1997), Louise Lafortune (2012) and other authors. It is also an occasion to analyse situations experienced with the trainees and to develop the experiences encountered via the emancipatory approach of David A. Kolb (1984), making it possible to open up and expand the professional and relational prospects to come. He can then help the trainee by guiding him in the use of emblematic situations in order to open up angles of approach and contents of his theoretical and practical knowledge.

The 3<sup>rd</sup> module outlines the reinforcement that the tutor should provide in drafting and publishing writings on the experiences encountered by the trainees, but also on the toolbox of relational cares that they have constituted for themselves over the 3 years of the project. He must also stimulate and encourage the creation of a network amongst peers in the field, but also between the participating institutions.

The trainees share in the form of presentations at conferences, via capsules, by means of posters and folders that they co-create with the support of the tutors.

This third meeting makes possible the exploitation of the instructions for evaluations from the 1<sup>st</sup> module with the collaboration of the CCOMS<sup>1</sup> in Lille.

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<sup>1</sup> The WHO's collaboration centre for mental health research and training.



### TUTORING MISSION, COMPAGNONNAGE, CONCEPTUALISATIONS:

Throughout the theorisation of this role of tutoring and the missions incumbent upon it, one must regularly distinguish 2 forms of accompaniment; “tutoring” and “compagnonnage”, which are so similar in their differences.

*“The notion of accompaniment [...] in fact uses several languages.*

*One is ethical: accompaniment is promoted here via the language of empathy and listening.*

*The other is political: as a social wager, it becomes a mode of regulation of what society is striving for, i.e. that individuals be autonomous, responsible, capable of taking control of their own lives.*

*The third would be technical: in a society reduced to a collection of individuals, accompaniment would make possible an individualised treatment of problems, a personalisation of approaches, but as a function of collective requirements.*

*And the fourth would be practical: by the injunction imposed on professionals to respond to these socio-political expectations.*

*Saying that the notion of accompaniment refers to a “loose conglomeration” means that all of the forms which constitute it are difficult to define and that their relations are imprecise.*

*But if they demonstrate “a family resemblance” with one another, it is because they derive from the same foundation, that of accompaniment, and that they have in common: a relational mechanism striving for parity, i.e. a relation of equality in exchange and dialogue; ethical principles such as that of “not substituting oneself for others”; a personalised approach adapted to the situation and context; a listening posture facilitating the reflective questioning of a person about what the latter wants and can do in a situation where he or she is simultaneously “prisoner and stakeholder”; an institutional framework that serves as a reference (Paul, 2015)”.*

By way of introducing the topic, we can say that the tutor supports the trainee in the processes of his learning, in an *ingenium* of accompaniment (Paul, 2009) that mobilises the trainee’s ability “to bond”; for his part, the companion guides the trainee through the contents to be learned and practiced *in situ*.

There is a fine thread between the 2 functions that probably cross other systems that are more *meso*, *exo* and *macro* in society (Absil, Vandoorne, 2004).

The following table, inspired by (Menaut, 2013, pp. 30 and 31), provides us with elements for understanding the 2 functions.

<u>Tutoring and Compagnonnage in the training of VETmh TuTo+ Erasmus trainees</u>			
Name	Main function	Quality	Functions
<b>Tutor</b>	He represents the pedagogical function of the traineeship	He is enthusiastic about exercising this function, He is experienced	He is responsible for the pedagogical supervision of the trainee: provide pedagogical accompaniment and remote guidance, hold



		He takes over and adopts the pedagogy and the referential systems and taxonomies ad hoc	<p>regular meetings and reflection moments with the trainee, respond to the questions or needs of the trainee and participate in the progress/evaluation, fulfil a role of third-party mediator and/or guarantor of the proper functioning of the learning process, perform a support and bridging function (Le Boterf in Menaut, 2013, pp. 74-75), etc.</p> <p>He is a guarantor of the skills that have been acquired or remain to be acquired: assist in the construction of the training project, validate the training project with the trainee, help the trainee to evaluate his journey, guide him in the conative objectives of progress, etc.</p>
<b>Companions</b> (Nearby professionals)	They represent the function of supervision of the traineeship, <u>on a day-to-day basis</u>	They are experienced in the host institutions	- They handle the monitoring and training of the trainee: organise the activities permitting new discoveries and learning, fulfil a “modelling” function, explain the institution’s work rules, standards and contexts, good practices of the country, etc.

### TUTORING MISSION:

The tutoring includes all of the activities that will make possible the production or transformation of the trainee’s professional skills upstream and/or downstream of the learning *in situ*.

The knowledge - whether it be theoretical, practical, methodological or relational - is at the service of professional action in real-life situations. The job of a tutor is not so much to transmit his knowledge of the disciplinary field as to encourage the construction of learnings that the trainee will be able to mobilise in new practices and different working contexts.

In this process, the tutoring posture is equivalent to guiding, outlining, marking out the work of the trainee. It makes it possible to individualise, to customise the trainee’s accompaniment remotely.



As its first mission, the role of the tutor is to accompany the trainee in the intervening periods between traineeships.

The work of the tutor is to help the trainee to acquire an approach incorporating problems of various forms of care and permitting the exercise of a hypothetic-deductive clinical reasoning and of a clinical judgement formalising his inter-cultural learnings during the different traineeships. The tutor will encourage hetero- and co-reflectiveness in interviews so as to lead the trainee to create his personalised learning portfolio.

The forms of tutoring are defined as a function of their ultimate purpose.

An integration tutoring, which is a form that we will not be developing in the VETmh TuTo+ Erasmus training; a qualification tutoring, which will be developed in the training since it is organised within the framework of a personalised journey of the *tutee*, with an interlinking of different forms of knowledge; a development tutoring, which is an occasion for the production of new knowledge of action in new learning environments.

### COMPAGNONNAGE MISSION:

Historically, *compagnonnage* was a technical and moral guidance system: “One learns both the values of the craft and “tricks of the trade”, because belonging to a guild implies strict respect of the rules that organise behaviours and relationships (Ellul, 1999 in Menaut, 2013). More recent forms of *compagnonnage* have limited themselves to the transmission of professional skills, notably “on the basis of a common lived experience, the exemplary nature of close working situations (Ellul, 1999 in Menaut, 2013)”. Such *compagnonnage* will also take the names of “coaching”, “mentoring” and “counselling” in different literatures or dimensions of history.

Companion, he with whom one shares bread, “*cum panis*”, he who is an ally, “*socius*”, he who is a fellow traveller “*concomitans*”. (Paul, 2004, p. 63) There is a multitude of practices, more or less homogeneous, that refer us to a polysemous and multireferential definition (p. 76).

*Compagnonnage* is not very standardised, because it will be multiple, however, here are a few characteristics that can federate it.

It has a temporal dimension, its aid has a circumscribed and evolving dimension, a spatial dimension (the trainee is received in his ordinary place of work), a relational dimension (he adjusts his presence to the trainee in this context of accompaniment).

The “companion” is thus attributed training functions vis-à-vis the trainee, even though this is not his primary professional function. This *compagnonnage* is implemented by experienced professionals receiving the trainees in situations of cultural discovery of mental health work.

Could one say that *compagnonnage* institutes a form of “spontaneous tutoring”?

A form of spontaneous tutoring is present in all professional circles; it is the tutoring form integrated by *compagnonnage*, it is little organised, most of the time it is informal. It can be done by



one or more companions who are (or are not) officially assigned to do so by the institution (established framework, formalised missions, reflections on the means necessary for such accompaniment, recognition of the work, etc.).

Compagnonnage puts the trainee in a position where an individualised and personalised relationship must be guaranteed: “support, protect, honour, serve and help to attain a goal” and indicates to us that the accompaniment is at the service of the person being accompanied, and that he seeks to aid the latter to achieve the goal that he set for himself in these intercultural traineeships for discovering mental health practices.

### COGNITIVE COMPAGNONNAGE (POTEAUX AND PELACCIA, 2016) (RAYNAL AND RIEUNIER, 2014) AND TUTORING:

Cognitive compagnonnage supports the transfer of knowledge to the trainee via the interactions between the tutor, the companions *in situ* and the trainee.

It thus necessitates a triangulation like the one we propose in the VETmh TuTo+ Erasmus project

The trainee will divide his time between the tutor and the companion *in situ* in order to come to understand a maximum number of learning facets during the intercultural traineeships.

The principle of cognitive compagnonnage (Vanpee, Frenay et al, 2010) could be represented as a focus on the tutor/trainee relationship, but with the incorporation of elements of compagnonnage, implemented by a third-party hospital (or other) institution.

By sharing the trainee’s traineeship objectives, the tutor considers more specifically the cognitive processes involved in the preparation of the traineeship.

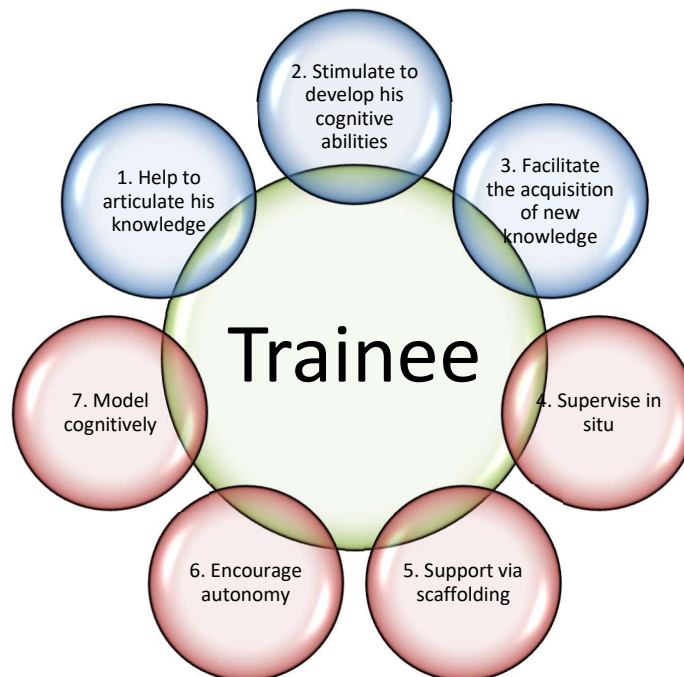
Through the various forms of activities and learning in the work units, the companions take over this work of fostering the development of cognitive processes worked on with the tutor and facilitate their exploitation in the field; these professional learning prospects are thus “socially shared” in a real-life situation.

By thus pedagogically supporting the trainee in his learning strategies, upon sharing his objectives, and by marking out his work and the prerequisite knowledge that this demands, the tutor favours a mental and cognitive structure that is less inert and thus more transferable and reusable as professional experiences in intercultural situations.

Thinking cognitive compagnonnage within this tutor/trainee/companion *in situ* triangulation demands an exploitation of the latter in 7 conditions: the first 3 linked more to the “tutor/trainee” binomial, and the next 4 to the “companion/trainee” binomial.







#### **Discussions and sharing between the tutor and the trainee in order to:**

1. Know the objectives of the traineeship and the knowledge and skills that the trainee intends to develop during it, as well as the (clinical) approach that he plans to apply in order to achieve them.
2. Verbalise and make explicit an action in order to develop metacognition and the confrontation of his ideas and interpretations.
3. Encourage the trainee to develop a process of discrimination (differentiating amongst similar learning situations) and generalisation (finding similarities in different traineeship situations).

#### **Discussions and sharing between the companion and the trainee in order to:**

4. Comment simultaneously on the observations of his practices and actions and thus optimise the feedback.
5. Adapt the support to the trainee or even stand in for him during a learning situation that is complex, new or very different culturally.
6. Gradually withdraw in order to permit the trainee to develop and maximise the potential of his autonomy.
7. Make explicit and share his (clinical) reasoning with the trainee in order to enable him to develop his own.

