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VET_{mh} TuTo+

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Psychiatry, Mental Health and Shared Professional Culture

A European tutors training programme



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‘Alone we go faster, together we go further’

African proverb



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Preface

Professional studies and management science and human resources research are united in concluding that, in order to mobilise an organisation's field-based professionals, there must be a focus on three vital areas: information, communication and training. Similarly, it has been established that when people understand what is expected of them and feel they are treated with respect and consideration, they tend to take their work and the organisation in which they work to heart.

All recent studies in psychiatry and mental health indicate the need to train high-level professionals and to encourage exchanges between organisations to ensure skill development. This is exactly what the TuTo+ project sets out to do here. In order to improve the quality of life at work, this strategy involves a combination of "Mobility + Training", a process through which individual and collective human assets are refined and developed.

This has been made possible through the financial support of the European Erasmus+ fund, enabling us to bring together motivated professionals, working in countries that are often far apart. They will of course have their own resources and often find themselves in entirely different working conditions, but they all share the same two aims, namely: to train quickly and obtain rapid results.

This strategy will, in the long run, make the professional life of all those involved better resourced and easier. Those who stand to benefit from this include patients or mental health service users, who will feel the benefit of it immediately. Then there are the professionals who will put to use practical skills that will make their daily lives more 'secure'. This then opens up possibilities for further experiences. Social partners are also witnessing considerable improvements to working conditions, thus leading to a better quality of life. Finally, their establishments will guarantee the combination of "Mobility + Training" for many years to come, to the benefit of all.

Moreover, this door will never be closed; new, hitherto-unimagined opportunities can now follow in its wake. The professional opportunities presented by TuTo+ will then lead to others; and each of the stakeholders will meet again in the years to come to continue to weave the network of European links and reap the invaluable rewards of its exchanges. What's more, everyone will always have a little smile on their face and a happy nod of acknowledgement when looking back on their past successes and anticipating those to come.

Jean-Marc Bonmati



Chapter I

Laurence Fond-Harmant

Shared perspectives for a collective endeavour

We are delighted to present you with this second publication, which follows on from the work carried out under the aegis of the TuTo project (2014-2017) .

At the end of this second TuTo project, which is a continuation of our work, we consider it important to present the second collective publication which came out of the TuTo+ project, entitled VETmh TuTo+ (2018-2021) . This continues presenting the work done on the European issue of training for mental healthcare professionals and disseminates our thoughts, methods and achievements.

The aim of this corpus is to put the tutoring programme in the context of current European issues regarding staff qualification in the psychiatry and mental healthcare sectors. It aims to promote the qualification of mental healthcare workers throughout Europe by involving service users, health professionals and the psychosocial sector alongside multidisciplinary teachers and researchers. This book is intended to be collaborative, bringing together contributions from scientific experts, teachers and professional partners from the 6 European countries involved in the project. As with the previous project and its corresponding publication, this collection constitutes a body of knowledge and multidisciplinary and multisectoral testimonials, designed to feed into the reflection and action process in training professionals and sharing experiences in psychiatry and mental healthcare. Just as before, it aims to make our progress and achievements known without going against our initial hopes of sustainably co-constructing a network of European researchers and professionals and producing a shared culture for the development of continuing education for young professionals (the TuTo project) and tutors (TuTo+ project) within the framework of multiple European realities. Contents are as follows:

Part I, which is made up of three chapters, presents the pedagogical training process: from the design to construction of a training reference framework and the implementation of the interventions over the three-year span of the project. Chapter 2 sets out the reflective approach that encompasses the training actions designed and implemented for tutors. Chapters 3 and 4 written by the educational partners from the Haute Ecole de la Province de Namur, Belgium. Part I shows just how this approach has enabled all partners to unite around a shared professional culture and a common language, despite the great diversity of work situations experienced by each of the partners in their own countries;



Part 2 focuses on the impact of the project. Chapter 4 reflects on the users' position in this type of programme and their essential contribution to the development of training for professionals in psychiatry and mental healthcare. The host institutions' stakeholders, tutors, trainees and professionals give their feedback on their experiences as well as that of their work organisations. They describe how the TuTo+ project was implemented in European partner countries (Chapter 5). In Greece, a summary chapter outlines the benefits and added value of the project in improving the skills of 6 young professionals from Athens, trained in tutoring (Chapter 6). In Romania, the University of Arad presents the importance of this European partnership project in the context of the historical evolution of psychiatry and university education (Chapter 7). The feedback from Romanian mental health and social health professionals on the TuTo programme is explained in Chapter 8;

Part 3, "In perspective", provides a critical review and discussion, summarising lessons learned from the tutoring programme. It proposes unifying perspectives and recommendations for vocational training from the point of view of a shared professional culture and in different European working contexts. It shows the limitations of this program and proposes, for the future, the development of a TuTo version 3 project, a training program in mental health tutoring accompanied by peer-helpers.

This collective work, with all its limitations and flaws, is the product of our experiences and reflections between project partners and tutors, containing three years' worth of valuable feedback. Alongside the project stakeholders' contributions, the reader will find their issues and their guiding principles set out in a simple and realistic way, with the professional rigour that has guided our work. Finally, it proposes mentoring practice enrichment methods, drawing on the various models used within the project.

This book is aimed at a professional and scientific readership, such as university libraries, psychiatric education and training institutions, social enterprises, etc. This publication is available in both English and French.



Chapter 2

Laurence Fond-Harmant

The tutoring scheme and reflective practice :
the foundations of a shared culture

“Act as a man of thought and think as a man of action”

Alain, French philosopher 1868-1951

I. Partnership background

The cooperation between the TuTo+ project partner teams aims to broaden the training, psychiatry and mental health sectors and get them working together. Operating in the human social sciences and public health sectors, it is a European tutor training scheme to support professionals in the care and psychosocial sector. How do you give common meaning to a vocational training project in Europe? What can help build a shared culture of learning?

The TuTo programme includes two separate projects: TuTo (2014-2017) and TuTo+ (2018-2021), both co-financed by the European Erasmus+ Strategic Partnerships scheme. The TuTo project involved an exchange programme for trainees from various European countries, as part of a skills development training programme for young professionals in psychiatry and mental health. It was additionally supported by a 6-ECTS (European Credit Transfer and Accumulation System) certified academic and professional course run by the Haute Ecole de la Province de Namur.

The overall aim of the TuTo and TuTo+ projects is to formalise and professionalise the supervision of young employees in the mental health sector undergoing training abroad, in order to extend their skill levels, in particular during their traineeships in host professional and academic partner organisations such as university research centres, psychiatric hospitals, outpatient services and psychosocial support structures.

The emphasis is on the provision of human and social knowledge by tutors to young professionals on placements abroad. The programme is designed with the strong human value of transmission between the generations in mind. Intergenerational interconnectivity occurs via encounters and exchanges, as well as via the transmission of that which individuals have themselves received.



Throughout both projects, TuTo (2014-2017) and TuTo+ (2018-2021), the parties involved have enhanced and been enhanced by a European network of psychiatric and mental healthcare professionals. Indeed, the collaboration between the Belgian, French, Romanian, Greek, Luxembourg and Spanish teams aims to expand and strengthen the scope of the initial TuTo programme: the core of the TuTo training initiative focused on the organisation and exchange of young professionals within the framework of foreign training courses. The issue of tutor support had not been formalised at the training sites, which is what this project evaluation had highlighted. (Fond-Harmant, Deloyer, 2017). In order to improve the academic and professional supervision of trainees, the TuTo+ programme has been developed to focus on tutor training. More specifically for TuTo+, by strengthening tutor training, the aim is to design educational learning methods which help to enhance the appeal of the mental health professions. Although in TuTo+ the emphasis is on the training of trainers, the project involves three stakeholders: trainees, tutors and organisations for receiving and/or dispatching trainees. It is worth noting that a total of 100 trainees in 16 European host countries benefited from the first TuTo programme. Now with TuTo+, 50 tutors from the 6 European partner countries have benefited from specially-designed training sessions, in both French and English. Appendix 1 shows a summary sheet of the TuTo+ programme schedule. Chapters 3, 4 and 5 situate the training sessions within the theoretical foundations of Kolb's (1984) socio-constructivist and emancipatory pedagogy.

2. The approach

Regarding TuTo+ project outcomes, this chapter presents the tutoring system from the point of view of the reflections of the tutors trained in order to construct a common analytical framework. Its purpose is to lay the foundations for the construction of a shared TuTo+ culture. This chapter will recap the main principles and contributions of the reflective approach as applied to the project, based on the available scientific literature. We will then present the key aspects of the basic driving forces behind creating a shared culture. We will conclude with a discussion of the limits, pitfalls and perspectives of the model of partners' shared references to build a common culture for the successive TuTo and TuTo+ projects.

This chapter seeks to question the immediate uses and effects of the conceptual and technical success of the reflective approach and to do so in a transnational and transdisciplinary way, in order to identify and overcome certain national biases or effects of professional fields. With regard to operations, TuTo+ aims to draw on the work of the project partners, i.e. teachers, researchers and professionals, to build up a corpus of 2 training modules which take the reflective approach of those professionals voluntarily tutored in the project (1 module in French, in Belgium, and 1 module in English, in Romania, see Appendix 1). This training initiative is subject to transnational analysis, meaning that it is jointly run by the European partner countries' stakeholders. This work is co-led using a common analytical framework based on the institutional socio-clinical methodological approach (Monceau, 2012), an institutional analysis approach (Lourau, 1970). It articulates the micro and macro-social dimensions of the professional realities studied by attempting to understand how "the universal is refracted into the singularity of localized institutional situations and how they weave it (or construct it, to use an expression that has passed into social science parlance)" (Monceau and Savoye, 2003). It is a question of extricating the social which is in the process of being made, whilst evaluating the meaning and scope of one's own action of deciphering reality. "What do I institute when I institute analysis? An instruction that leads to the analysis of the stakeholder's involvement, one of the strong characteristics of the knowledge project revealed by



institutional analysis” (Monceau and Savoye, 2003). The objectives, implementation methods, effects and limits of these systems are thus examined.

The analysis framework which comes out of the project helps provide professional tutors with a common reference tool for considering the reflective process in their professional field, whether psychiatry or mental health. It also allows for a critical analysis of the systems involved in continuing education. It actively involves trained tutors in supporting and monitoring trainees in their host institution.

3. The Contribution of the Reflective Approach to TuTo+

The reflective process “has become as much a scientific requirement as an anthropological condition” in social science (Gaucher, 2009). According to Schön (1983), teacher and researcher of reflective learning strategies in practice, the professional is not only a ‘coach’ for theoretical models, methods and tools learned. They construct their own knowledge gradually, drawing on their professional practice, grassroots experience and action which they then connect to their theoretical knowledge. Such professionals are “reflective practitioners”, capable of taking a step back, viewing their practices objectively, sharing them, discussing them and improving them through innovation in order to be more effective. They build professional knowledge by acting and reflecting on their own practice in the social and professional field. Schön’s thought marks a departure from the classic, more traditionalist, applicationist pedagogical approaches.