#### **TUTORING MISSION, HOW TO PREPARE FOR IT:**

The tutor has a mandate; that of establishing the framework of the roles and functions of the persons in the project (Tutor, Trainee, Trainer-Companion), that of analysing the expectations and objectives proper to each person, that of guiding, supporting, assisting in the implementation of



contents and practices that are formative for the trainee, that of opening up the prospects for the trainee's optimal learning within the context of the VETmh TuTo+ (Erasmus) Project 2018/2021.

At the end of the 1<sup>st</sup> module, the tutor will take knowledge of and/or experiment with the "ins and outs" of the training objectives in this VETmh TuTo+ (Erasmus) Project 2018/2021.

To do this, he will be invited to clarify his mission, define the expected tutoring methods in this project, take knowledge of the learning mechanisms, forge ties with the host institutions and the "trainer-companions" encountered on site and prepare the working framework that he will propose to the trainee.

To ensure that the meetings with the trainee are didactic, formative and even emancipatory, the tutor must make his accompaniment educational and pedagogical, exploitable in the context of the care and work in the mental health field by opening up potential progress in shared learnings with the "trainer-companions".



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# **VETmh TuTo+ Vocational education process in European tutoring for immersion trainees in the mental health sector**

## **Professional development portfolio: a tool for reflection, accompaniment and evaluation Handbook for trainees and tutors**

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**UNIVERSITATEA  
AUREL VLAICU  
din ARAD**  
Facultatea de Științe ale Educației  
Psihologie și Asistență Socială



As trainees and tutors, you have joined the VETmh TuTo+ Erasmus programme, a training that notably entails three immersion traineeships abroad.

Several tools and mechanisms are offered to accompany this experience and make it possible to extract the greatest professional benefit, on both the individual and collective levels.

**The accompaniment by a tutor, training of the tutors and the creation of a professional development portfolio** form part of these resources.

This document was designed to give you general information on the place given to the production of a **portfolio** in the training programme, as well as the outlines of its construction.



## 1. Principle of an accompaniment and an evaluation through the creation of a professional development portfolio

*Experiences to be lived, processed, integrated...*

The traineeship is an occasion for learning by lived experience. However, immersion in and of itself does not necessarily guarantee - or optimise - learning. Immersion is a necessary but not sufficient ingredient of professional development.

This lived experience becomes formative when it undergoes cognitive appropriation: it is processed and incorporated into the repertoire of professional resources. *“Experience does not generate competence all on its own. Immersion is not enough: the traineeship is merely an opportunity for the student to have experiences that will permit him to construct his experience and his professional identity. For an experience to become a source of learning, the subject in situ must put his modes of cognitive functioning and perception to work. That is how training becomes experiential: it is unique and engages the subject in his entirety. But this way of putting experience to work is not possible without the otherness of the environment. Tutoring is one of the supports of this otherness. It acts as a support in action, with the aid of nearby professionals, to make it possible for the student to find the regulators of his action. It acts also as a support for the reflection on the action in order to permit the student to become more aware and to capitalise on his knowledge derived from experience. We thus have to give the students the capacity to be critical and constructive vis-à-vis their practice, to ‘think their thought’.”* (Menaut, 2013: 34).

Within the framework of this project, **the accompaniment by a tutor** is one of the methods chosen to actualise the potential of traineeship experience. This method is based on **the creation of a portfolio**, as a coherent system that is complementary to the approach for analysing the practices and their integration into a trajectory of professional development.

Indeed, the constitution of a portfolio makes it possible to achieve the project’s training objectives, inasmuch as a **portfolio** engages: *“(1) a reflective learning perspective, i.e. the development in the students of transversal skills such as self-evaluation and understanding his own learning processes and methods; (2) an experiential perspective on learning, i.e. the highlighting and valorisation of all his learning experiences, whether they are explicit or implicit. In a portfolio, the student is led to describe his experiences and then analyse them; (3) an autonomy and empowerment of the student vis-à-vis his own learning process”* (Berthiaume and Daele, 2010).

The constitution of a portfolio thus makes it possible to **reflect on his experience**, and offers **occasions for formative interactions** with the tutor concerning questions that the trainee may have. Moreover, the portfolio constitutes a way to **organise the coherence of the lived experiences**, to construct the progression from one stage of the project to the next.

This constructive and creative individual production therefore goes beyond the framework of the inventory of activities, the collection of documents and a vocation to adopt a reflective personal approach and self-assessment. It enables the trainee to use his different forms of professional



knowledge, combine them and thus have a plural reading of situations encountered.

The constitution of a **portfolio** is also intended to permit those who intervene in the (3-year) training programme to coordinate their interventions. The **portfolio** is also a tool that can be used to facilitate the sharing of experiences with peers.

The **portfolio**, through the very process of its elaboration, thus supports the learning; at the end of the traineeship, as objectivised production, it also constitutes a record of this learning and permits, if need be, certification that certain skills have been developed. The demanded **portfolio** is intended for monitoring the training programme and experiences as well as for capitalising on the elements of acquired skills.

To make a European legibility possible, the training programme and the related production will be attributed a total of 6 ECTS credits. As an evolving legibility tool, the portfolio can help to constitute an accredited prior learning (APL) file.

Even if the complete **portfolio** is only submitted to the evaluators at the end of the process, the tutor is the guarantor of the progressive accumulation over the course of the three years of all the expected productions.





## 2. The portfolio in practice

The final portfolio is presented in the form of a typed written file. The portfolio contains documents of various kinds:

- **Productions** written and selected throughout the training programme.
- **Traces of targeted activities** performed during the course of traineeships.
- **Metacognitive comments** on the steps taken and activities performed: *“What did I learn via this activity, this encounter? How can I integrate this into my professional practice? Into the remainder of my training?”*. These comments are made progressively, **as one goes along**, they are enriched by interactions with the tutor and the learners receive formative feedback on their comments.
- An **integrating, summary text** on the “connecting thread” and on the learning process. The latter is done more **towards the end** of the training programme.

The work must be meticulously drafted (correctly typed, proper use of abbreviations, etc.). It can include illustrations (diagrams, tables, photos, etc.), but they must be judiciously chosen and must be referenced in accordance with the bibliography rules and the applicable rules on reproduction rights. Any photos taken at the traineeship sites must first have formed the object of a written authorisation from the director of the site and from the patients. Respect of professional secrecy and confidentiality are essential work requirements.

The bibliographical references, whatever the nature of the source or the medium of the reference (paper, magnetic, printed, digital, audio, visual, etc.), will be clearly cited.



**To be regarded as admissible for a deliberation permitting credits to be granted, the portfolio must include all of the following elements:**

Production 1	Statement of intent
<b>Deadline: For the first meeting with the tutor</b>	<b>Approximate volume: 3 pages</b>
<p>This production develops the questions, the project of the trainee that justifies the mobility. What are the aspects of practice for which a training need is expressed? What are the objectives of the project? This production presents the hoped-for benefits or effects of training, for the trainee and/or for his working team and/or for his institution. What aspects of the personal and collective professional practice would be improved as a result? What would be the visible repercussions for the beneficiaries? Etc.</p> <p>The content of this production is discussed with the tutor, who validates it.</p>	

Production 2	Summary of the literature and contextual searches in preparation for traineeship 1
<b>Deadline: Prior to departing for traineeship 1</b>	<b>Approximate volume: 1 page</b>
<p>This production presents the actions taken by the trainee to familiarise himself with the cultural and organisational context of his first traineeship as well as the references of the professional and scientific readings that have nourished his thinking.</p> <p>The content of this production is discussed with the tutor, who validates it.</p>	

Production 3	Expectations and objectives of traineeship 1
<b>Deadline: Prior to departing for traineeship 1</b>	<b>Approximate volume: 2 pages</b>
<p>This production develops the objectives pursued by the trainee during traineeship 1. What aspects does he wish to observe? Who are the people he wishes to meet? What are the questions generated by his advance research and reading? Etc.</p> <p>The content of this production is discussed with the tutor, who validates it. <i>This document is sent by the trainee to the traineeship 1 host site before the start of the traineeship.</i></p>	

Production 4	Key findings report of traineeship 1
<b>Deadline: Upon returning from traineeship 1</b>	<b>Approximate volume: 2 pages</b>
<p>This production recounts the challenging elements of traineeship that the trainee regards as having been fruitful for his thinking, his progress: what are the new links, uncertainties, perplexities, etc., born of the confrontation of his questions with the observations and encounters?</p> <p>The content of this production is discussed with the tutor. If the traineeship site so wishes, an ORAL report can be made to it.</p>	



Production 5	Summary of the literature and contextual searches in preparation for traineeship 2
<b>Deadline: Prior to departing for traineeship 2</b>	<b>Approximate volume: 1 page</b>
<p>This production presents the actions taken by the trainee to become familiar with the cultural and organisational context of his second traineeship as well as the references of the professional and scientific readings that have nourished his thinking.</p> <p>The content of this production is discussed with the tutor, who validates it.</p>	

Production 6	Expectations and objectives of traineeship 2
<b>Deadline: Prior to departing for traineeship 2</b>	<b>Approximate volume: 2 pages</b>
<p>This production develops the objectives pursued by the trainee during traineeship 2. What aspects does he wish to observe? Who are the people he wishes to meet? What are the questions generated by his advance research and reading? Etc.</p> <p>These objectives and expectations are also formulated in connection with the reflections and analyses deriving from the first traineeship.</p> <p>The content of this production is discussed with the tutor, who validates it. <i>This document is sent to the traineeship 2 host site prior to the start of the traineeship.</i></p>	

Production 7	Key findings report of traineeship 2
<b>Deadline: Upon returning from traineeship 2</b>	<b>Approximate volume: 2 pages</b>
<p>This production recounts the challenging elements of his traineeship that he regards as having been fruitful for his thinking, his progress: what are the new links, uncertainties, perplexities, etc. born of the confrontation of his questions with the observations and encounters?</p> <p>The content of this production is discussed with the tutor. If the traineeship site so wishes, an ORAL report can be made to it.</p>	

Production 8	Summary of the literature and contextual searches in preparation for traineeship 3
<b>Deadline: prior to departing for traineeship 3</b>	<b>Approximate volume: 1 page</b>
<p>This production presents the actions taken by the trainee to become familiar with the cultural and organisational context of his third traineeship as well as the references of the professional and scientific readings that have nourished his thinking.</p> <p>The content of this production is discussed with the tutor, who validates it.</p>	



Production 9	Expectations and objectives of traineeship 3
<b>Deadline: prior to departing for traineeship 3</b>	<b>Approximate volume: 2 pages</b>
<p>This production develops the objectives pursued by the trainee during traineeship 3. What aspects does he wish to observe? Who are the people he wishes to meet? What are the questions generated by his advance research and reading? Etc.</p> <p>These objectives and expectations are also formulated in connection with the reflections and analyses deriving from the first two traineeships.</p> <p>The content of this production is discussed with the tutor, who validates it. <i>This document is sent to the traineeship 3 host site prior to the start of the traineeship.</i></p>	

Production 10	Key findings report of traineeship 3
<b>Deadline: upon returning from traineeship 3</b>	<b>Approximate volume: 2 pages</b>
<p>This production recounts the challenging elements of his traineeship that the trainee regards as having been fruitful for his thinking, his progress: what are the new links, uncertainties, perplexities, etc. born of the confrontation of his questions with the observations and encounters?</p> <p>The content of this production is discussed with the tutor. If the traineeship site so wishes, an ORAL report can be made to it.</p>	

Production 11	Reflective analysis of the training programme
<b>Deadline: date see submission of the training programme</b>	<b>Approximate volume: 5 pages</b>
<p>This production recounts the stages of the trainee's thinking and professional development <b>over the course of the three years</b>. It identifies the training effects of the different traineeships and actions in light of the starting questions and interrogations: what new knowledge and skills were developed? In what professional situations can they be reinvested? This is the <b>integrating "connecting thread"</b> that gives coherence to the general thematic reflection. The content of this production is discussed with the tutor, who validates it.</p>	

Production 12	Address book
<p>This production lists all of the useful and relevant professional contacts made within the context of the project. Each entry in the address book presents the contact details as well as the area(s) of interest of this link. Visiting cards collected during the course of the traineeships can be placed ad hoc in plasticised pages, in the folder.</p>	

Production 13	List of resources
<p>This production summarises all of the relevant sources exploited by the trainee throughout his training programme. They may be structured thematically.</p>	



Production 14	Article or publication (or multimedia production)
Deadline:	Approximate volume: 5 pages
This production presents one of the aspects of the project's added value, addressed to a non-specialised public (dissemination).	



### 3. Evaluation

The **Portfolio** as well as the **Quadripartite Traineeship Agreement** signed by all parties must reach Mr Jocelyn Deloyer by 15 March 2021.

The Portfolio must be drafted in either English or French, at your option. In case of difficulty, you can ask the national coordinator to provide you with a translation.

Please send the documents by e-mail, in a single **pdf** file identified as **yourfirstname.yourlastname.tutoVETmh20182021**, to the following e-mail address:

[Jocelyn.deloyer@saintmartin.ofc.be](mailto:Jocelyn.deloyer@saintmartin.ofc.be)

**AND** by post, in a single printed and bound document:

Mr Jocelyn DELOYER  
Centre Neuropsychiatrique Saint-Martin, Rue Saint-Hubert, 84,  
B-5100 Dave – Belgium

We recommend that you use a registered letter.

The ECTS credits will be awarded by the University of Arad, Romania.

**The evaluation criteria are the following:**

#### **Compliance**

The activities foreseen by the training programme were performed (three traineeships, submission of the portfolio in accordance with the deadlines, etc.).

#### **Content**

The portfolio contains the 14 expected productions (cf. instructions). The structure of the portfolio corresponds to the instructions.

#### **Description of the activities conducted and the questions**

The portfolio presents consistent and enlightening elements of description of the activities performed (readings, meetings, etc.). The portfolio highlights numerous, varied, relevant actions that made it possible to interact with the traineeship sites.

#### **Analysis of the traineeship experiences**

The portfolio presents the reflective analysis of the traineeships, the contributions of the significant actions and activities in the training programme (What were their objectives, the questions? What was learned? Put into question? How were new knowledge and skills constructed? Etc.). The links established are relevant.

#### **Progress and dissemination**

The portfolio pinpoints where the trainee is situated in his training process and, if necessary, the stages that he still wishes go through. It identifies the development of professional skills and the contexts or projects in which they can be reinvested.



### **Clinical and scientific validity**

The content presented in the portfolio's documents fulfils the conditions of a professional reflection and practice that are valid and based in the field of mental health or psychiatry.

### **Information management**

The portfolio presents the information in a nuanced and non-reductive manner. The productions specify the sources of the information. The trainee maintains a critical distance vis-à-vis the sources. The information is cross-checked; one goes beyond stereotyped or superficial information. A clear distinction is made between factual information and opinions.



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# VETmh TuTo+ Vocational education process in European tutoring for immersion trainees in the mental health sector

## Professional development portfolio : a tool for reflection, accompaniment and evaluation Handbook for trainees and tutors

Erasmus+ Strategic Partnership  
Agreement number 18PP0011  
01-09-2018 - 31-08-2021



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**UNIVERSITATEA  
AUREL VLAICU  
din ARAD**  
Facultatea de Științe ale Educației  
Psihologie și Asistență Socială



## Theoretical section

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September 2020



## A. Introducing the concepts behind experiential learning for tutors

### Professional ethos

When tutoring trainees in a clinical setting or training new tutors, consideration must be given to the professional ethos inherent in this undertaking.

Jorro (2014) comes up with several definitions for the term ethos, such as “a disposition of the soul”, “a person’s habit or way of being” [etc.] as well as “customs and practices”. Looking at the writings of Max Weber (1964) and Norbert Elias (1985), she posits ethos as “a constraint, based on the existence of normative values, which shapes (a given) behaviour in the social sphere”.

In the sociology of work, professional ethos is best defined as “a system of beliefs, values, standards and models which creates a framework of reference for both individual behaviour and social action within a defined group” (Lalivie d’Epinay, 1998 cited by Jorro 2014).

Jorro (2014) emphasises the double etymological meaning of this concept in order to highlight its overall characteristics (e.g. durability, habits, etc.) and the psychological position it leads an individual to adopt by focusing on the subject’s ethical focus within the activity; the durability aspect allows us to apprehend the structuring of identity around the given norms and values of a specific professional field.

This professional ethos concept is of interest to us in pursuing training in line with the emancipatory approach of Kolb’s model (1984, 1985); using it as a frame of reference for experiential learning enables us to:

- highlight that which often remains invisible in professional activity and which Jorro (2011) describes as the “**depth of the activity**” explaining the various hidden and underlying aspects of professional practice - **the soul of a practice**. The efficacy of a given action in professional practice, the reaction to the shock of the reality of the world of work (in psychiatry) would therefore depend on an individual's capacity to reflect on their professional ethos.
- to align the concept of ethos with that of the trainee’s professional identity by defining their area of action and its parameters “with regard to a deontic approach<sup>2</sup> to the activity” (Dejours, 1993 in Jorro, 2014), such that they grasp the various related issues by dialoguing with the **values of the profession** in order to elucidate “how the profession entered the individual” (Clot, 2008 in Jorro, 2014) and how this manifests when these values are put into action. This requires trainees to be in a position to put their values into action.

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<sup>2</sup> Relating to duty and obligation as ethical concepts.



- to question **professional commitment**, which is closely linked to it, as analysis and evaluation of a given activity lead to the questioning of motivation and to uncovering the values underpinning a given behaviour.

By analogy with the construction of our thoughts, if we are to reflect on the values that we assign to the profession by putting these values into action and professional practice, and if we can be encouraged to reflect on these practices during this 2nd training session for the VETmh TuTo+ project 2018-2021, it is important to consider this in **established training** as well as **experiential training**.

### Specialist training, experiential training

Cavaco and Presse (ed. Jorro, 2014) cite Gaston Pineau (1999), stating that “training is a process which is influenced and broadcast by others (co-training), by the environment (eco-training) and by the ways in which individuals appropriate all of these elements (auto-training)”.

The authors highlight the dichotomy inherent in experience:

- on the one hand we have “a lived experience, tangible and subjective”
- on the other, something “akin to a social construct, generating formalisable and rationalist knowledge”.

Both are active in the emancipatory process (Kolb, 1984).

Thus, Cavaco and Presse (ed. Jorro, 2014) suggest defining experiential training as “a process that takes into account the totality of the person, the sociohistorical, cultural, cognitive, emotional and sometimes existential dimensions” of the individual.

The authors define experiential training as “an ongoing process which sometimes remains invisible to the individuals themselves, because it happens at an unconscious level. [...]”

### Emancipation

Last but not least, an examination of Eneau’s concept of emancipation (ed. Jorro, 2014) would be a helpful starting point for introducing both tutor trainers and learners as well as potential trainees to Kolb's emancipatory approach as an experiential learning method; this also makes sense in the context of the VETmh TuTo+ training project, which is aimed at adults and takes us into andragogical modalities of teaching.

“In adult education, the term emancipation still retains its original etymological meaning: “**to liberate oneself from authority**” (the original Latin meaning of *emancipare* being release from paternal authority) and, by extension, “**to free oneself from a state of subjection or dependency**”.

From the 19th century through to the 1980s, emancipation was to be **an act of self-empowerment**, achieved through thinking and acting for oneself. In the late 20th century, this



developmental aim was gradually to be supplanted by 'a political aim of citizenship, freedom and equality, the learning process being based on the awakening conscience of these individuals of the modalities of subjection to which they are subject' Eneau (ed. Jorro, 2014). Emancipation can henceforth be associated with such terms as **self-management**, **self-governance** and **empowerment**.

### **B. The training mission and its emancipatory dimension**

During the initial training both in March 2019 (Belgium) and June 2019 (Romania), we expanded upon the importance and impact of the approach to tutoring for trainees, novice tutors and even professionals within the "Apprenticeship".

To revisit the development of the characteristics listed by Maëla Paul (2012) to support the approach to coaching in order to introduce the emancipatory method as an experiential learning mode in the framework of the VETmh TuTo+ project:

- She posits an **ethical position**, designed to be reflective and critical, ensuring one does not take the place of another, nor act in the place of another, nor take a position of power over another.
- **A position of not-knowing**, enabling one to benefit from dialogue and intelligence through communication rather than calling on theoretical knowledge. This helps to move away from a dominatory position which can discourage the other party from taking a reflective approach.
- **A position of dialogue** which implies a relationship of equals, between one subject and another. Dialogue connects 2 people who help each other in a situation in which their respective skills are required.
- **A position of listening**: 'a process of negotiating understandings, interactive deliberation and a shared notion of meaning'.
- **An emancipatory position** which the author describes as follows:

"All supportive learning approaches aim to recreate a communicative environment that creates an opportunity for every individual to "grow in humanity" by distancing themselves from the games which alienate us from each other. When two people come together, it is not because either one of them is incapable but because no one can learn alone, grow alone or self-realise alone. It is always a work in interaction with others".

Such an approach to training would make it possible to move away from power games and re-establish a certain equity of autonomy and empowerment.

### **Training dynamics**

→ When education and emancipation go hand in hand, what dynamics are involved?

or



→ What if we tried to make this rapidly-changing world more human-friendly rather than trying to force human skills to keep up with the rapid pace of change in the world, as per Bauman's model (2013 in Broussal, 2019)?

Without wishing to revisit at any length the introduction to this 2<sup>nd</sup> training course, it is useful to consolidate our understanding of this concept of emancipation, all the more so as it is part and parcel of the pedagogical process that we are going to utilise.

Self-emancipation is as much a socio-political act as it is an individual undertaking. Galichet (2014 in Broussal 2019) identifies 3 major emancipatory figures, corresponding to 3 eras: Antiquity, the Renaissance and the classical Age and finally, the modern Age.

In the first, "emancipation is seen as an ethical requirement for free men, [...] as a process of mastery of differentiation, of self-mastery".

In the second, the concept concerns a rational subject with the potential to access universality.

The third involves a more radical concept and represents the "the total eradication of all domination" [...] (workers/bosses, women/men, etc.).

Towards the end of the 20th century, notions of domination and autonomy were supplanted by such ideas as **empowerment**, in both meanings of the term: that of **power** and that of the **education process** by which it is accessed (Bacqué and Biewener, 2013 in Broussal 2019).

Here, we find terms such as self-empowerment, enablement, autonomisation, capacity for action, etc.

It was not until the early 21<sup>st</sup> century that Femagu-Oudet and Batal's theory of "**individual capabilities**" (2016 in Broussal 2019) really came into its own.

Over the course of the last ten years, the term 'emancipation' has undergone something of a revival and not just in the field of education. Kolb and Kolb (2006) provide ample proof of this.

In the field of educational research, participatory or collaborative approaches are developed from the point of view of emancipation and its related co-construction because it [emancipation] must always take into account the conceptual contingency of the subject on which it is based and acts:

- a **defensive conception** and
- a **constructive conception** (Wieviorka, 2010 cited by Bourgeois, 2018 in Broussal, 2019).

The former is that of the **subject who resists**, and the latter that of a **subject who dances with the obstacle**, according to Bourgeois.