The TuTo+ project tutor training approach is based around the concept of reflectiveness, which has become central to the “relational professions” (Demailly, 2008). This concept more widely refers to a competence nevertheless expected of the “autonomous and responsible” individual citizen. In healthcare, the WHO (2012-2013) talks of “empowering citizens”, of their “power to act” in and of themselves and to take control of their environment. The reflective approach echoes the concept of health promotion in the Ottawa Charter (WHO, 1986), which aims to encourage the use of individual skills to strengthen the competences of professionals and users. It seems vital that trained tutors should provide a knowledge transfer role, enabling young professionals and service users to develop positive skills and the “power to act” on situations. This knowledge transfer role also implies the transmission of human knowledge, which is especially important in relational professions and in this multicultural environment.

3.1 The reflective professional

The reflective approach made its way into the western Europe of the 1990s with the 1993 translation of Schön’s 1983 American work, helping bring professional training (teacher training in particular) into the academic world. The concept of reflectiveness has run parallel to changes in training methods, with for example the development of competency frameworks, increasingly common since the 2000s.

Initial and ongoing training programmes integrating reflective analysis for the development of the transfer of new professional skills have both already been introduced in the training, psychiatry and mental healthcare sectors (Béziat, 2013). In these sectors, throughout various European countries, the concept of reflectiveness is now applied operationally in a variety of ways : instrumented simulation of professional situations (with major development in the training of medical and nursing staff), clinical and socio-clinical professional practice analysis groups, case studies, clinical supervisions, logbook keeping, reflective discussions and activities as a means of translating and appropriating content



from contributing disciplines. With the training in patient therapeutic education skills (D'Ivernois and Gagnayre, 2011) and to meet the broader European-wide political objective of making individuals more autonomous and responsible in their choices, reflectiveness extends to beneficiaries such as students, trainees, patients and their families (Cantelli and Genard, 2007). In the health and education sector, a vast professional training system is being developed whose aim is to connect up 'analysis and practice', whilst developing critical and reflective skills (Beziat, 2013).

3.2 The reflective approach and the TuTo+ project

The reflective approach means the TuTo+ professional trainer must be able to question their own practice and be aware of available pedagogical and professional training research as well as that in psychiatry, their own professional field. At the end of this training, they should be capable of constructing a soundly-argued discourse in support of their profession, their place and their role as a tutor, by developing the appropriate knowledge for their professional practice. This step ensures they are capable of accurately diagnosing appropriate professional situations, to implement them in training in their role as a tutor, and to evaluate the effect of their practices (Perrenoud 1994).

The TuTo+ programme was designed to classify the activity of tutors supervising young professionals throughout their foreign placement. This reflective process was designed on the basis of the work of Schön and his successors, with a view to avoiding what might otherwise be a merely "technocratic" and "bureaucratic" support system. This approach aligns with the key principles which emerge when defining the ideal "reflective practitioner" for the TuTo+ project. Chapters 3 and 4 of this document give a practical overview of the way in which tutors were trained by ensuring theoretical and conceptual education science approaches were grounded in teaching practice.

Reflective practice should also give consideration to the educational and cultural contexts likely to give meaning to those involved in training in the social and professional spheres. The socio-clinical institutional approach encompasses "the institutional dynamic in its localised analyses" (Monceau, 2012). This is relevant in the context of a European project that brings together actors from 6 European countries in different social and professional situations. Zeichner and Tabachnick (1991) see the reflective approach as rooted in cultural contexts, referred to as 'traditions', which give meaning and coherence to those undergoing training. The researchers have determined four main approaches:

1. In the academic tradition, key aspects are content and disciplinary knowledge, reflective practice concerns the subject matter taught, its educational modes of appropriation and representations transmitted to trainees.
2. In the functionalist tradition, it is social efficiency that is of primary importance, in terms of the application of knowledge and problem solving.
3. The developmentalist tradition focuses on trainees' knowledge, the processes of understanding, and the appropriation and construction of knowledge. This approach is based on cognitive development studies as well as relational and affective issues.



4. The socio-critical or re-constructionist tradition focuses on individual and collective training practices and the social conditions that determine them. The aim of reflection is to provide trainees with a democratic, equitable and emancipatory method of education.

The educational approach and training content of the TuTo+ programme are intended to be highly practical and workable, in order to be relevant to the realities of the tutors' professional environment. It respects their cultural frames of reference, where one or other of the traditions dominates depending on the country, the individual career path and the tutor's initial and institutional training. The project's intervention programme is designed to be cross-disciplinary and flexible, drawing on fundamental academic, functionalist, developmentalist and socio-critical bodies of knowledge, in a way that is not exclusive to one or the other! Indeed, the TuTo+ programme aims to make explicit the tutor's tacit knowledge by diachronically structuring the analysis of his or her professional and training experience as a tutor and by integrating his or her past, present and future lived experience. The reflective approach calls for awareness and consideration of a trainer-tutor's personal development. It requires the application of rational thinking based on instrumental rationality and educational values, linked to each individual's socio-cultural context. In addition to these fundamental attributes, studies on the diversity of reflective approaches (Schön, 1987; Richardson, 1990) also show that the reflective approach in this system can be broken down into five broad characteristic styles: the point of intervention, its object of focus, training context, processes implemented, levels of complexity reached or sought and the primary aim of the reflective activity. Appendix 2 shows these styles.

3.3 The basic driving forces behind a shared culture

What lessons can be drawn from the reflective approach for tutor training? The reflective approach requires professionals to take an analytical and critical look at themselves, as subject-actors, as well as at their position, role and practices.

The broad conceptual principles of the reflective approach have enabled the project's pedagogical partners to design and define the TuTo+ tutor training programme. Its theoretical foundations are presented, gradually, throughout the 3 sections of the educational training course as directed and co-written by teachers at the Haute Ecole de la Province de Namur.

1. Clarifying theoretical knowledge and identifying fruitful knowledge bases for learning

Conducted over a 6-year period, TuTo and TuTo+ taught the project's stakeholders that this twofold project had to be based on the clarification of theoretical knowledge and the identification of fruitful knowledge bases for the training of trainees and tutors. It involves supporting an educational self-evaluation system for experiential training based on 4 key areas of knowledge: action knowledge, self-knowledge, collective knowledge and social knowledge. It allows us to question the 4 dynamic positions of the trained tutor: "Situating oneself, Moving around, Getting involved, Connecting with others" (Delvaux and Delvaux, 2012).

2. Making knowledge accessible to all parties



Having done this, it is necessary to make this knowledge accessible to all parties involved in the project, whatever their original profession or background. Having known our partners for over a decade through the common framework of research projects and/or European exchanges, we have been able to deploy them, according to their respective specific expertise, to design an in-depth project based on TuTo+'s system of shared and co-constructed values.

3. Training subject-stakeholders

The methodological framework of the institutional socio-clinical approach enabled the involvement of all relevant stakeholders in the field. It sees them as subject-stakeholders, genuinely involved in the training process with the trainers. Clarifying the places and roles of all individuals in analytical work made it possible to address the complex reality of work situations, despite often internal contradictions in their practices. The explaining and refining of working concepts made this training and transformation work possible. It was the meeting and comparing of both parties, i.e. trainers and tutors, that made it possible to build the knowledge base for the TuTo+ project, with each occupying their own professional space. (Monceau, 2012)

Discussion

I. Project delivery limits and constraints

We knew that training reflective practitioners capable of analysing their own experience in order to transform it into professional knowledge was an ambitious objective. This tutoring training project reminded us that the construction of a shared value system is crucial in making clear and well-founded educational choices. As with the TuTo+ project, we ran up against various difficulties which were down to the very nature of European adult training projects. Tutors, who are trained professionals, come from various psycho-social care and support professions within the psychiatric and mental health sectors. They all work in different professional, institutional, economic and organisational contexts. Indeed, the realities of the psychiatric institution sector and those of the organisation of small, often community-based, psycho-social support structures reflect highly varied and unequal political, institutional and professional frameworks and contexts from one part of Europe to the other. Indeed, being a tutor at Kepsipi, an organisation of 10 psychosocial support workers in Athens, does not involve the same professional realities as those of a tutor at CNP St-Martin in Namur, Belgium, which consists of a 300-bed neuro-psychiatric hospital and three 90-bed psychiatric care units.

The task of designing and implementing tutor training based around the reflective approach was complex to operationalise because of these structural disparities, and also because the scheduled TuTo+ project coincided with the Covid-19 health crisis in March 2020. It affected all project partners, having a marked effect on work organisations and on the staff themselves working in psychiatry and mental health (Thome and al., 2020). Adaptations to the content, distribution and location of e-learning training sessions had to be made in response to the situation. In the context of the Covid-19 health protocols and to ensure its generalised containment, it was necessary to strengthen collaboration between all the professional stakeholders in partner countries in order to build a common culture and a shared reference system. To deal with the situation, it was necessary to specifically adapt the content, course materials and teaching methods to e-learning, while favouring group interaction, and within very short deadlines so as not to disrupt



the initially planned training sessions. It was also necessary to ensure that all tutors could conduct distance learning modules in order to guarantee programme continuity by fostering motivation, enthusiasm and dynamism among all stakeholders. This included providing suitable computer equipment, sufficiently reliable and secure internet connections for the establishments, the booking of appropriate training rooms for 3 consecutive days in establishments that have their own internal regulations for the movement of staff during a health crisis, organisation of online meetings, etc.

2. Strengths: people and principles of universality

Against this background of restrictive interventions affecting all stakeholders, the positive approach and can-do attitude of all stakeholders (trainees, trainers, organisers) made it possible to gradually overcome the various obstacles. In terms of control and confidence, the partners who designed the tutor training actions at the Haute Ecole de la Province de Namur, received unfailing recognition from the project team and trained tutors, as the initial training session feedback evaluations have already confirmed. The proposed universal principles of education, learning and training, drawn from scientific literature, have had a considerable unifying effect, as they have been legitimised by all the partners, all of whom came from different and specific sociocultural contexts during the Covid-19 crisis. The organisation, design, content and teaching implemented for TuTo+ were a testament to the partnership's continued integrity in the turbulent context of Covid-19. The commonly-held principles allowed for the co-construction of a shared language in which to articulate theoretical professional practice and transform it into knowledge, guiding action in the field and responses in training sessions. (Hensler and al., 2001).

There are a range of influences on the TuTo+ project. Indeed, ten European countries participated in the TuTo+ project and despite cultural, political and economic differences, tutors and young trainee professionals from the psychiatric and mental healthcare sector were able, over a 6-year period, to share, discuss and enhance this training programme leading up to its implementation. Particular emphasis was placed on the impact of this historic diversity on the evolution of the psychiatric and mental healthcare professions (Nache and al., 2017). This cultural and multidisciplinary mix allowed all stakeholders to experience valuable professional exchanges, but more than that, the overarchingly good-natured and respectful approach to training created favourable conditions for collectively making a universal case for the promotion of psychiatric and mental health. The guiding principle here was the interventional, multidisciplinary and multisectoral approach to research and training. (Fond-Harmant, Deloyer, 2017).