According to Gorz (2009 in Broussal, 2019), emancipation is the work of both individual subject and citizens, as **“no one can emancipate someone else, no individual emancipates themselves in isolation”**.

An emancipatory approach is not just a two-sided process, but perhaps three-sided or more.

Emancipation involves 3 dynamics:

- a permissive dynamic,
- a capacitive dynamic and
- an eristic dynamic

The first two open up the possibility of a rapprochement between emancipation and training.

*Permissive* emancipation authorises the prohibited in order to develop learning.

*Capacitive* emancipation increases individuals' physical and mental powers by making available to them what they need to learn.

*Eristic* emancipation is more akin to a [warlike] struggle, and has less to do with training.

In a second categorisation, Crozat (2018 in Broussal, 2019) enables us to avoid the pitfalls of reducing this act of emancipation to mere social cohesion or even to see training more broadly through its “utilitarian” aspect, limiting itself to a “procedural conception of the educational process, in which the act of training tends towards the conformative rather than formative”(Lecoq, 2001 in Broussal, 2019).

Crozat outlines 3 complementary areas, namely **intellectual** emancipation, **personal** emancipation and **economic** emancipation.

The first enables us to take a critical view of society and that which it conveys. The second enables all individuals to envisage their lives beyond the constraints of subsistence and to attain committed citizenship. The third helps highlight the importance of economic factors in personal emancipation.

This aligns with the International Labour Organisation's definition of decent work<sup>3</sup>.

### Education or emancipation?

Lesne (1977, cited by Bourgeois in Broussal, 2019) opens up a new framework allying traditional transmission with a personal emancipation perspective "similar to the active school"<sup>4</sup>.

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<sup>3</sup><https://www.ilo.org/global/about-the-ilo/history/lang--en/index.htm>

<sup>4</sup> <https://www.ecoleactive.be/>





Knowles (1980, cited by Bourgeois in Broussal 2019) insists on “the importance for adults of making their training meaningful, to call upon their own personal experience and play an active role in managing training schemes”.

Pineau and Michèle (1983, cited by Bourgeois in Broussal, 2019) speak in terms of adults who free themselves and liberate themselves from the dominant educational and cultural norms in order to set their own educational standards and self-educate in relation to society. This is akin to Dumazedier’s “mental training” (1990 in Broussal, 2019) as well as to “learning to be” which, under the aegis of UNESCO, has developed on a broader scale in Europe.

### Emancipation and training

Adult education works to draw together divergent interests. Chioussé (2001 in Broussal, 2019) views it as a “**point of conjunction, a fragile interstitial space**” in which often antagonistic conceptions of humanity and the world seek to be reconciled.

“Its ‘transitional’ character makes it a place conducive to reflection, to the development of possible transformations” and the training of professional adults under the tutoring system.

Fabre (2017, in Broussal, 2019) identifies 3 distinct training principles: “someone - to something - for something”: a psychological principle, a didactic principle and a social or socio-economic principle.

Depending on the principle concerned, one is involved in either psychosociological, didactic or professional training. In the VETmh TuTo+ project, the tutoring programme involves all three principles.

Several statements need to be taken into consideration to determine the choice of teaching process:

“Adults cannot be trained unless they find in their training an answer to their own [questions], in their situation” (Carré and Caspar, 2017 in Broussal, 2019).

“Education is not about accumulating knowledge [but] consists of hearing something within this accumulation of knowledge which might constitute knowledge for the subject that receives it” (Lecoq, 2001 in Broussal, 2019).

“For any human to accept to undertake training, they must imagine that this training will meet their expectations, and their aims for better social inclusion” (Bouyssières, 2002 in Broussal, 2019).

Delvaux and Tilman (2012, in Broussal, 2019) conclude by noting that “emancipatory training aims to give people greater influence over the reality of their life. Training should therefore not simply aim to enable trainees to solve personal, family or domestic problems”. This would be a limited and adaptive form of training.



**“To be genuinely emancipatory, training must also give people the ability to transform their own living and working conditions, albeit perhaps only modestly”.**

### Training and emancipation

There are three conceptions between training and emancipation that need to be considered:

- emancipation, without necessarily being the main priority, is related to the concern with developing the subject;
- where it is a priority, emancipation is bound up with the fight against domination and social progress;
- emancipation finds its true expression in those training courses which factor in users' subsequent emancipation. **“The emancipatory aspect can be seen as a vital condition for skill development, in the context of the helping professions” (Broussal, 2019).**

In professions which involve helping and supporting others, training must always be an emancipatory point which enables “the professional to go beyond the “ready-to-act” and the “ready-to-think” [and a point] in which to learn to make use of their own understanding to analyse situations which they come up against and respond in a way best adapted to the situation” (Demont, 2016, in Broussal, 2019).

During training, many training courses involve taking on new behaviours and attitudes. Initiative, strategy and cooperation require more than “comprehensive listening and the parroting back of what has been learned. [They must be tested, experienced, practised and incorporated]” (Delvaux and Tilman, 2012 in Broussal, 2019).

### Emancipation, a committed approach to pedagogy

This educational approach is based on the conviction **“that the shortest route between the self and the self is the other**. In other words, self-emancipation is not just about the self but involves the other” (Wallenhorst, Robin and Boutinet, 2016 in Broussal, 2019).

Kolb's functional approach to emancipation (1984) enables us to develop training in this collective process which requires us to engage with developing the capacity for self-enquiry and to work in conjunction with others by seeking to answer certain questions:

- What consideration do tutor training programmes give to the emancipation of future trainees?
- Can tutors' trajectories be envisaged as emancipatory trajectories?
- What can tutors take as a legitimate basis for promoting critical thinking in trainees? (Broussal, 2019)

In this pedagogy of engagement, self-empowerment might be thought of as an emancipatory process as per Eneau's conception of it (2017 in Broussal, 2019) as: “an autonomy in



interdependence" with a tripartite approach, namely: the **procedural autonomy** by which one learns to manage one's own learning; the **individual empowerment** to learn to manage oneself psychologically and emotionally; and the **collective autonomy** to learn to live autonomously and responsibly with and amongst others.



## Evaluating emancipation in training

This section (Delvaux and Delvaux, 2012) (Baudot and Huart, 2011) will be developed in the “Practical Toolbox” in October 2020.

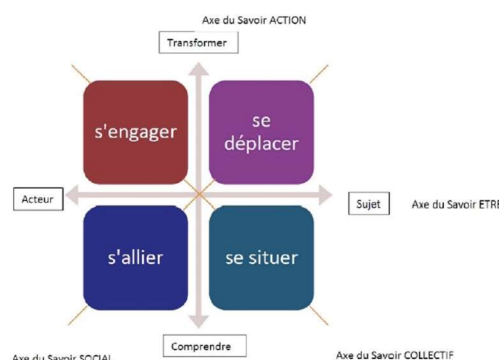


Figure 1. Grille d'évaluation de l'émancipation  
(source : Delvaux et Delvaux, 2012)

FR	EN
Axe du savoir ACTION	ACTION knowledge area
Axe du savoir ETRE	BEING knowledge area
Axe du savoir SOCIAL	SOCIAL knowledge area
Axe du savoir COLLETIF	COLLECTIVE knowledge area
S'engager	Engaging
Se déplacer	Moving
Se situer	Self-situating
S'allier	Joining forces
Transformer	Transforming
Sujet	Subject
Comprendre	Understanding
Acteur	Protagonist
Figure 1. Grille d'évaluation de l'émancipation	Figure 1. Emancipation evaluation model

## C. The David A. Kolb model in the tutoring programme education process

### Kolb's emancipatory approach

Any **emancipatory approach** to training is essentially based on **experiential learning**. This involves an individual's **transformation of their lived experience into personal knowledge**. The modus is to **make the experience meaningful** and, consequently, to **build knowledge** that is useful **for future learning** but above all **for future practice**.



The success of experiential learning depends on such factors as:

- focusing on the task rather than the individual;
- incisive behaviour rather than that which is inhibited or submissive;
- self-control and the ability to take responsibility for one's actions;
- drawing upon prior knowledge in the area;
- awareness of goals to be attained and purposes to be defined;
- a knowledge of their strengths and weaknesses in the learning process;
- a sense of motivation and commitment to the training programme;
- the ability to organise prior knowledge;
- greater cognitive behaviours and attitudes;
- the capacity for self-evaluation throughout the course;
- a sense of psychological security and confidence in the self and in others, enhancing the scope of the training;
- etc.

The relationship of knowledge to experience in experiential learning is twofold (Kolb, 1984): knowledge comes through lived experience, but is also substantiated through the new experiences that the person has. Kolb et al (1974, 1975) cite the process of experiential learning, modes of adapting to reality, learning styles and required skills as structuring elements.

Experiential learning can be divided into 4 consecutive phases (Kolb, 1984) (Charbonneau and Chevrier, 1990): a **phase of concrete personal experience**, a **phase of reflective observation** of that experience, on which basis abstract concepts are elaborated and generalisations made which can be applied to other situations, which leads into the **abstract conceptualisation phase**. An **active experimentation phase** in which practical implications and/or hypotheses can be deduced and tested out in a work environment.

Each of these phases corresponds to a method of adaptation<sup>5</sup> to real life. This is known as Kolb's cycle as it is sequential, integrated and cyclical.

Each phase of the learning process and consequently each mode of adaptation involves a distinct mode of cognitive functioning, each with its own way of being and way of acting, enabling the trainee to create a connection with the object of training at a given time and place.

As Kolb's experiential learning model and the working methods into which it leads are among the most appropriate for andragogy, we have opted for the latter.

The implementation of experiential learning and its concomitant management requires the implementation of five cognitive modes of working: 1. exploration; 2. reflection; 3. abstraction; 4. verification; 5. management.

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<sup>5</sup>“concrete”, “reflective”, “abstract” and “active”.



### 1. Exploratory mode

The concrete experience phase involves a person's lived experience of a real event, from which they can extrapolate on the basis of their personal, (perhaps even intimate) multidimensional cognitive, affective and operational experience. This extrapolation is made on the basis of a concrete interaction with people and/or objects within a given situation. In this phase, the cognitive mode of functioning is exploratory (E) as the individual must be emotionally involved in the experience and explore. It is more of a "suck it and see" approach to action/exploration. This experimental period requires an open-minded approach to the unknown, enabling learners to absorb the maximum amount of information in a comprehensive and flexible way, as opposed to just going for targeted and/or specific information. At this stage the person also needs to stay in touch with their feelings, allowing themselves to be neither fettered nor overwhelmed by them.

They then need to take a step back from that in order to move onto the next stage and to be able to reflect on their experience, which is usually difficult. During this process of observation and questioning, they become aware that their own knowledge is insufficient or dysfunctional and does not enable them to resolve the problem on their own. When experience resists reality is when the individual is forced to learn.

### 2. Reflective mode

This is the point at which to review one's experience in order to get a different perspective on it, view it from different angles and reflect on it in the light of these changing viewpoints and perspectives. In this phase, the cognitive approach is described as "reflective" (R) because the individual takes a step back from the real-life experience in order to understand it and attribute a less "crude" meaning to it than they did in the first phase. The individual will describe, analyse, evaluate and interpret. They will identify consistent elements and compare them to their other experiences.

### 3. Abstract conceptualisation mode

Trainees know that they have entered "abstract conceptualisation" mode rather than "reflexive" mode when they start to take a step back from concrete experience and allow autonomous concepts to lead their experience, serving as raw material for their cognitive processes.