3. The challenges of an ambitious project

After three years of the TuTo+ programme, the transnational framework for analysing mental healthcare tutor reflectiveness, on which the project is based, has become a common reference resource for all participants. It has been disseminated in the Public Mental Health and Psychiatry research fields, and in educational science training. (Fond-Harmant and al., 2016). TuTo+ is presented as an interdisciplinary and European framework through which to consider reflectiveness in the professional field and critically analyse the systems in place in initial and continuing education. TuTo+ is a pilot for a common European reference system for the training of tutor trainers. As a support for the co-design and analysis of devices, the partners have succeeded in producing reflective skills in a network of professionals, researchers and teachers in psychiatry and mental health. This building of knowledge has formed the



solid foundations for a shared European culture which, with its strengths and in spite of its limitations, has successfully reached its objectives.

Moreover, the TuTo programme was originally based on an analysis of the training needs in a time of a deep crisis in psychiatric vocations, of which we present one type of modality. (Fond-Harmant and Deloyer., 2017). Indeed TuTo and TuTo+ are proving a proactive response to the need to consider exchange and interaction with professionals from other European countries as an additional opportunity for ongoing vocational training. These projects serve as a reminder that mental health is a public health priority and that it is vital that training policies for mental health professionals are sustainably designed with long-term goals in mind (WHO-2016). It is also vital to come up with new, appropriate and adapted forms of training for a Europe of common cultures in common professional fields (Coste, 1997). Training is a major issue because mental health does not only concern medical psychiatric issues, but also questions of society, relationships and social regulations. Rehabilitation and recovery are concepts that enable us to envisage changes to the ways in which people work, particularly with the development of e- mental health and teleconsultation (Briffault, 2017). With such changes afoot, all countries are undergoing reorganisations that give rise to all sorts of tensions. Training needs to encourage the complementary intersection of workers' professional disciplines and internal cultures. Training is there, in complex and sometimes tumultuous environments, to help professionals intervene appropriately both within and outside the hospital setting as part of providing care and support to individuals with mental health issues. The important issue, as these reflective tutor trainings draw to a close, is to now involve users in co-designing training for professionals (Fond-Harmant and al., 2014). Chapter 9 of this paper, written by the French partners of the CCOMS, makes clear the relevance of this. Indeed, in a universal approach to psychiatric and mental healthcare workers' training, (Gourret Baumgart and al., 2020) we need to involve users in our training schemes, as they are capable of translating their experience into knowledge, through a reflective and constructive approach to work and a culture common to those working in the field of psychiatry.



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Appendix I

Summary of TuTo+ training sessions

Training session 1

Aims Creating the tutor's roadmap and portfolio

Possible content Social representations;

Implementing the concept of the tutor's role;

The difference between mentor and tutor

Pedagogy Socio-constructivist

Emancipatory

In-depth chapter in this paper See chapters 1 and 3

Duration 3 days

Training dates and places - Session in French: March 2019 in Namur, Belgium

- Session in English: June 2019 in Arad, Romania

Training session 2

Aims Creating an emancipatory tool

Possible content Developing Kolb's approach

Experiential training

Tutor support

Pedagogy Socio-constructivist

Emancipatory

In-depth chapter in this paper Chapter 4



Duration 3 days

Training dates and places - Session in French: October 2020 in Namur, Belgium

- Session in English: May 2021 in Arad, Romania

Training session 3

Aims Understanding remote sharing tools

Possible content E-learning, e- health

E-tutoring

Digital portfolio

Use of padlet and virtual wall

Pedagogy Socio-constructivist

Emancipatory

In-depth chapter in this paper Chapter 4

Duration 3 days

Training dates and places - Session in French: March 2021 in Namur, Belgium

- Session in English: May 2021 in Arad, Romania



Appendix 2.

The 5 Main Aspects of the Reflective Approach as Applied to the TuTo+ Project

(inspired by Schön 1987 and Richardson 1990)

Aspect Characteristics

Time The time of reflection depends on the situation. Reflection takes place before, during or after training.

The cyclical process is as follows: anticipatory and analytical reflection on completed actions form the basis for the analysis of new experiences. Support for the tutor being trained is focused on post-action reflection.

Objective : two categories

1. In situ training
2. Institutional and social context
1 - training in situ, in the classroom, by video link: teaching, didactics, trainee characteristics, discipline taught in relation to the context of collective action.
2 – social and institutional context of the professional activity: educational policy, psychiatric and mental health policies, regulations, tutor selection, trainees, etc.

Context Social and public practice, rooted in a professional culture in action specific to each partner in the country from which they come.

Process implementation Problem analysis and resolution calls for a diversity of knowledge, but this rationalist vision is challenged by the philosophy of educational ethics (Greene 1986; Noddings 1987), in order to take into account humanist values, such as caring, kindness and a sense of commitment on the part of trainees.

The 3 complexity levels 1. Technical level: finding the effectiveness of operational methods,

2. Practical level: pre-suppositions, medium and long term educational intentions, and impact on trained tutors,



3. Critical level: making a moral, ethical and political analysis of action.

The main aim This clarifies the meaning attributed to the tutor's reflective activity.

If the aim is identity-related, it symbolises the construction or consolidation of professional or personal identity,

If its aim is pragmatic, it then emphasises the quest for training which is more satisfactory according to other criteria.



Chapter 3

Marie-Clotilde Lebas

Cécile Thioux

Anne Piret

Tutoring training as a force for change in psychiatric healthcare practices: conceptual and theoretical frameworks.

Following on from the TuTo 2014/2017 project, the VETmh TuTo + 2018/2021 Project is the second phase of a course for training healthcare professionals involved in evolving mental health and psychiatry work at an intercultural level across Europe.

It is based on the issue of how best to help trainees with their intercultural training. It sets out the broad outlines of a tutoring scheme suitable for andragogy and experiential learning in accordance with the Kolb model.

The first of the three phases of training is spread out over three years. It sets out the conceptual and theoretical frameworks for tutoring, providing a tutoring toolbox designed to evolve over the three-year period.

This project takes a pedagogical approach so that tutors can agree on a given strategy and deploy the different functions required for this exchange support scheme as well as for future tutors involved in European intercultural professional experiences.

Keywords: Tutoring, Mentoring, Compagnonnage, Professional development, Conceptualisation

Introduction



In May 2017, the TuTo project (2014-2017) to promote trainee mobility among first-time trainees from European psychiatric healthcare institutions came to an end. The mid-term and final evaluations of the project are very positive for all those involved such as the European participants, managers and tutors who supported the trainees on their placements from 2015 to 2017 (Fond-Harmant and Deloyer, 2017).

Following the end of the TuTo project, debriefing meetings were organised at CNP St-Martin in Namur to finalise these assessments and to consider possible future collaboration possibilities with all the European partners that the project has brought together. Over the course of three days, the steering committee met and consulted with the project managers, tutors and trainee hosts. These days provided the opportunity to not only draw up the assessments but also to outline the possibilities for a new project TuTo+.

During these meetings, everyone agreed that they had personally and professionally benefitted from the experience. They were also keen to emphasise the connections and communication that had happened between them. This way of networking has even led to the setting up of other European mental healthcare partnerships and collaborations. We note that the impact being evaluated in this meeting is less about the trainees' achievements or satisfaction than it is about the tutor's status, role and place in the project. Evaluation of trainee achievements and satisfaction was an integral part of their certification documentation, finalising their training process.

Some of the carers' and tutors' reflections take the form of any additional questions there might be about the complexity of the tutor's role in this initial project:

- What aspects and practices differentiate the tutor from the host supporting the trainee during their training?
- When, where and how does the tutor reach out to the trainee ?
- How can tutoring effectiveness be evaluated in terms of both the trainee's learning process and the fulfilment of intellectual certificatory requirements at the end of the three placements ?
- On the trainee's return, how might their colleagues benefit from the new learning that they have acquired during their European placement ?

Such questions show us that this tutoring exchange is experienced as a 'person-dependent' practice and is linked to how the person perceives the role. The uncomfortable vagueness, complexity of scope and ambiguity identified in these comments might help make the role more efficient or effective.

Having thus questioned the quality and helpfulness of the role of tutor for young trainees, the steering committee of CNP St-Martin approached the Haute École de la Province de Namur to continue the collaboration in an appropriate way, i.e. by training tutors in their role and supporting them in this experiential learning process in order to clarify the tutorship role.

These observations on elements that were not consolidated or made explicit in TuTo project offer up rich new perspectives because they pave the way for new training content which will feed into a second project, TuTo+ (2018-2021). The fundamental idea here is to integrate the conceptual and theoretical frameworks required for quality



tutoring and *compagnonnage* for a tutoring scheme which fulfils two criteria, i.e. tutoring young exchange programme professionals, and, at the same time, tutoring tutors who are new to the mental health sector.

The Haute Ecole de la Province de Namur's mission is evolving, from the creation of a framework for certification work that trainees have to hand in at the end of their training courses to the creation of a "Tutoring Toolbox" containing the conceptual and theoretical resources necessary for tutors to fulfil their role, along with support tools to help the trainees and young tutors with their experiential learning .

This chapter will enable the reader to understand the training methodology proposed in response to the initial questions raised after the TuTo project. It also outlines the course itinerary and the results obtained at the end of the first training course in March 2019 for French-speaking tutors and in June 2019 for English-speaking tutors. The chapter concludes with a discussion of ongoing project issues and those that require some adjustment.

I. Methods

For this TuTo+ project, the Haute Ecole de la Province Namur has assigned the task of tutor training management to two members of its teaching staff; one an Academic Advisor in the institution and the other a teacher specialising in the field of psychiatry and mental healthcare.

To respond to the various remaining issues to be addressed in the wake of the TuTo project, they have various aims within the scope of the TuTo+ project:

- to create a Tutoring Toolbox for European mental health professionals wishing to support junior colleagues in psychiatric and mental healthcare work placements or to provide peer training in tutoring skills (Lamaurelle and al., 2016);
- to teach the content of the "Tutoring Toolboxes" to tutors during training modules in French and English in order to cover all European partners;
- to enable inter-partner exchanges through a common communication platform which can deal with evolving content between training sessions and subsequently in the community of European partners.

All the questions raised by the partners during the debriefing sessions for the first TuTo project in 2017 are very interesting. They explore issues such as the role, place and status of the tutor and their legitimacy within the domain of hosts and trainees, assessing the efficiency and quality of tutoring and the repercussions of this project for the trainee's direct colleagues. During a VETmh TuTo+ project 2018-2021 steering group preparatory meeting, we decided to deal with them thematically and gradually over the three-year project span. We had several meetings with the various partners in late 2017 and early 2018 to agree on the modes, methods and tools chosen to formalise these three training courses (Saint-Jean and al., 2017); a total of ten meetings concerning the content, scheduling and adaptations in keeping with the programme

Having met the tutors for a debriefing meeting in 2017, the adoption of a socio-constructivist methodology (Jonnaert, 2009) (Yvon and Zinchenko, 2011) and an andragogy-appropriate model (Carré, 2015; Bourgeois and Nizet, 2005)



seemed to us the obvious choices. They are seasoned psychiatric and mental healthcare professionals with extensive working experience in this sector as described by Benner (1982) and Dreyfus (2004).

We planned French and English language versions of these training courses, deliverable in three phases over the period 2019 to 2021, giving a total of six training periods. They will be linked to the training periods of potential trainees and will target the area of knowledge required for trainees to be tutored in their area of learning, alternating with more pedagogical co-construction periods that will enable the acquisition of the prerequisites for becoming a tutor trainer.

The first stage of training uses theoretical frameworks and concepts which help differentiate between tutoring and mentoring (Menaut, 2013; Baudrit, 2011). It initiates support approach (Paul, 2004, 2010, 2016) and sets out the cognitive apprenticeship system as presented by Vanpee, Frenay, Godin and Bédart (2010).

It sets up the framework for learning and outputs throughout the project. The first two tools to be presented here are the Tutor's Roadmap (Raucent and al., 2010) and the Trainee Portfolio (Berthiaume and Daele, 2010). These should enable tutors to develop learning and knowledge through their own representations. Each individual's initial conceptions are at the heart of the learning process (Jonnaert, 2009).

The work for which our tools serve as development guides will evolve over the course of the tutor and the trainee meetings and the training periods, which provide an opportunity to experiment with them. This work is intended as a basis for tutor and trainee certification well as forming the basis for output to be disseminated during study days and the closing event of the project.

The second training course covers the understanding and implementation of experiential learning following the Kolb model (1984). By allowing tutors to experience Kolb's emancipatory process, they are able to appropriate the model in a way that is greater than the sum of its parts. Subsequently, in providing tutoring support to trainees and junior tutors, the course gives legitimacy to their job as a teacher in the fields of tutoring, mentoring and learning. This experiential approach offers tutors an additional tutoring tool: experiential learning in accordance with Kolb's model. Tutors will be able to deploy this tool and its advantages as desired with both trainees and novice tutors. Chapter 4 will deal with this section of the training in further detail.

The aim of the third training course is to identify, describe and analyse the experiences and experiments carried out, and to assess what has been learned over these three years. This also has an impact on the desired quality of the possible intellectual effect on the groups to which trainees and collaborators belong. It encourages every individual to disseminate what they have acquired through various outputs (roadmap, portfolio, etc.) during the study days and the closing event of TuTo+ project.

2. Results

In March 2019, we welcomed seventeen French-speaking tutors to the first three-day training event in Namur, Belgium. They came from France, Greece and Belgium: five from APSI (France), one from Kepsipi (Greece) and eleven from CNP St-Martin (Belgium).



In June 2019, we welcomed twenty-four English-speaking tutors to the first three-day training in Arad (Romania). They came from Greece, Spain and Romania: five came from Kepsipi (Greece), nine from Salute Mental (Spain) and ten from the University of Arad (Romania).

They were all experienced professionals specialised in mental healthcare. They include social workers, psychologists, nurses, educators, care assistants, management assistants, administrative officers, etc. This panel of would-be tutors alone justifies this training approach focused on the trainee and their mental representations, as well as the decision to base the three days' training around socio-constructivist methods. For, whilst the construction of knowledge is personal, it is carried out in a social setting and information is linked to environment and context.

We have therefore decided to encourage trainee tutors to use this knowledge to examine what tutoring means in their personal and professional careers (Develay, 2012) both at the present moment and in the representation they have of this process. They were asked to bring their project application letter to the training with them, to use as a starting point for this reflective exercise.

Participants in both the French and English groups were surprised that they did not take in a number of theoretical aspects to start this first stage of the training. Right from the outset, we essentially chose to set them off, and perhaps even to destabilise them, by asking the question: "What five key words would you choose to define your role as a tutor?". This 'reverse' approach to the content (Dumont and Berthiaume, 2016) yielded a variety of answers, from which nevertheless emerged commonly-shared views on what tutoring and mentoring might look like. This first activity provided ample evidence of the ambiguity that the sponsors had sensed.

These mental healthcare professionals are mostly new to the TuTo+ project and different to the 'spontaneous' tutors of the previous project, and this emergence exercise reveals the extent to which they still find the various conceptions of the tutor's role and the learner's place and status within the collective both confused and confusing.

The most commonly-occurring key words were drawn from their personal representations of tutoring, the role they envisaged or sensed for it in supporting 'novices', and the kind of guidance they would have liked to experience in the company of a senior colleague. At the outset of this training, the words used to define tutoring were closer to the concept of 'cum panis' i.e. the sharing of bread or the 'concomitans' or travelling companion (Paul, 2004). This more closely indicates a form of what is referred to in French as *compagnonnage*, the system in which, following their apprenticeship, a worker becomes a companion to a master to further perfect their craft.

As the exercise progresses, socio-cognitive conflict increases through the trainee tutors' social interactions and in their zone of proximal development. Even when they do not all know each other, participants bond easily within the group because they are all teaching in the same area. They interact while respecting their differences, and indeed these differences contribute to the imbalance that is so instrumental to the socio-constructivist approach with which we wish to work.

Communication and discussions went well during this first day. In both the French and English-speaking groups, we saw what looked like a spontaneous blossoming, the first stages of differentiating between the concepts of tutoring and *compagnonnage* and the appropriation of this new conceptualisation implicit in the words chosen to describe or



explain their point of view. The role of educational supervisors is important to this process. They note down on the board the key issues which emerge from the discussions and on which theory can subsequently be anchored. They carry out cognitive regulation in response to tutors' comments, introduce related content to make it easier to take on board new concepts, and foster 'conversation between the authors' so that tutors can support any salient or convergent points that emerge from the socio-cognitive conflict.

Although there may only be a tenuous link between these various complementary and non-antagonistic concepts, tutors have demonstrated an understanding of the ingenuity of mentoring (Paul, 2004), which sparks trainees' capacity 'to bond' and their support system (Wood and al., 1976). With a view to making this work, training supervisors are counting on the potential for isomorphism in the facilitator's role (Houssaye, 1992) to assist the emergence of mentoring and a process of tutoring which integrates this support process.

Moreover, as Yvon so accurately puts it (Yvon and Zinchenko, 2011) "Professionals use pragmatic concepts, a vocabulary and professional jargon, which circulate to designate a reality, a point in the productive process that poses a problem. [...] Words are not easy to transmit: you have to live and actually experience this reality to understand what a word designates. [...] This gives concepts a social and pragmatic dimension. [...] researchers of this trend consider a pragmatic concept to be a concept-in-action, a component of a schema which organises a given occupation. The professional's thinking is therefore conceptual in nature and the didactician's role is to transform these potential concepts into affirmed concepts, in other words to scientifically formalise these concepts."

This is really what supervisors are working towards during this first stage of the training. They take tutors' knowledge from their professional practices and get them to clarify the stages they go through, or think they should go through, in order to get the trainee to 'reflect' and to get to work. They then formalise the tutors' pragmatic conceptualisations into scientific conceptualisations.

On the second day of training, this search for meaning and this approach to tutoring forms the basis for a tutor collaboration exercise in which they co-construct theoretical elements and conceptualise those tools which help with tutoring. Supervisors keep a low profile during this development process, becoming more assertive as the tutors conclude their preparations in order to provide the theoretical underpinnings for their various collaborative works.

Tutors will formalise what they have learnt during the first day, federating their knowledge in sub-groups of five people, based on either institution or nationality. The groups are assigned by the supervisor to ensure cultural diversity among the tutors. They are then asked to use the WWWWWH method of questioning to describe a tutor's role and profile in the TuTo+ project. One tutor acts as a co-ordinator and a organiser for their group. The other four take on between them the roles of summary writer for their tutoring conceptualisation, slide show creator to present their summary to the other groups in the plenary session, poster creator to give a visual summary of their work and presenter to give their feedback in the plenary session. Prior to this training, the tutors will have been invited to bring their computers or tablets with them. We will be short on computers and those we have will be shared out so as to ensure the work can be done. The tutors are informed that their work will go on the European tutors' exchange platform; it will be available for use by others and may also be disseminated.



Back in the plenary session, we can show that the pragmatic concepts that had started to emerge at the start of the training have already evolved into a formalisation of more 'realistic' and perhaps even scientific concepts (Yvon and Zinchenko, 2011).

The distinction between tutoring and *compagnonnage* (Menaut, 2013, Beaudrit, 2011) shows up in the presentation slides and posters, the mentoring approach (Paul, 2004) is defined in terms of the criteria that conceptualise it.

Other, more miscellaneous observations come up on this second day, and underlying the training: developing one's approach as a tutor requires certain soft skills or indeed the acquisition of them as the training progresses.

The tutors taking part in this training course expressed that, above and beyond the expected skills of learning to train and learning to transfer, they discovered other skills for themselves such as discovering the benefits of collaboration with other disciplines within the same training course, the appropriation of behaviours arising from the contingencies of group intelligence, the learning of more professional communication methods and resources between collaborators, and even ensuring values of fairness enabling democratic and equitable participation in joint discussions between learners from different training courses who had only known each other for a few hours.

We are satisfied with this space assigned to the third party. It demonstrates a capacity for the 'pas de deux' so central to Kolb's emancipatory approach, since according to Gorz (Broussal, 2019) "No one can emancipate someone else, no individual emancipates themselves in isolation".

Some of them would even say that they were surprised by the adaptability and flexibility they experienced in themselves in the second day's teamwork training. The emphasis on critical thinking and creativity also had an effect on them (Alaerts, 2019).

Both in Belgium in March 2019 and in Romania in June 2019, the architecture of the buildings, which was suitable for both group work and plenary sessions, very likely had an influence on how participants' learning and behaviour changed (Moldovana, 2015).

It seems to us that the recommended methods and mediums for this collaborative work were more of an obstacle to learning for some than the 'intellectual' content to be conveyed. Knowledge of workplace technology is an obstacle that we had not thought of.

The last day of the three-day training course aims to anchor the theorisation of the concepts and tools presented in this first training course and to use the skills of learning to train and learning to transfer. To do so, each tutor will read a section of the documents provided by the supervisors, coach the other participants on the basis of their content and assist them with the understanding and support they demonstrate in return. Each tutor will receive theory booklets and tools, with digital versions of them being placed on the platform along with the summaries, slideshows and posters produced during the training.



The first training session concludes with spontaneous exchanges; discussing satisfaction about this time spent together in reflection and the construction of the role of tutor and expressions of concern about 'not being up to' a job that requires moving, changing, transforming and welcoming new professional methods.