When individuals attempt to expand their understanding of a specific event to that of a wider phenomenon, to more abstract thinking, they enter the abstract conceptualisation mode. This mode of thinking is described as abstract conceptualisation (A) due to the individual's detachment from their initial experience. Chevrier and Charbonneau (2000) note that "they begin to think in an abstract way, reflecting on events as specific instances, rather than them being the entire extent of their awareness". Individuals start to focus on conceptualisation, and they may even become completely detached from the initial event. They seek to understand themselves or individual phenomena rather than just understanding a single event. They may even go so far as to "interconnect" this new knowledge with existing knowledge with a view to organising it with the former. When they decide to test it out in real life, they are then entering into the verification phase.



#### 4. Verification mode

This is an active phase which involves reinvesting new conceptualisations in professional reality, either by testing their practical implications or by formulating and testing out hypotheses in professional situations.

“The active experimentation phase is therefore one of critical reinvestment, in which learners use planned experiments and a critical approach to test the practical or theoretical validity of observations or conceptualisations” (Chevrier and Charbonneau, 2000).

Individuals move into the phase of verifying functioning (V) with a view to testing their observations or conceptualisations. They wish to verify and/or validate the “known” rather than working on a “trial and error” basis.

#### 5. Management mode

This mode (M) is more of a learning process than a stage of learning or adaptation.

It is characterised by the attention individuals pay to their learning. It leads to observations, reflections, decisions and actions related to the latter.

Individuals determine their own learning objectives, experiment with what is possible and evaluate the results.

### Conclusion

Two of these modes involve experience and action and allow learners to get in touch with reality to experience real-life events. These stages are the exploratory and verificatory modes.

Two of these modes relate to thought and enable the representation of reality and reflection on real-life events. These are the reflective and abstract conceptualisation modes.

The last involves experience and the metacognitive control of the learning process.

We will transfer these ‘theoretical tools’ into the ‘Practical Toolbox’, in order to experiment with emancipatory work which is based on each individual’s experiential learning.

Experimenting means being able to share and then help the trainee and/or a novice tutor to experiment.



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# VETmh TuTo+ Vocational education process in European tutoring for immersion trainees in the mental health sector

## Training of tutors in the VETmh TuTo+ project 2018-2021

Erasmus+ Strategic Partnership  
Agreement number 18PP0011  
01-09-2018 - 31-08-2021



Co-funded by  
the European Union



UNIVERSITATEA  
AUREL VLAICU  
din ARAD  
Facultatea de Științe ale Educației  
Psihologie și Asistență Socială

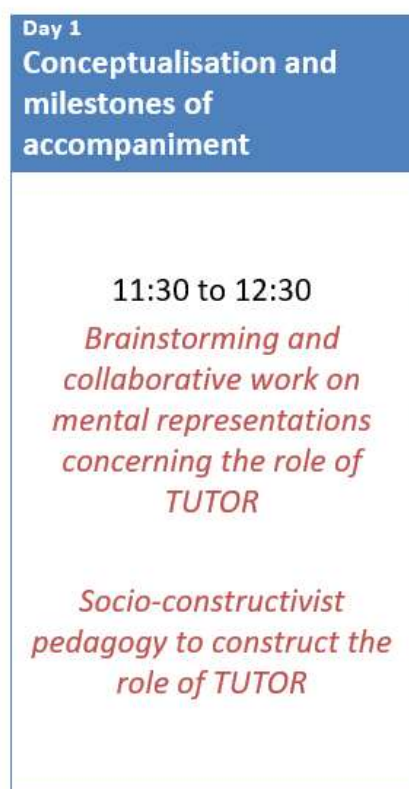
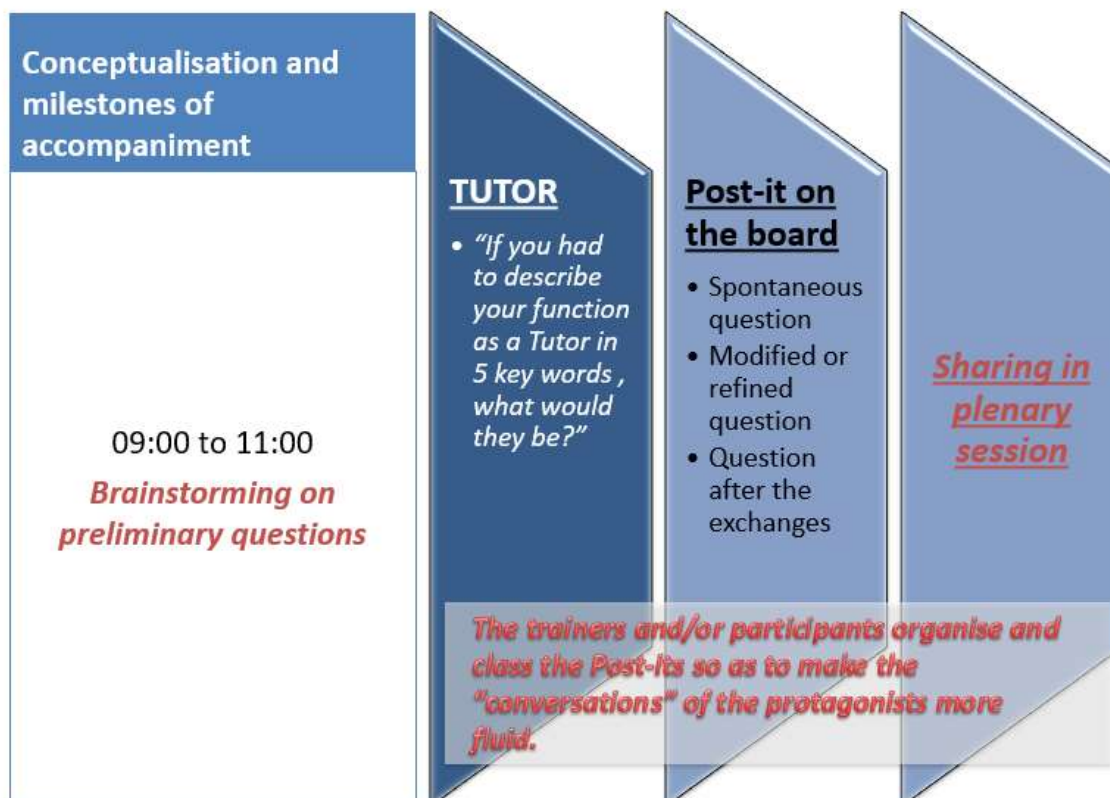


Conceptualisation and milestones of accompaniment:  
3-day programme

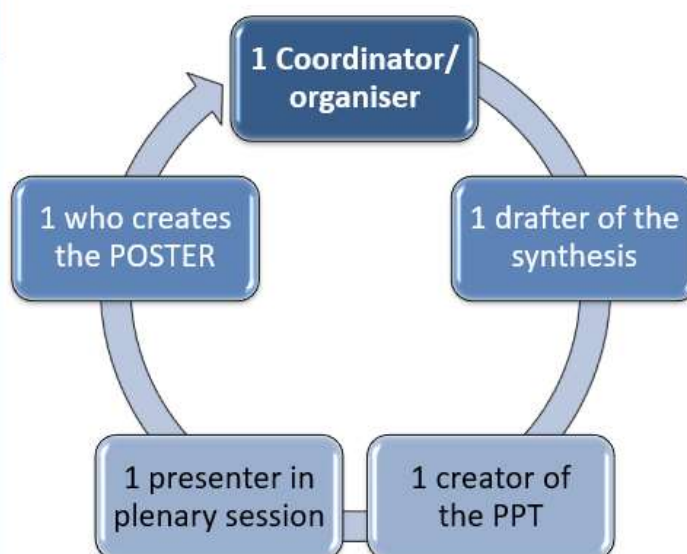
	Day 1	Day 2	Day 3
09:00 to 11:00	<i>Brainstorming on preliminary questions</i>	<i>Sharing of the preparations of the subgroups in plenary session</i>	<ul style="list-style-type: none"> <li>- <i>Presentation of the connecting thread of the 3 periods of meetings 2019/2021</i></li> <li>- <i>Theoretical and informational presentation of the trainee's PORTFOLIO and the Tutor's ROADMAP</i></li> <li>- <i>Explanation of the creation of a community/network of TUTORS</i></li> </ul>
11:30 to 12:30	<u>Brainstorming and collaborative work on mental representations concerning the role of TUTOR</u> <i>Modalities EXPLAINED</i>		
			<i>Informal sharing and responses to remaining questions after Lunch.</i>
13:30 to 16:00	<u>Brainstorming and collaborative work on mental representations concerning the role of TUTOR</u> <i>Modalities APPLIED</i>	<i>Presentation of the theoretical lines and concepts of the profile and role of the TUTORS in the VETmh TuTo+ (Erasmus) project 2018/2021</i> VETmh TuTo+ Erasmus 2018/2019 - Lebas M-C., Piret A.	



## Module 1 Day 1



*Modalities explained*



*Application of the QQQQCP questioning method to describe the profiles and roles of the TUTOR in the VETmh TuTo+ (Erasmus) project 2018/2021*





**Day 1**  
**Conceptualisation and milestones of accompaniment**

**11:30 to 12:30**

*Brainstorming and collaborative work on mental representations concerning the role of TUTOR*

*Socio-constructivist pedagogy to construct the role of TUTOR*

**Modalities explained**



**Day 1**  
**Conceptualisation and milestones of accompaniment**

**13:30 to 16:00**

*Brainstorming and collaborative work on mental representations concerning the role of TUTOR*

*Socio-constructivist pedagogy to construct the role of TUTOR*



**Modalities applied:**

- *The trainers “navigate” between the preparation groups to respond to questions, mark out, specify and confront opinions in elaborating this presentation work.*
- *Close of the day and debriefing*
- *Collection of the works and posters*



## Module 1 Day 2

Day 2

### Conceptualisation and milestones of accompaniment

09:00 to 12:30

*Brainstorming and collaborative work on mental representations concerning the role of TUTOR*

*Socio-constructivist pedagogy to construct the role of TUTOR*

*Sharing of preparations and posters in plenary session*



Day 2

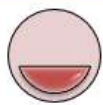
### Conceptualisation and milestones of accompaniment

13:30 to 16:00

*Presentation of main theoretical lines and concepts inherent to the profile and role of the TUTOR in the VETmh TuTo+ (Erasmus) project 2018/2021*



## Tutoring mission, stages over the 3 years of the project



Mission of tutor  
Module 1



Emancipatory  
approach  
Module 2



Guidance of the  
drafting and  
publications  
Module 3

## Tutoring mission: conceptualisations

### Tutoring

Support the  
learning process



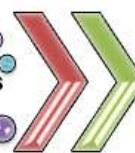
Mobilisation of  
bonding abilities

### Compagnonnage



Via the contents

Guide



To be  
learned, to  
be practiced

*in situ*



## Tutoring and Compagnonnage in the training of VETmh TuTo+ Erasmus trainees

(Menaut, 2013, pp. 30 and 31)

Name	Main function	Quality	Functions
TUTOR	Pedagogical	<ul style="list-style-type: none"> <li>- Enthusiastic</li> <li>- Experienced</li> <li>- Teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Pedagogical accompaniment,</li> <li>- Mediating third party,</li> <li>- Guarantor of the proper implementation of the accompaniment and acquired skills</li> </ul>