3. Discussion

Committing to a tutoring course is no trivial undertaking. It signals a desire to transform or shift one's work perspectives and one's way of viewing service-user care, and also the "colour and tessitura" of one's professional approach (Langenfeld and al., 2019). It also requires engagement with others: colleagues, service-users and citizens. This engagement is both long-term and highly demanding. It requires leadership because professional partners may not necessarily be following the same path or the same paradigms for change (Lecocq and al., 2017), as the tutor.

Tutors need to know how to connect reflective and evolutionary processes to support trainees or junior tutors in their process of acquiring new knowledge, in order to ensure possible adaptations in delivering mental healthcare and services. It also requires the ability to engage in a process of intellectual thought and work, tracing the tutoring process that was set up during experiential learning in order to make sense of the process and to disseminate and influence as many partners as possible.

At the end of the first training phase, comments exchanged during the brainstorming sessions indicated a level of concern on the part of the more junior tutors and those who were not used to transferring their knowledge in a more structured and complex way. It had become clear to them that what they had come to take part in was *compagnonnage* rather than tutoring, which requires other 'pedagogical' skills.

Some of them expressed outright the fear they felt that they were not up to the job of guiding, mapping out, coaching or supporting (Vanpee and al., 2010). They raised the possibility of being a trainee rather than a tutor in the project because this position seemed more comfortable to them.

This raises a number of questions, including the way in which recruitment was planned and developed, the congruence between the explicit and implicit aims of the project, the choice of the tutors involved and also the tutors' psychological and intellectual readiness to destabilise their professional position by accommodating this additional job in their existing workload. Finally, the visibility and the institutional arrangements put in place to ensure the feasibility and durability of this additional job for these mental healthcare professionals were raised.

What motivates us to move forward with this training, and to propose a tool based on Kolb's emancipatory approach (1984) in the project's second planned training phase, is the tutors' request to be able to continue their training as a group, even though they may not be able to assure us that they will easily find a trainee or a novice tutor. They were unanimous in saying that they appreciated their soft skills development during this training, including the change in their view of others and their apprehension about collaborative work between "multiple and other" peers.

They allowed themselves to be unsettled and this is good as it is a vital first phase of experiential learning according to Kolb's model, in the second training phase of the TuTo project.



Conclusion and keywords

We reported on the 'shortcomings' of the TuTo project and noted the intuition of an ambiguity in the practices and in the conception of the different possible roles among tutors and 'compagnons'. We identified a need for training. This training highlighted other vital skills, including soft skills such as inter-disciplinary collaboration, working with collective intelligence, negotiating and the application of a democratic approach and critical thinking in exchanges with peers, all of which had been unfamiliar just a few hours before.

We note the background and expertise required of supervisors to be able to respond to the initial objective and to adapt to what emerges as the training progresses, as well as to plan its integration into complementary training. This requires the ability to handle demands from different levels and enables those involved to exceed the initial brief.

Tutoring, Mentoring, Compagnonnage, Professional development, Conceptualisation



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Chapitre 5

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Tutors' shared experiences after emancipatory training

A speech therapist - an art therapist working with children and adolescents, a social worker working in the administration of a neuropsychiatric centre, and a head nurse working in an adult day hospital, join a reflective working group....

Introduction

As a fairly heterogeneous group of trainee tutors, this training programme within the framework of the VETmh TuTo+ project demonstrated that, although professional identity and experience have a bearing on an individual's theoretical approach, they do not stand in the way of effective collaboration and reciprocal learning in a tutoring scheme set up in accordance with the principles of emancipatory pedagogy, as developed by figures such as David Kolb. This chapter is a summary of this practice-based experience. Hence we have structured our shared perspectives around the four types of emancipatory knowledge involved in training, according to Delvaux and Delvaux (2012) namely: Action knowledge, Self knowledge, Social knowledge and Collective knowledge.

Figure 1: The Emancipation Evaluation Model (Delvaux and Delvaux, 2012)

As Figure 1 illustrates, this conceptual approach has enabled us to question the way in which this tutor training has enabled us to develop 4 operational approaches: Engaging, Moving, Situating oneself and Allying.

Area I: action KNOWLEDGE

“The two indispensable elements of emancipation are the transformation (taking another form) and comprehension (from the Latin com-prehendere, to seize) of the individual, the trainee, or the novice tutor. Taking the initiative to



speak up, firstly in more confidential training environments and when working in sub-groups, and then outside that, in the public sphere. This has proven to be a crucial and fundamental aspect of tutor emancipation.”

Baudot and Huart (2011)

Working with the recurring themes of transformation and understanding, which feature heavily in the bibliography on which this VETmh TuTo+ training course was based, we will first tackle the issue of understanding the profile, job and role of a tutor undertaking emancipatory training work. During the first training session in 2019, we made initial theoretical ‘contact’ with the different supervision statuses that might exist in a training context, allowing us to start distinguishing between them, on the basis of their job(s) and their role(s). Subsequently, through our participation in experiential learning exercises for co-tutors, throughout the second session in October 2020, our mental image of the job and role of a tutor was gradually co-constructed and clarified.

The transformational training process, within the framework of the VETmh TuTo+ project, called for us to participate in complex practical exercises, following a common objective within a pre-established framework. We were thus able to discover the different facets of our role as trainee tutors and, in so doing, experience the different forms that ‘tutoring’ might take, such as welcoming, accompanying, guiding, advising, questioning and destabilising.

The role of the tutor

“No one educates anyone else, nor do we educate ourselves in isolation, we educate one another in communion, in the context of living in this world.”

Paolo Freire

Within a well-established and maintained framework, the socio-constructivist approach can be both democratic and faithful to the natural (experiential) learning process. The tutor's position and approach in relation to the trainee must be clear and consistent. They must be able to establish and maintain a framework which enables a good relationship dynamic to unfold, taking into account the different internal/external factors which may facilitate or complicate the trainee's emancipation process. Respect, relationships of equality, the freedom to express oneself, interaction and exploration, and sincerity are all elements that we consider vital to any emancipatory pedagogy process.

Furthermore, it is important to fix in advance dedicated times when tutor and trainee can discuss and reflect on both professional practice as well as placement objectives and progress. Tutors do however need to maintain a certain degree of thoughtful flexibility, so they can make themselves available outside these pre-arranged meeting times, albeit that this should in no way detract from the trainee's responsibility for their own emancipation process. To ensure the best possible tutoring experience, it is therefore necessary to be able to establish and maintain a framework which creates a tutoring roadmap, as well as to be able to evaluate both training placement progress and one's own personal development. Metaphorically, we might say, “taking the roads less travelled together, towards a well-defined destination, whilst remaining open to creativity”.

Area II: SELF Knowledge



“Trainees might be described as free, autonomous, creative individuals, in relationship with others, individually and collectively engaged. They build themselves through conflict, resistance and struggle”

Mirkes. (1996)

For each of us, the approach to this experience has naturally been related to our own theoretical backgrounds and references, our identity and our professional experiences. However, the most instrumental personal prerequisites for tutors to maintain their approach and function as a tutor were commonly-held and unaffected by our professional identities, because they were first and foremost fundamental human values, such as friendliness, availability, active listening, empathy, the ability to hold space for the other person to bring and contribute their own individual ideas and views.

During this VETmh TuTo+ training course, the sense of solidarity among the tutors in training made it easy for everyone to speak up and engage in discussion. Everyone listened attentively, asked questions and encouraged reflection in others. Out of such discussions came extremely interesting and novel ideas, solutions and conclusions, which would probably never have emerged from individuals working in isolation. We believe that the heterogeneity of our group was one of its greatest strengths, giving us an even greater appreciation of the great value of this experience and an abiding understanding that we can all learn from each other, regardless of status, experience or field.

Approach 1: SITUATING the Self

Active participation in the tutoring role

“Situating the self” refers first and foremost to the construction of identity: knowing who one is, understanding one’s own values, resources and behaviours, choosing and expressing them, as well as getting others to recognise them”.

Baudot and Huart (2011)

When considering the tutor’s position as an actor in this role, we were able to appropriate a concept which featured in our training experience, namely that of Winnicott’s “good enough mother” (1971): someone sufficiently present and able to hold space for their child in that intermediate sphere of experiment-experience in which they will gradually assert their autonomy. This approach, empathetic and sufficiently concerned with the development and well-being of the other, echoes the role and function of the tutor. Relational dynamics are a significant aspect of a training placement in which we fulfil a tutoring role, and consequently we should be aware of the transference/counter-transference relationship.

Tutors must be sufficiently able to let the trainee find their own way, explore, and claim their place as a young professional, and welcome their exercise of their free will, without feeling shut out or threatened in their role of educator/dedicated liaison/protector. They must be able to identify and address as wide a range of issues as possible in order to facilitate the trainee’s progress, as well as to encourage them to work in accordance with their own personal resources, capacities and skills: not to work for them but with them. This helps the tutor establish a symmetrical, equidistant relationship, enabling the trainee to achieve their objectives. Emotions matter in this relationship, as they



help the individuals involved to "feel" their way through. Tutors must therefore be sufficiently able to take a step back and recognise the dynamics at play here, along with any possible transference/counter-transference issues.

Approach 2: Mobility

Being ready to accept change and adjust to new situations

Is adaptation the only way to deal with new situations, or are there alternatives? Working as a tutor is a human endeavour. According to Baudot and Huart (2011), tutors are also 'learners' in their turn, and demonstrate the capacity to stay open to learning. This process is less 'unconscious' because tutors seek to review patterns of understanding, to open their eyes to certain realities, to confront points of view and to be able to identify the real issues, at the risk of creating 'conflict' in their position.

We have already mentioned Elkäim's metaphor of 'resonance', using the image of vibrating bodies. If we can allow ourselves to extend this physical metaphor further, in the context of the trainee emancipation process, one must move or allow oneself to be moved, so that the other can find their own place. Paul (2004) emphasises two fundamental aspects of the concepts of "going with, to", namely: shared movement (the dynamics of the journey) and being with, meaning supporting, collaborating and protecting. We also understand this "movement" to be a natural process that allows us to tune in to the other, in order to facilitate reciprocal progress and transformation.

To use Hall's observation (1969), there is "an invisible bubble which surrounds the organism" within which there is emotional and individual containment and security. For some people, getting overwhelmed by emotion can be unsettling. At times, during certain work group discussions, some participants felt emotionally overwhelmed, in their intimate and personal space. It is therefore a good idea to give further voice to these emotions, to recognise them when interacting with other participants, and be able to address them within the group. Ekman (2003) views emotional messages as a universal means of deciphering the human capacity for cooperation.

Having already discussed movement, we might also go on to discuss deviating: a certain degree of 'vibration', of questioning and destabilisation, needs to be in play for work to progress and for the trainee to gradually emancipate themselves. In adult training, several elements can influence or even define intellectual work, and these must be taken into account: beliefs, social and political points of view, different lifestyles and philosophies, personal behaviour and ways of working, etc. Thanks to this diversity of views and experiences, a tremendous wealth of theories and scientific, therapeutic, professional approaches is now available to us. This brings us back, then, to the importance of the framework: of a regulating third party that would allow us to have productive discussions or debates, focusing on the intellectual work that is happening, and to which we could return in the event of a counter-productive conflict or debate.

Approach 3: Engagement

"Groups are not just support bodies, they are also spaces in which to build up knowledge and action. Emancipation requires more than just individual transformation, it also requires people to collectively make structural and



institutional transformation happen. This condition is what determines the third learning approach regarding the need for commitment

Baudot and Huart (2011)

The approaches generally taken in this training involve 'dialogue' and 'listening', with authenticity. According to Paul, "listening of course means being attentive, but above all it means interacting, responding, soliciting, and stimulating a questioning process that allows people to 'question' themselves in relation to the reality in which they find themselves. Listening represents a process of negotiating understandings, interactive debate and a shared notion of meaning". Our approach is by no means set in stone, it evolves through daily interactions, through both personal and professional encounters. This approach is therefore undergoing constant adjustment in line with the situations we encounter. In the emancipatory approach, learners will be invited to use the space as they see fit, with a view to developing self-responsibility. Above all, it involves "recreating a relational environment that provides an opportunity for every individual to 'grow in humanity' by distancing themselves from the games which alienate us from each other", and thereby enable the individual to resolve their own problems, while remaining supported.

Area III: Collective knowledge

"Promote learning by promoting the experiential learning cycle"

David Kolb (1984)

Our experience of reflective work during this VETmh TuTo+ training was full of references and concepts related to system and group dynamics. Resonance and holism were two particular recurrent themes. According to Elkaïm resonance is not only self-referential, but rather an intersection of aspects common to many individuals or human systems: "a common factor seems to cause these elements to resonate, in rather the same way that bodies vibrate under the effect of a given frequency. The feelings that arise in each member of the system have a meaning and a function in relation to the very system in which they emerge". Deploying their acquired personal and practical skills, the protagonists created a resonance which engendered a dynamic conducive to knowledge sharing. From the much-discussed concept of systems, we come on to holism, defined by Jan Christiaan Smuts as "the tendency in nature to form wholes that are greater than the sum of the parts through creative evolution". It is also worth mentioning here Didier Anzieu's concept of the group illusion, which we experienced during our training.

Above all, the group enables participants to mutually assist each other. According to the *Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec*, [Order of social workers and family and marriage therapists] the group "offers a safe place for members to share a common experience, recreate a social fabric, experiment with new ways of being and doing, develop a sense of belonging, learn from each other and support each other". It becomes "a place of empowerment. A place where members' strengths and experience are valued and useful for others, where individual goals support the collective challenges. It is an intervention method that embodies the fundamental values of social work, such as democracy, mutual assistance, inclusion, cooperation and equality".



By evolving from the group illusion stage and progressing through the various movements within the group, we move towards the exterior. To return to the previously-referenced and by-now familiar concept of systems, we believe that we move from action and self-knowledge towards collective and social knowledge, working from inside to out (Bronfenbrenner's Ecological Systems Theory).

The group has a great deal to offer. Returning to Winnicott's "good enough mother" concept, which we used to describe the tutor's approach, here we might view the group as embodying this intermediary experience/experiment zone in which trainees gradually assert their autonomy, in order to orientate themselves towards the outside world, the professional sphere.

Approach 4 : Allying

"There is a crossover between the areas of "understanding" and the "agency". This is known as the alliance approach. "Allying" involves understanding one's identity as an agent and examining one's own capacity for action. Constructing agents' identities involves creating alliances between groups united around common issues, even though these groups may sometimes come from different backgrounds and places and have different priorities."

Baudot and Huart (2011)

The term "allying" refers to the bridges we feel we have built during this VETmh TuTo+ training, to the concepts of cooperation, networking, co-construction and support, through the creation of a unique space that allows for new cooperation.

In our professional practice, we consider multidisciplinary work to be one of the crucial criteria of good practice. To be part of a network of professionals is to be part of a large-scale multidisciplinary team; and this is even more the case in a European network in which each of the teams might have their own diverse and varied approaches. Working as a part of a network opens up the possibility of increased knowledge and learning. It is all the more important for those in the psychosocial professions, given the increasingly complex situations which they regularly encounter. We therefore recognise its importance in order to pool professional practices and expertise through effective cooperation. This feeling of working together and belonging to a network of colleagues with diverse practices, while being able to find one's own individual identity within it as a professional, is at once motivating, stimulating and rewarding.

We feel it is important to stay in touch with colleagues who have done this training and therefore to maintain this network of Erasmus+ tutors so we can take a long-term approach to addressing our ongoing questioning and adjusting our practices. European projects are essential in the sense that, like the aforementioned network working approach, they allow us to pool the different types of expertise which come from each individual's culture. The main advantage of the VETmh TuTo+ project would be its sustainability on a European scale, as it offers a model for a tutoring process and method based on concrete and universal theoretical principles. European Union countries having participated in the project would therefore have a common language and set of practices which they could then continue to develop



over the long term, thanks to this networking approach. The European aspect of this is a self-invitation to openness and emancipation.

Area IV : Social knowledge

According to Baudot and Huart (2011), social knowledge is where academic knowledge meets the social experiences and practices of adults in training. We have paid particular attention to the concepts of empowerment and autonomisation. In social practice, this means according the patient an active role in their own process of change through the transmission of knowledge so that they can take charge of their progress themselves. We are not working for users but with them, through 'active' participation. In using the emancipatory approach to navigate lived experience, we were especially surprised by the capacity of some (despite years of professional experience) to not only question themselves but also and above all to question their professional practice, in particular by comparing it with other participants' knowledge. It ultimately means being able to self-assess and adapt in order to finally advance the achievement of one's professional and personal goals. It is a form of self-emancipation.

Conclusion

There is a pressing desire to bear witness to the journey made. From their European vantage point, each individual can see themselves from afar, can see others out there and can situate themselves in relation to others, and choose to make the move to connect with them. It starts as a nebulous impulse but one which is nourished with each step taken towards each other. Each phase of this training is co-constructed in this activity and with this support system. Moving together, continually, moving within a specific framework, mapped out by the existing literature yet without constraint and in the joy of coming together and discovering this enrichment of the spirit that comes through our navigation of this encounter. The commitment in the desire to go further, and this time from the same starting point. The objective of the group (trainers, tutees, tutors) then becomes clear: to enrich our visions, our practices and the diversity of our representations. Far from opposing us, it is a process of mutual nourishment which allows us to look further ahead, together.



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Chapter 6

Margarita Moraitou

Transmission of knowledge and experience

The case of the Greek participation to the European program TuTo+

Introduction

TuTo+ is a European program Erasmus+ on the tutoring process based on skills development of junior professionals in psychiatry and mental health. TuTo+'s goals are related to formalizing and professionalizing the tutoring of junior employees in mental health in order to raise their skill level. In this scope, transmission of formal and informal knowledge from trainers to trainees can be considered as the cornerstone of vocational training offered within this program. This training provides junior professionals in mental health with different types of knowledge acquired during the various exchanges realized, whilst implementing the program's actions. Transmission of knowledge in this European context follows two directions. The first one refers to the transfer of knowledge and experience from the European level to the national one; that is from mental health professionals participating to TuTo+ and coming from various European countries to the professionals of each participating country. The second direction refers to a cursus vice-versa; that is the transfer of knowledge and experience from the professionals of each country to those coming from other European countries.

This text focuses on transmission of knowledge and experience during the implementation of TuTo+ program using as an example the case of Greek participants. In order to treat this topic the text refers to ideas, opinions and evaluations included in the research material of a qualitative study carried out in autumn 2020. This study aimed at investigating transmission of knowledge and experience following the two directions already mentioned above and linking the European level to the national one and vice-versa. It also gave emphasis to the content and the forms of the knowledge and experience transmitted. Moreover this study tried to investigate whether this knowledge and experience transmitted has had any utility for the Greek professionals when they had come back to their work in Greece. Finally, it has been in the scope of this study to transcribe evaluations and opinions of junior professionals concerning TuTo+'s contribution to the development of their vocational training and the change of their professional practices. So, whilst considering the case of Greek participants, this text addresses also the question whether TuTo+'s objectives are achieved on a national level, on the scale of the country. The research population inquired were all Greek mental health junior professionals having participated in this program, that is six persons, all interviewed with a semi-directive interview guide on different aspects of transmission of knowledge and experience. The analysis of the material collected has been a thematic one related to four main themes : motives and expectations concerning participation in TuTo+,



transmission of knowledge and experience from the European level to the national one, transmission of knowledge and experience from the national to the European level, as well as opinions and evaluations on this transmission.

1. Social characteristics of mental health professionals interviewed

All mental health professionals interviewed are young women between 26 and 36 years old. Their undergraduate studies are related to a large spectrum of scientific areas directly or indirectly related to the mental health domain. Two of them are psychologists, whilst the rest are dispersed in various professional branches of this domain: social assistant, sociologist, speech therapist, kindergarten teacher. Moreover, the postgraduate studies of these professionals cover a wide range of scientific specializations: child development and learning, special education, family clinic therapy, art therapies, human rights and social exclusion. The young women inquired work for two mental health organizations, Kepsipi or Epapsy. Three of them work only for Kepsipi, one cooperates with both organizations, whilst the rest cooperates with Kepsipi and other agencies (educational institution, center for psychosocial reintegration of adults).

One could note that these young women professionals can be divided in two categories: those having an explicit professional profile in the mental health domain (psychologists and the social assistant) and those acquiring this profile gradually, through their postgraduate studies, their professional activity within mental health organizations and various trainings (social assistant, sociologist, speech therapist). In other words the group of Greek participants in TuTo+ comprising different categories of mental health professionals has been a rather heterogeneous group.

2. Mental health professionals' motives and expectations concerning their participation in TuTo+

Young women professionals have been informed about TuTo+ through colleagues working in the same mental health organization. But two of them, having participated in the first TuTo, had immediate access to all relevant information.

The motives for all young professionals to participate in the TuTo+ program have been multiple. They were all willing to travel for professional reasons and meet with something different from what they already knew. They were interested in acquiring new knowledge and experience concerning the way mental health professionals from other European countries and different cultures work on the field. Only in a single case the motive for participating in TuTo+ has been the education on tutoring. Furthermore, for the youngest of them travelling abroad for the first time has been a strong motive. For the two professionals having participated in the first TuTo there has been an additional motive: the desire to continue the successful cooperation with foreign colleagues they have met during the first TuTo's implementation.

Young professionals' expectations at the beginning of TuTo+ varied. There have been three tendencies. Some of those professionals could not define their expectations. Some others identified their expectations with their motives, as described above. But only two of them aspired to acquire new skills on tutoring in order to be able to transmit knowledge and experience to other junior colleagues. This is the reason why these professionals expected a more practical training on tutoring.



So the group of Greek mental health professionals considered TuTo+ mainly as an opportunity to have direct access to knowledge and experience deriving from European organizations of the mental health domain. They seem to have given less importance to learning the tutoring techniques.