## Tutoring and Compagnonnage in the training of VETmh TuTo+ Erasmus trainees

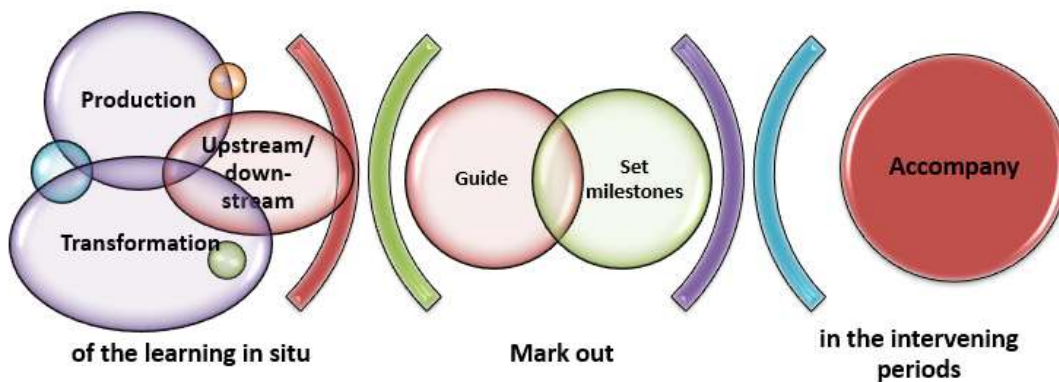
(Menaut, 2013, p. 30 and 31)

Name	Main function	Quality	Functions
COMPANIONS; nearby professionals	Day-to-day supervision of the traineeship	Experienced in the host treatment units	<ul style="list-style-type: none"> <li>- Assures the monitoring and training of the trainee <i>in situ</i></li> <li>- Modelling,</li> <li>- Explanations of the standards and contexts of care, good practices and even the country</li> </ul>

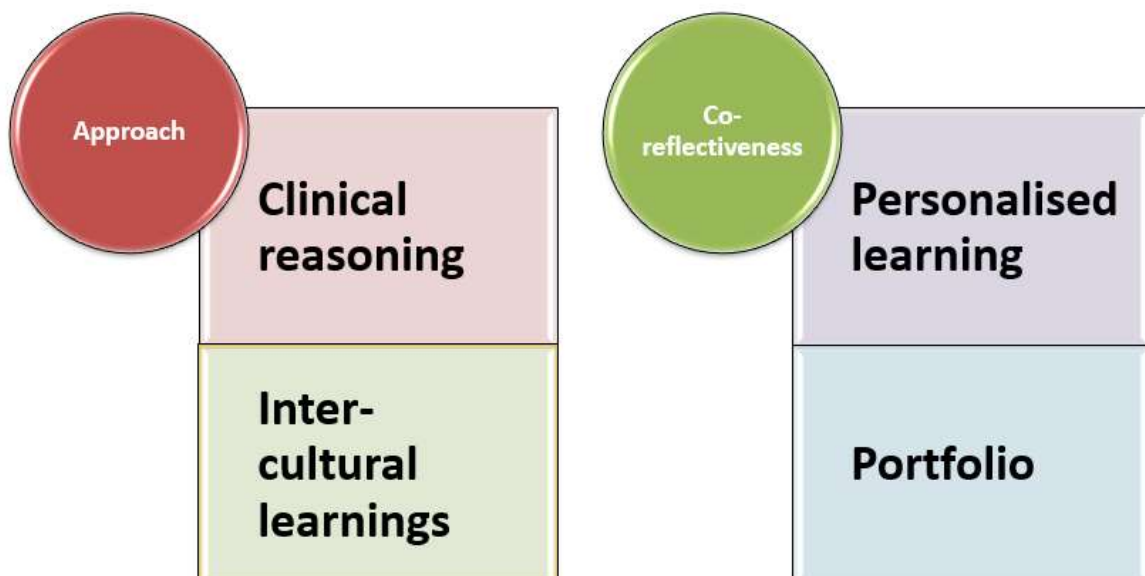




## Tutoring mission



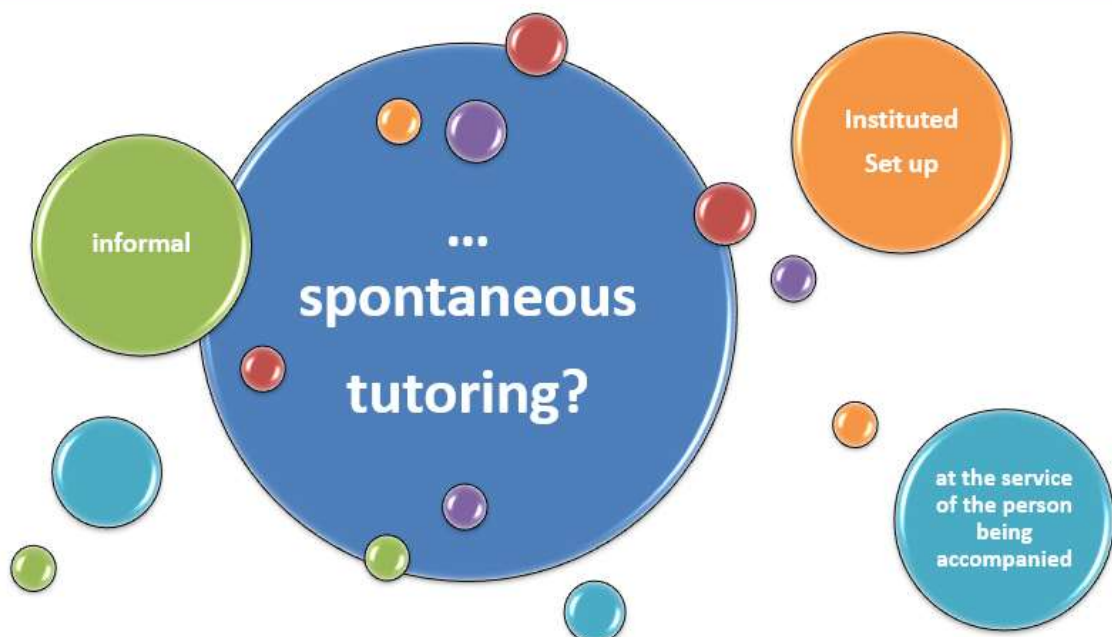
## Tutoring mission



## Compagnonnage mission

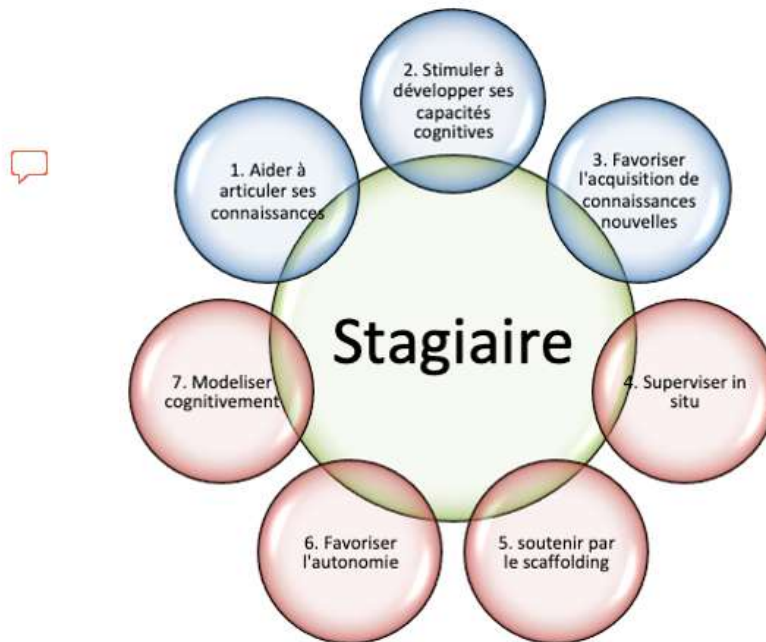
Historical	Companion	Compagnonnage
<ul style="list-style-type: none"> <li>• Moral and technical guidance</li> <li>• Moral rules</li> </ul>	<ul style="list-style-type: none"> <li>• “cum panis”</li> <li>• “concomitans”</li> </ul>	<ul style="list-style-type: none"> <li>• Temporal dimension</li> <li>• Adapted to the site and trainee</li> </ul>

## Compagnonnage ...

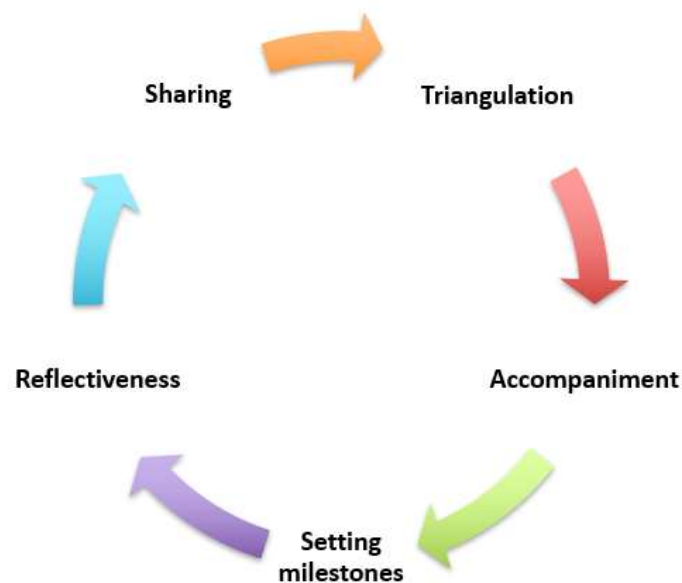


# Cognitive compagnonnage

(Vanpee and Frenay, 2010) (Poteaux and Pelaccia, 2016) (Raynal and Rieunier, 2014)



## How to prepare the tutoring mission?



## Module 1 Day 3

### Day 3

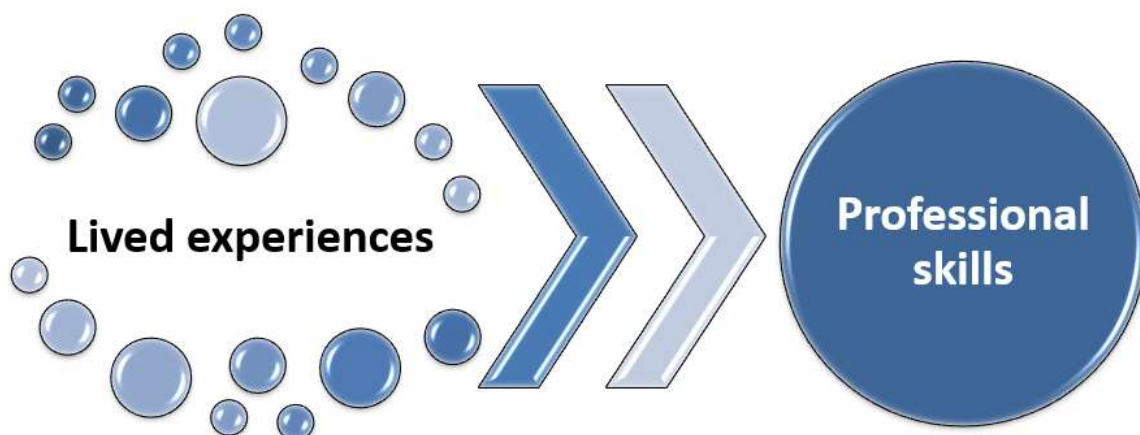
#### Conceptualisation and milestones of accompaniment

09:00 to 12:30

- *Presentation of the connecting thread of the 3 periods of meetings 2018/2021*
- *Theoretical and informational presentation of the trainee's PORTFOLIO and the Tutor's ROADMAP*
- *Explanation of the creation of a community/network of TUTORS in the VETmh TuTo+ (Erasmus) project 2018/2021*



### Conceptualisation and milestones of accompaniment: the portfolio





## Conceptualisation and milestones of accompaniment: the portfolio

### **The portfolio** as memory

- The portfolio makes it possible to preserve and organise traces of lived and implemented activities, the resources gathered

### **The portfolio** as support for reflectiveness

- The portfolio makes it possible to give shape to the journey of reflection and analysis, it allows one to visualise the questions posed, the relationships established, the hypotheses formulated