3. Transmission of knowledge and experience from the European to the national level

The TuTo+ program gave great emphasis on communication and exchange among participants coming from different European countries. So the Greek mental health professionals had the opportunity to acquire new knowledge and experience transmitted to them from professionals of other countries.

Stricto sensu the knowledge and experience transmitted to them had to do with tutoring, that is the core of TuTo+ program. Most (4) of the young professionals inquired, described the new knowledge acquired as referring to the theoretical background of tutoring, as well as to its principles. Emphasis has also been given by them on the relationship established between tutor and tutee, as well as on the ways by which knowledge and experience can be transmitted from an elder mental health professional to a younger one. In parallel these professionals underlined that the TuTo+'s trainers have trained them on tutoring with zeal and eagerness, offering them in vivo a good example of knowledge transmission.

But, in the context of TuTo+ program, there has also been transmission of knowledge and experience lato sensu, that is a transmission of knowledge overpassing the object of tutoring. In this sense new knowledge and experience could be considered, as one Greek professional stated, as the acquaintance, the contact and the communication with professionals coming from other European countries and every experience in the context of this program. The new knowledge transmitted to them, according to three Greek professionals, had to do with the way mental health professionals of various specializations exercise their profession in various organizations and structures of other European countries. Furthermore, new knowledge acquired through this program has been identified by another professional to a sort of self-knowledge as it helped her to discover unknown aspects of herself and adopt a new way to consider her professional identity.

In the context of TuTo+ the transmission of knowledge and experience has been organized by partners in two ways: theoretical presentations on tutoring were followed by exercises calling the trainees to recall and refer to personal experiences. As the professionals of the Greek group have stated, these exercises have presented much more interest than the theoretical part of the training; through them they have come into contact with the different and multifaceted experience on mental health issues transmitted to them by professionals of other European countries.

The training on tutoring has provided them with skills that could be used in order to train junior professionals hosted in the organizations they work for. Some of these are how to organize and create a network between tutor and trainees, organize an agenda for meetings with trainees, use tools like interviews, encourage the dialogue and exchange of views among trainees etc. For the moment these skills cannot be used by four professionals who have not assumed an educational role. On the contrary, they seem to be more useful to two professionals who work in mental health organizations accepting students and volunteers and assume from time to time educational roles; these are the professionals who, after the end of the training on tutoring, wonder how they can put into practice the knowledge acquired in order to train students and volunteers. Generally speaking, it should be noted that, although the knowledge



and experience transmitted to the young professionals of the Greek group did not enrich the core of their pre-existing vocational education as such, it gave them the opportunity to identify the ways trainees may evaluate the teaching process and communicate with professionals who do not necessarily speak a common language.

As far as professional practices are concerned, the training and the exchanges realized in the context of TuTo+ offered the Greek professionals the opportunity to be informed about professional practices adopted by their foreign colleagues and new ways of cooperating with them. But this knowledge and experience transmitted to them did not influence their professional practices because they did not have enough training so as to be able to put them into practice.

Thus the transmission of knowledge and experience from the European level to the national one, in the case of Greek participants in the TuTo+ program, has not been limited to tutoring; it has been expanded to the general knowledge and experience mental health professionals bear from working in various organizations and structures throughout Europe.

4. Transmission of knowledge and experience from the national to the European level

Transmission of knowledge and experience in the context of TuTo+ followed also the opposite direction as young mental health professionals of the Greek group made their own contribution to this. These professionals transmitted to their colleagues coming from other European countries experience related to their professional activities in Greece. Nevertheless it is to be noted that the Greek professionals inquired had difficulty answering the relative questions. They seemed not to have thought about the role they have played concerning the transmission of knowledge related to the Greek experience. During the interview process they kept wondering whether and how they have contributed to transmitting knowledge and experience from the national to the European level.

Concerning tutoring the Greek group, as two young professionals underlined, reminded the foreign participants of TuTo+ the importance of feelings in the tutoring process. In the context of the relationship established between tutor and tutee these two Greek professionals stressed the role of the tutor's feelings. They stated also that the use of feelings, which is a matter of culture, should be considered as one more skill of those needed for a tutor. Moreover, young professionals of the Greek group presented to their foreign colleagues the ways they work in the context of Greek organizations specialized on mental health problems. Having various specializations, as already noted, and working in different sectors of mental health structures, the knowledge and experience transmitted by them covered a significant part of the mental health domain extending beyond psychiatric hospitals.

The ways the Greek professionals transmitted the above knowledge to their foreign colleagues have been the same as the one used for the transmission of knowledge from the European to the national level; as already stated, training on tutoring has relied on presentations and auto-presentations, exercises, discussions, exchange of experiences in group and use of video. Through all these ways of transmission, Greek professionals explained how they practice their profession in the mental health domain. Enthusiasm and vividness, while presenting, as one of them has pointed out, played a very important role to this transmission.



It has been rather difficult for Greek professionals to answer the question whether the knowledge and experience transmitted by them could be of any use to their foreign colleagues. As far as tutoring is concerned Greek professionals suppose that Greek experience could help their foreign colleagues to increase their empathy for tutees and improve the cooperation with them. Moreover, they consider that the knowledge transmitted by them has shown what the difference of culture (professional mentality, care organization, professional role) implies for the Greek mental health domain; consequently this knowledge could offer to professionals from other countries an opportunity to broaden their way of facing mental health and professional practices in this domain.

In brief, the transmission of knowledge and experience from the national level to the European one, in the Greek case did not refer only to tutoring, but also to the professional experience of Greek participants within organizations and structures of the mental health domain they work for.

5. Mental health professionals' final assessment on the transmission of knowledge and experience in the context of TuTo+

The Greek professionals' expectations from TuTo+ have been more than fulfilled as the experience of it has been much more interesting than initially imagined. Some important characteristics of it were a vivid way of teaching, rich interaction and exchange and pleasant human coexistence. All mental health professionals of the Greek group evaluated positively the transmission of knowledge and experience from the European level to the national one. As stated, the knowledge and experience transmitted to them overpassed the object of TuTo+ program; besides the educational techniques concerning tutoring, these professionals have met with the variety of mental health institutions and organizations in Europe, as well as with the differentiation of professional practices depending on the multiplicity of cultures. Moreover it must be noted that the training on tutoring has not been used and applied as such by these professionals in their work in Greece. It just served to open their minds offering them new knowledge on cooperation, creativity and the sense of community. As far as transmission of knowledge and experience from the national to the European level is concerned, Greek mental health professionals just state that they have tried to do their best without referring to further details.

If the Greek professionals were to participate in a new program of this kind, they would like the coordinating committee to take into consideration some remarks issuing from their participation in TuTo+. Concerning the theoretical part of the training, organizers should try to describe in a more explicit way the steps to follow during the tutoring process, as well as refer more to clinical cases. At the same time, the practical part of this training should be enriched with visits to mental health structures, whilst the whole training should integrate new ideas on the mental health domain. The whole attempt of transmitting knowledge and experience in the context of a new program should seriously take into account the problem of translation, as language barriers could inhibit communication and exchange among trainers and trainees coming from different European countries.

Conclusion

Certainly, as the qualitative research on transmission of knowledge and experience has shown, the achievement of TuTo+'s goals in the Greek case is to be discussed. According to the answers given by young Greek professionals inquired, the training on tutoring, though well organized, could not lead to the formalization and professionalization of



mental health junior employees' tutoring for various reasons. One of them, already mentioned above, is that although not all trainees may be assuming educational roles at their work at the moment, that does not mean that they might not do so in the future. Another reason is that, due to financial problems impeding the personnel's renewal, the existing scientific personnel has to cover daily needs presented in mental health organizations and structures that are far beyond their specialization. So, under these conditions, it is rather difficult to achieve formalization and professionalization. One would say that TuTo+ has opened a new path for young mental health professionals of the Greek group; a path that could lead to a more systematic integration of tutoring in the mental health domain in Greece. Of course it would be of great interest to continue this approach on transmission of knowledge and experience by comparing the case of the Greek participants of the European program TuTo+ to the cases of participants coming from other European countries.



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Chapitre 7

Gabriela Kelemen

A reflective point of view on the transformative trajectory of mental health networking in Romania

Introduction

In Europe, the evolution of health services in psychiatry has required that specialists develop new skills regarding the integrated social approach of the patient. This has led to a surge in European research and innovation projects, in the field of mental health. Romania, through the Aurel Vlaicu University of Arad, partners in these projects.

The VETmh TuTo + project was carried out in several stages, over the course of five years. During this time, specialists were able to participate in an international mental health tutoring program.

By entering the European Union, Romania met new opportunities for development, through participation in international projects. This has led to real progress in the training of specialists in the field of social work and medical intervention for users.

The overall mission of this project is to create a viable network of support services for well-trained beneficiaries, to advocate for reducing health inequalities, and to improve access to mental health services. Particular emphasis was placed on the initial assessment, which guides users towards appropriate services. The guideline is to increase the quality of care for people affected by various mental illnesses (Evans-Lacko and al., 2010).

I. Incursion in the history of Romanian networking in psychiatry: a reflexive point of view

Psychiatry, the care for the mentally ill, appeared in Romania in the Middle Ages, near monasteries. 1839, the first psychiatric hospital in Romania opened its doors in Bucharest (Brânzei and Nathanson, 1981).

In 1890, the first modern psychiatric hospital in Romania was built in Craiova (Chirita and Chirita, 2006).



Before 1989, the subject of psychiatry was considered as a taboo. The period of communism in Romania (1948-1989) was marked by several historical stages, with specific elements, in which Psychiatry was politicized in the sense of communist ideology and subjected to it (Cucu and al., 2011; Cucu, 2005; Denize and Mata, 2005; Roske, 2012).

The communist era involved several aspects related to mental health:

- The policy of social extermination;
- Creation of camps for orphan or disabled children (eg: Cighid); Cighid is the name of a Center for Recovery and Rehabilitation for the Disabled in Ghiorac, Bihor County. During the communist period, it became notorious for its inhuman accommodation conditions for the sick.

In the early 1970s, the ambulatory care and community mental health centers in the U.S.A. were discussed and taken as an example worldwide. In 1974, through the establishment of a Mental Health Center, Timișoara, a County in the West of Romania, became an important partner in the international trend of community psychiatry. The Center had a mixed team of specialists, who provided care for people with mental disorders. The team of specialists comprised psychiatrists, nurses, medical assistants, psychologists, and social workers. Patient care was given monthly through the Center's ambulatory and could be integrated into resocialization programs. Social problems of the patient, within the family or at the workplace, as well as legal problems, were managed by the social worker, together with a legal adviser, and a sociologist. Patient resocialization was carried out through activities such as music, dance, excursions, literary club, sports activities, ergotherapy, occupational arts workshops: painting, theater, handicraft, pottery, or crafts: carpentry, assemblies of industrial parts. All these activities were realized within the framework of the Mental Health Center, in collaboration with the Psychiatric Clinic and the Day Care Station. Activities were remunerated by the State for severe psychiatric patients, who could not be employed in a public unit. There were sustained activities of non-medical forms of therapy. There were sustainable activities alongside non-medical forms of therapy. Therapeutic sportive activities were carried out in the form of recreational games (volleyball, tennis, football, chess) between hospitalized patients, out-clinic patients and medical team (doctors, nurses and medical assistants). All these activities were meant to contribute to the integration and inclusion of people into the society.