### **The portfolio** as occasion for interactions

- The portfolio makes it possible to exchange with the tutor about the stages of progress in the project; it also allows one to exchange with peers

## Conceptualisation and milestones of accompaniment: the portfolio

**Productions created as the project advances  
(preparation of each traineeship, exploitation of each traineeship)**

**Productions created at the end of the project (progress balance sheet, dissemination)**

**A final shaping for the certification**



## Conceptualisation and milestones of accompaniment: the portfolio

### The tutor's responsibility with regard to the portfolio

Recalls the deadlines

Clarifies the expectations

**Mobilises the content to make the trainee progress**

Validates the content for certification

## Conceptualisation and milestones of accompaniment: the portfolio

### Evaluation criteria

Conformity

Content

Activities

Analysis

Progress and dissemination

Clinical and scientific validity

Information management



## **Conceptualisation and milestones of accompaniment: the portfolio**

Details of the productions, modalities, etc. in the handbook:

**“Professional development portfolio, a tool for reflection, accompaniment and evaluation”**



Theoretical and informational presentation of the trainee's PORTFOLIO and the Tutor's ROADMAP

## Avenues for accompanying trainees:

(Kolb, 1984)

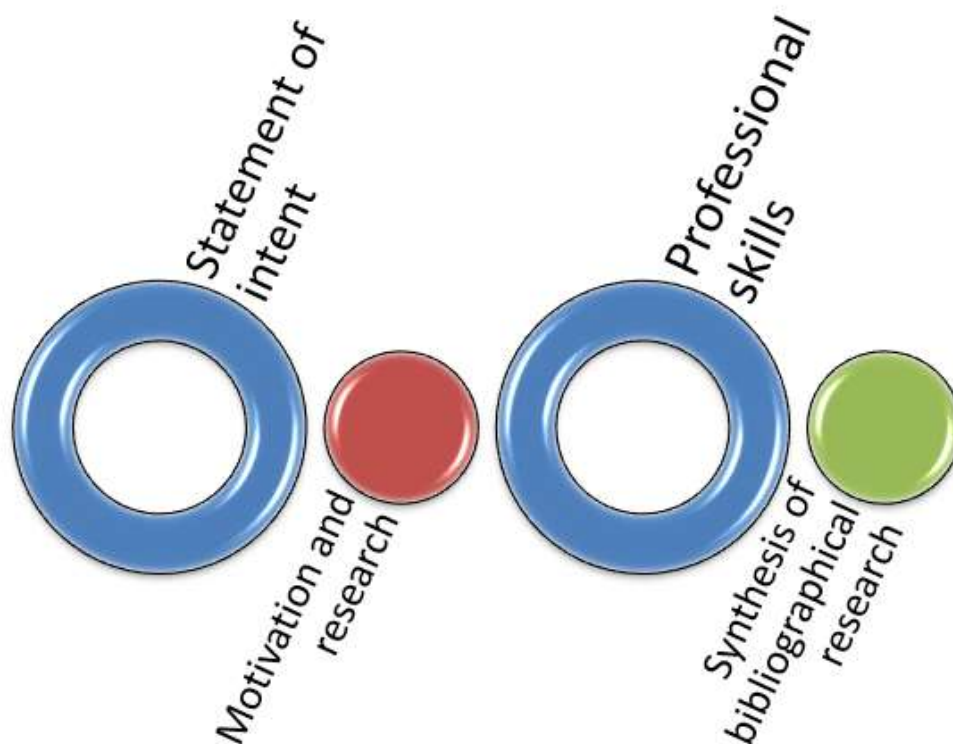
### Questions:

1. to deepen the initial problematic
2. that support the description of the experience
3. that support the reflective analysis
4. that support the modelling of the generalisable aspects of the experience // to theory/concept
5. that encourage to transfer the principles identified to his own context or to a different one
6. that support active experimentation





## Questions: to deepen the initial problematic





*Explanation of the creation of a community/network of TUTORS in the VETmh TuTo+ (Erasmus) project 2018/2021*



## English training session: phase 3



www.tuto.network



Co-funded by  
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# VET<sub>mh</sub> TuTo+ 2018-2021 e-tutoring and associated tools

August 2021

Remote Sessions

Dulière Muriel – Fryns Eric

Haute Ecole de la Province de Namur

Project coordinator: Deloyer Jocelyn


CNP St Martin, Namur, Belgium



## Remote tutoring: to select a digital service Eric Fryns biography

Eric Fryns HEPN

Graduate Nurse (HEL) and Master in Public Health (ULB)

Teacher at 

University degree

Responsible ICTE

Department of Public Health and Motor Skills 

Contact: [eric.fryns@hepn.province.namur.be](mailto:eric.fryns@hepn.province.namur.be)

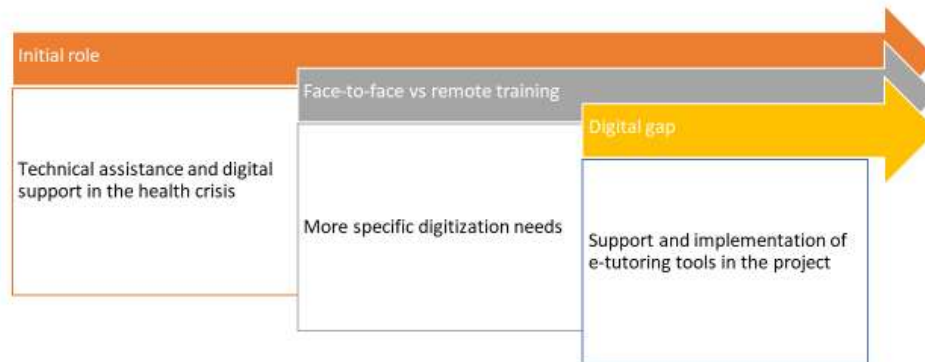


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## Remote tutoring: to select a digital service Introduction

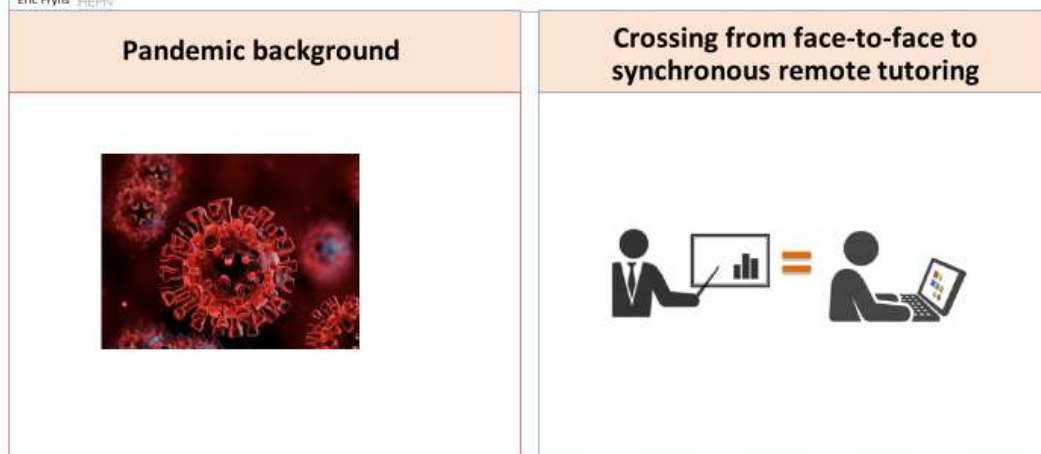
Eric Fryns HEPN



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## Remote tutoring: to select a digital service Introduction

Eric Fryns HEPN



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## Remote tutoring: to select a digital service

### Remote service synchronous

Eric Fryns - HEPN

#### Special benefits

- ✓ No travel
- ✓ Time saving

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## Remote tutoring:

### An example to choose a digital service

### Remote synchronous service

Eric Fryns

#### Difficulties

- ✓ Need for technical skills
- ✓ Need for digital skills
- ✓ Need for mastering digital services and tools
- ✓ Need for suitable equipment
- ✓ Need for a secure IT infrastructure
- ✓ Increased risk of malfunctions
- ✓ Risk of dropouts and demotivation



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## Remote tutoring: to select a digital service Why change? Ebac connect

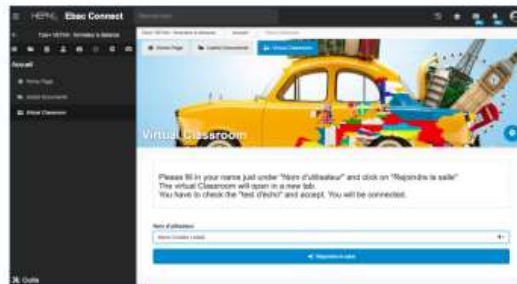
Eric Fryns - HEPN

### Second phase of the VETmh TuTo+ training

In the emergency, digital service  
selected

Ebac connect (Platform HEPN)

- ✓ Sharing content
- ✓ Video conferencing  
(BigBlueButton)
- ✓ Training by tutorials



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## Remote tutoring: to select a digital service Why change? Ebac connect: SWOT analysis

Eric Fryns - HEPN

Strengths	Weaknesses
Stability Safety Efficiency Full service	Specific to HEPN Need for an HEPN access Ergonomics
Opportunities	Threats
	Not suitable for use outside the training context

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## Remote tutoring: to select a digital service Methodology

Eric Fryns - HEPN

1. Analysis of digital service needs
2. Context analysis
3. Identify selection criteria
4. Analysis of the services
5. Selecting a service
6. Implementing the service
7. Evaluation



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## Remote tutoring: to select a digital service 1. Analysis of digital service needs

- Content and resource sharing (cloud)
- Video conferencing service
- Synchronous and asynchronous communication tools
- Possibility of merging with the portfolio
- Joint agenda



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## Remote tutoring: to select a digital service

### 2. Context analysis

Eric Fryns HEPN

- Population typology
- Transformation of the training course
- Services used so far
- New population perspective (peer support workers Tuto III)
- Challenges
- Control of the services
- Individual and collective digital skills
- Available equipment
- Quality of the connectivity



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## Remote tutoring: to select a digital service

### 3. Identify the selection criteria (part 1)

Eric Fryns HEPN

- Ergonomics
- Consistency
- Simplicity of use
- Flexibility (including the transfer of the administrator account)
- Tailored to training and tasks (including storage capacity)
- Population-oriented
- Pricing



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## Remote tutoring: to select a digital service

### 3. Identify the selection criteria (part 2)

Eric Fryns HEPN

- Sustainability of the service
- Security (content recovery, if errors, ...)
- Security (personal data)
- Level of user support
- Multimodality



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## Remote tutoring: to select a digital service

### 4. Services analysis

Eric Fryns HEPN

Ideally a full service  
Not comprehensive

Zoho®   
 Collaboraoffice®   
 Office 365®   
 Onlyoffice®   
 Google Workspace® 

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## Remote tutoring: to select a digital service

### 4. Services analysis

Eric Fryns - HEPN

#### Criteria grid

Two services have the highest scores

 Office 365

Google Workspace  


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## Remote tutoring: to select a digital service

### 5. Selection of a service

Eric Fryns - HEPN

Google Workspace  


Both comprehensive

Office limited in free version

More services without subscription at Google®

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## Remote tutoring: to select a digital service

### 5. Selection of a service



Eric Fryns - HEPN

But...

Mandatory to create a Google account or use your private account  
Can create an alias account

Storage of personal data

As in all free services but HERE GAFAM



Nevertheless, given the quality of the service, we made this choice...

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## Remote tutoring: to select a digital service

### 5. Selection of a service



Eric Fryns - HEPN

Use of Classroom



[Link](#)

A unique and free platform that allows:

- To Organise
- To Exchange
- To Communicate
- To Plan ...

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Remote tutoring: to select a digital service

## 6. Service implementation

Eric Fryns HEPN

### Phase 3 of VETmh TuTo+ training:

French speaking people, remotely

### Phase 2 and 3 of the VETmh TuTo+ training:

English speaking people, remotely



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Remote Tutoring: to select a digital service

## 6. Service implementing: French speaking group

Eric Fryns HEPN

Contact by email

Offer individual help

Diagnosis:

Hardware

Connectivity

Digital literacy and skills

Use of services (Drive, Meet, Classroom,...)

Sharing tutorials

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## Remote tutoring: Tasks chronology and type of services

Eric Fryns HEPN



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## Remote tutoring: Digital tasks and services

### 1. Scripting and preparing the remote tutoring

Eric Fryns HEPN

To prepare for this meeting, think about:

- The objectives of the meeting
- How the meeting will take place (and what kind of feedback)
- Resources needed for the meeting (and sharing)
- The work required of the trainee beforehand
- The chronological steps for the meeting
- The various digital services required

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## Remote tutoring: Digital tasks and services

### 2. Contact and invitation of the trainee

Eric Fryns IEPN

#### Asynchronous contact method

- E-mails Applications (Messenger, WhatsApp,...)

- Via LMS

- Formalise messages (be careful to respect netiquette)

Ideally use a dedicated address

Clear subject line

Respect netiquette (greeting, introduction, clear and brief message, how to reply,...)

Modalities, times and objectives of the meeting tasks to be carried out before the meeting

Link to resources and video conferencing

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## Remote tutoring: Digital Tasks and Services

### 2. Contact and Invitation of the trainee

Eric Fryns IEPN

#### Synchronous contact method

- Telephone call

- Video conference call

- Applications (Messenger, WhatsApp,...)

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## Remote tutoring: Digital Tasks and Services

### 3. To organise the synchronous workspace

Eric Fryns HEPN

Select a video conferencing service

- Camera permission

- Microphone permission

- Content sharing (presentations, screen sharing,...)

- Other tools (whiteboard, polls, shared notes,...)

- Messaging system

- Share link to video conference

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## Remote tutoring: Digital Tasks and Services

### 4. To prepare and to share ressources

Eric Fryns HEPN

Upload and store resources on a personal cloud

Onedrive®, Gdrive®, Icloud®, Dropbox®, ... [Exemple: Lien tuto Drive](#)

Create resource sharing (limited access, possible modification,...)

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## Remote tutoring: Digital Tasks and Services

### 5. Carry out the meeting

Eric Fryns HEPN

Tasks required to carry out the distance tutoring:

- Conducting the meeting

- Provide feedback to the trainee

- Follow the portfolio and the roadbook

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## Additional Tools

Eric Fryns HEPN

Collaborative online wall: example Padlet ([Lien Padlet®](#))

Survey tools: example Wooclap ([Lien Wooclap®](#))

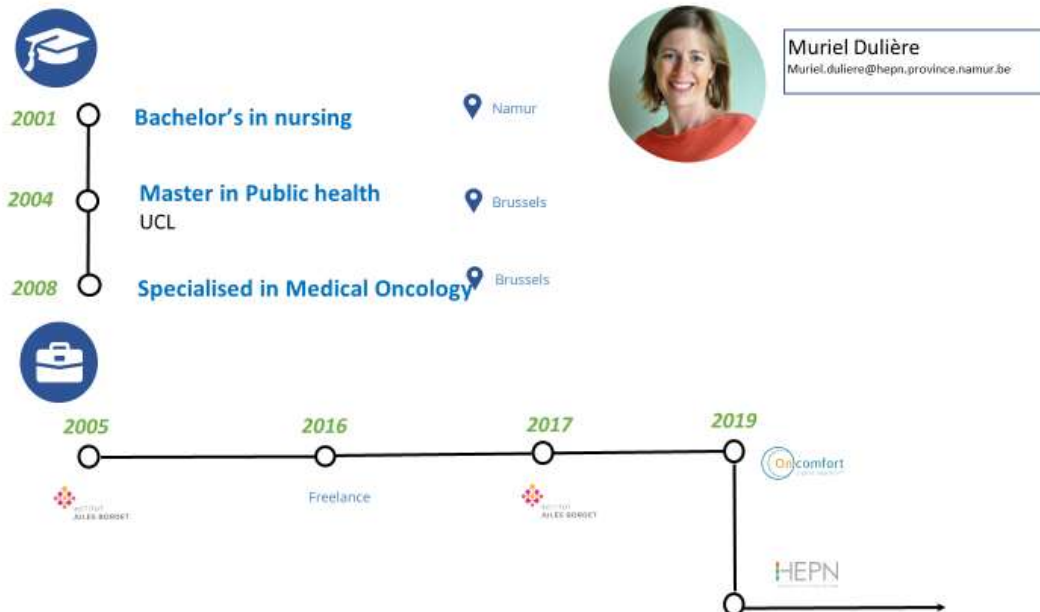
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## e-health and mental health

Muriel Dulière







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## E-health challenges

### Triple crisis in health care:

Ageing of the population

The state of supply: Demand exceeds supply in terms of human resource, medical desert,

Covid crisis: Weaknesses in logistic chains, confinement,...

-> e-health can be a response



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## Wooclap

What does digital health mean to you?

Name the key words you can think of

## E-mental Health

What is e-mental health?

The term e-mental health refers to the use of the internet and other electronic communication technologies to deliver mental health information and care. E-mental health services are an effective and complementary option to traditional face-to-face mental health support. By providing accessible and convenient assistance, e-mental health can play an important role for patients seeking help

Shaw, T., et al (2017). What is eHealth (6)? Development of a Conceptual Model for eHealth: Qualitative Study with Key Informants. *Journal of Medical Internet Research*, 19(10), e324

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## Type of e-mental technologies



## Wooclap

What do you think are the barriers to the implementation of new technologies in health care?



## e-health and ethics



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## e-health in mental health

- **Smartphone intervention** provides automated real-time illness management support
- **Personalized monitoring/support**
- **Virtual online community**
- **Therapeutic gaming programs, robotic simulation**
- **Virtual reality system**



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### Charts

Any health measurement you want to track can be tracked and displayed on the graphical charts. Over time you'll be able to see patterns emerge that can help you identify what works and doesn't work. The length of time shown on the charts can be adjusted to any date range.

### Public Forum

Our forum is a place where you can talk to other like minded people who have a keen interest in their health and wellbeing. It's a friendly community where sympathy and compassion can be found.



### Treatment Tracking

Keep track of your Medications, Supplements, and Exercises. Any change in treatment can be tracked so you have a complete history. When these are shown against your charts, you can see if a treatment change had a positive or negative effect.

### Reminders

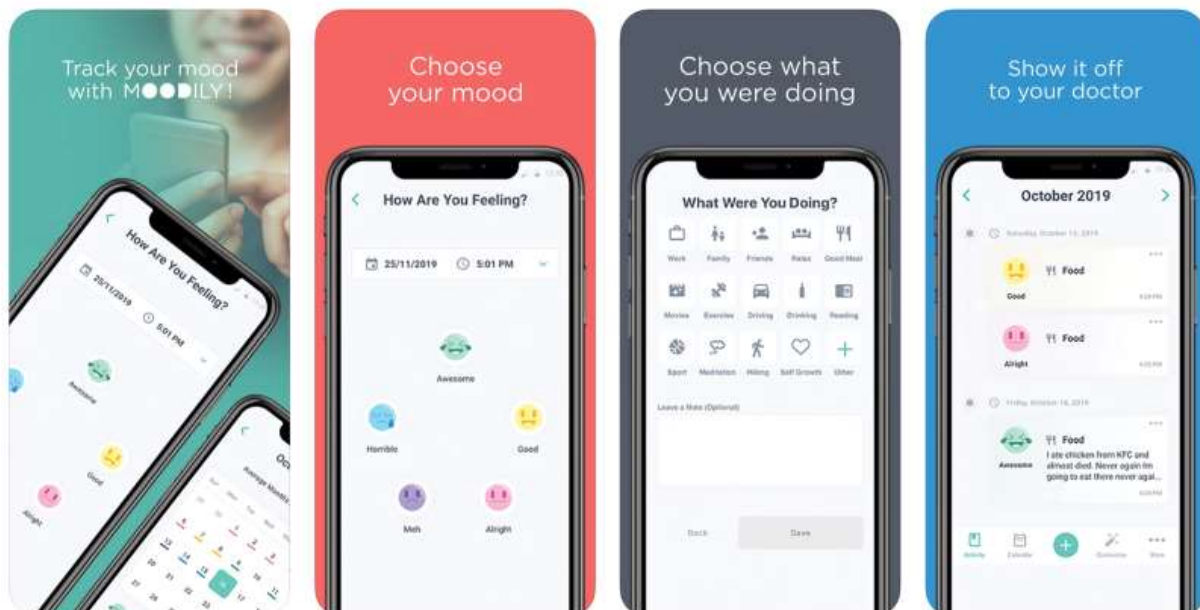
With Reminders you can schedule text messages or emails to be sent to you on a regular basis to remind you to take your medications or to remind you to record your mood. You can even reply to text message reminders to record anything you're tracking.

### Wellness Team

Because your charts and treatments are online, it's easy to give others access. Those who care about you the most can take a more active role in helping you reach your wellness goals.

### Upgrade Options

One of the best features of having an upgraded account is you get powerful bar charts that can help you identify which treatments work best for you. This is just one of many features that come with a paid subscription. Check out our [features](#) and [subscription plans](#) now!







Représentation de l'environnement augmenté DJINNI développé par Moussa et son équipe (Ben-Moussa et al., 2017)

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## e-health and mental health

- <https://youtu.be/H-1-zPzRcuE>



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## Tutoring and e-health



### Integrating technology to improve our practices



- Benefits in care
- Facilitates communication
- Enables training and education
- Improves treatment
- Reduces medical errors and improves quality
- Saves time and reduces geographical inequities
- Adapted to new generations
- Empowering the patient

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## Tutoring and e-health



### Disadvantages in care



- Not accessible to all
- Technical problem
- Dependent on network, server, power supply
- Dependent on technologies
- Time consuming to implement
- Perception of dehumanization

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## Tutor's role and e-health



- Realize the potential of e-health
- Encourage caregivers to take a role in e-health research, design and deployment
- Develop curiosity in e-health
- Advise, guide and inform users
- Encourage the appropriation of tools
- Adapting the relationship to care to avoid dehumanization

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## Conclusion : To make digital health a success



Making e-health human, sustainable, fair and free (freedom of choice and use)

- Promote a human technology at the service of the patient
- Integrate all stakeholders
- Be based on the "search for evidence" ( evidence based practice)
- Integrate with transparency and guarantee data security
- Preserve human dignity and adapt to the "most fragile populations"

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## Round table and discussion



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<https://doi.org/10.3917/cdle.044.0228>
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# VETmh TuTo+ 2018-2021 e-tutoring and associated tools

August 2021

Remote Sessions

Dulière Muriel – Fryns Eric

Haute Ecole de la Province de Namur

Project coordinator: Deloyer Jocelyn

CNP St Martin, Namur, Belgium





# VETmh TuTo+ Vocational education process in European tutoring for immersion trainees in the mental health sector

Erasmus+ Strategic Partnership

Agreement number 18PP0011

01-09-2018 - 31-08-2021

**Coordinator**

Saint-Martin Neuro Psychiatric Centre

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Erasmus TuTo+



[https://www.youtube.com/watch?v=zBPP8\\_hCuJc&ab\\_channel=CNPSt-Martin](https://www.youtube.com/watch?v=zBPP8_hCuJc&ab_channel=CNPSt-Martin)



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