In the period between the 70s and 80s, community psychiatry has not developed unitarily in our country, the West of Romania receiving, from the Faculty of Medicine, more support and consolidation in this field, through Academician Doctor Mircea Lăzărescu, Professor in Psychiatry. The experience of the Psychiatric Department of Timișoara University of Medicine and Pharmacy, Romania shows that in severe psychiatric illnesses an early diagnosis and medication, together with a democratic attitude towards the patient and various psychosocial interventions that include the patient and his family, manage to remove the stigma. The patient in remission would become a co-therapist for new, subacute patient groups. The therapy through dance or sports in mixed groups, which included therapists and patients, that was practiced in the Psychiatry Clinic in Timișoara, under the coordination of Professor Lăzărescu, proved to be fruitful. It was among the first attempts of social therapy and pedagogical psychiatry in Romania. These innovative therapeutic forms, associated with specific psychopharmacology, have helped patients to reintegrate into the



community life, to be functional for long periods of time, with the reduction of the relapse of mental decompensation. Thus, the psychiatric illness has been reduced to the level of common disease and assimilated to type II diabetes for example, thus reducing social stigma towards this type of patients, by changing the collective perception of the person with mental disorder. As Professor Lăzărescu advocated, therapy for psychiatric patients is strongly anchored in the collective mind and historical moment that defines the society in which we live, the lifestyle, the anthropological and cultural conceptions about the human being (Lăzărescu, 2013).

In 1965-1975, psychiatry departments of the unified hospitals, in general hospitals, were established. However, the psychiatrist, as a liaison specialist (who can be consulted in the case of a psychiatric patient, by specialists from any other specialty that the patient reaches to in need for health care), is officialized in Romania only after the 2000s, although there have been initiatives in hospitals in Western Romania, since 1980.

In 1990, Giovanni Boria, Professor at the School of Milan, lays the foundation of the School of Psychodrama in Romania, following the classical method of Moreno, the father of the psychodrama, who was born in Romania. By practicing life roles, the ability of social networking increases. This type of therapy also has a professional utility, it is not just a therapeutic approach of people with mental disorders.

In 1990, in the West of Romania, the University of Medicine and Pharmacy of Timișoara, the Clinic of Pedopsychiatry and Neuropsychiatry, through Professor Mircea Tiberiu, establishes Systemic Family Therapy. This therapy is based on the theory that the daily life of the family cell is based on the mutual modeling interactions that happen in the same family, between parents and children, relationships that are diluted in the extended family. These are particularly important for the health of future generations, because the educational and cultural model in which the parents grew up is applied to their children, who, in their turn, transmit it and apply it to their children. This longitudinal and transgenerational transmission of the parental behavioral model explains the onset of psychiatric syndromes as symptoms of the relational dysfunctions between generations of the same family. That is why the effective therapy of the child must be systemic, of the whole family (Lăzărescu, 2013).

In 2006, the Government of Romania created an Action Plan, on Community Mental Health Services, through the National Center for Mental Health (Baban and al., 2007). As part of a European project in partnership with the Netherlands, a digital platform has been developed, which provides useful information to all those interested in community psychiatry (Lăzărescu, 2013).

In 2010, social psychiatry develops in Romania, based on the theories and practices of the American professor of Romanian origin, Eliot Sorel (Lăzărescu, 2013).

The 3rd Millennium increasingly brings to our attention, as specialists, not only the mental illness but also the psychiatric patient and his quality of life. Romania's strategy in mental health policy anticipates that by 2020, psychiatric services will become predominantly community based, with the development of the psycho-social support network for the user. In this sense, the social worker carries out social surveys to identify, in the social field of the user, the individuals who can offer psycho-social and economic support. They can come from: the user's nuclear or extended family, from his friend group or community group, as long as they are able to provide him with daily care, help and support for everyday activities or during a crisis period. These attitudes of social therapy have shown, throughout the



history of psychiatry, an improved evolution over time of the severe psychiatric patients, than if they had only received pharmacological support. These findings in the field of clinical practice of community and social psychiatry reinforce the theory of the mixed etiology of mental illness, related not only to the genetic determinism of the disorder and the physio-pathological substrate of brain neurotransmitters, but also to the influence of environmental and social factors as triggers, or decompensating agents of a mental disorder.

Social intervention was also analyzed quantitatively as an element of stress reduction, so that an increase of the "emotional expression", as Leff shows, has a beneficial effect of reducing the clinical picture and of increasing the quality of life for the psychotic patient, according to studies conducted by Professor H. Katsching in Vienna (Lăzărescu, 2013).

All these medico-social interventions have laid the groundwork for reform in Romanian Psychiatry, with an emphasis on the quality of life of the person with mental health problems.

2. The transformative trajectory of mental health networking in Romania. VETmh TuTo+ project, an innovative project

The European VETmh TuTo+ project is a project that includes a whole transformative trajectory that has allowed an innovative perspective for the new generation of mental health professionals and comes with a specific and valuable expertise that can be involved in mental health policy actions and users' well-being (Hadlaczký and al., 2014). VETmh TuTo+ project promotes cooperation between educational institutions in the context of exchanges of good practice and joint courses, contributing to the development of educational syllabus adapted for health personnel and other professionals involved in the provision of mental health services (Dewalt and al., 2004). The objectives of the project led to:

- Improving the network of mental health services and strengthening the actions of prophylaxis and prevention;
- Promoting mental health and well-being;
- Prevention of mental disorders and support for people with mental disorders;
- Managing the transition from institutionalized care services to community-based care models;
- Promoting the social inclusion of people with mental health problems and combating discrimination and stigmatization;
- Development of mental health indicators.

Aurel Vlaicu University, project partner, was fully involved in achieving the project goal by actively participating in all project activities, preparing and organizing training sessions for mental health professionals. It also organized scientific communication sessions, publications, dissemination of good practices, a programme for the Erasmus+ week with



cultural visits, days in care centres or hospital, explanations about different settings, tutoring times, practical background.

3. VETmh TuTo + project - plus value

In this chapter we want to highlight the innovative aspects of the project, the role of Aurel Vlaicu University in building training sessions, but also the value of the project in optimizing the curriculum, the contribution of VETmh TuTo+ project to improving the skills of the new generation of mental health professionals and social workers. The chapter also includes a reflective look at the history of psychiatry in Romania in the current context. The historical documentation reflects the situation until the fall of communism and the evolution to the present day, mentioning the positive aspects, the achievements obtained by modernizing and improving the field at the superstructure level, but also by training specialists along with political and social liberalization. This democratic opening came with new possibilities for free development, favoured access to information, while Romania's accession to the European Union allowed participation in European projects. Such projects contribute substantially to social progress (Moscovici, 2011). Projects, such as TuTo+, contribute decisively to the training of the young generation of specialists (students and professionals), add value through the exchange of good practices, through the experience of multidisciplinary teams that build the project implementation teams (Kutcher and al., 2015).

These teams, through their study focused on finding the most innovative strategies, contribute to the improvement of specialists' skills. There is real progress in the training of specialists working in the field of social work and medical intervention for people with mental health problems after the implementation of European projects. These areas raise many issues of ethics and social responsibility (Hem and al., 2018). Social progress is determined by activity in social life, because a society with healthy individuals is a society that progresses. A responsible society pays attention to the training of professionals in all areas of activity through quality initial and continuous education (Waller and al., 2018). The key factor in this equation is education; the main goal of a society that wants an evolving nation pays attention to education, stimulates the field of preparation for the next generation and thinks strategically for the future. Optimizing the field of education and training of future mental health specialists depends on how educational policies aim to improve the training of specialists, how they understand the social context and the psycho-socio-medical implications (Maudsley, 2018).

European projects, such as the VETmh TuTo+ project, through their mission to professionalize mental health specialists, specify the goals, objectives and target population, define the priorities of the beneficiaries through a network of quality community services (Schillinger, 2005). In recent years there has been a growing interest in the field of mental health throughout Europe in order to adjust the education system in mental health to European requirements for initial training and continued professional development in the socio-medical system by professionalizing theoretical and practical training and through pro-social awareness (Jorm, 2012). Delors, (2000) stated that: "In modern societies there is an increasing need for the teaching-learning process to help in the development of individual judgment and sense of responsibility of each individual, so as to allow students to develop the ability to anticipate changes around them and adapt accordingly. The educational process must favour the development the conditions for the permanent education of the individual". Initial training is considered to be just the beginning of the training of mental health professionals and will continue throughout life (Perrenoud, 1993).



4. VETmh TuTo + project: a strategic project

European projects are an important form of training for professionals in various fields, and the VETmh TuTo+ project is a project that has already proven to add value through its objectives: assimilating, developing and improving the skills of specialists working in the field of mental health through theoretical and practical interactions. The project aimed to add value to the training of mental health specialists through transnational training sessions, based on the study of the most up-to-date literature, by disseminating good practices encountered by specialists during their activities in partner countries, by assimilating theoretical and practical skills. The guideline is to increase the quality of care for people affected by various mental illnesses (Evans-Lacko and al., 2010). The project helps to proliferate and diversify networks of services for people with mental health problems, to properly understand the needs of clients and to know the existing services in the community, services that may have an immediate relevance for intervention (Castillo and al., 2019).

Knowledge, care and sensitivity of the professional in relation to the problems of the users as part of the project implementation methodology foreshadow future interactions and are therefore considered to be of utmost importance for the success of an intervention (WHO, 2004). The clients` access to services through computerization in different ways, manages to counteract the fragmentation of the process of offering services caused by formal obstacles. Objectives such as establishing the relationship of help, initial assessment, intervention in emergency and crisis situations, promoting the autonomy of the beneficiary, the ability to adapt resources to needs are essential skills for a competent professional (Fredheim and al., 2011). Particular emphasis was placed on the initial assessment, on the basis of which the users are oriented towards the services corresponding to their health problem. After the initial evaluation, the person is directed to one of the existing services of the network. Then, one performs an in-depth and detailed evaluation as an integral part of the specialized intervention process, defined by the concept of "functional evaluation" in a multidimensional and comprehensive way, which includes information from the perspective of family, individual resources and the social environment (Ahmed and al., 2015).

This evaluation is focused on supporting the beneficiary in the process of identifying functional capacities, skills and resources (and not only dysfunctions and disabilities), for starting the prophylactic intervention. Emphasis is placed on respect for professional ethics and deontology in decision-making process. The information highlighted by the functional assessment must be used in agreement with the users, regarding the types of services required and the activities that clients can perform to achieve the desired changes.

5. VETmh TuTo+ project: its role in curriculum optimization

The participation in the TuTo+ project, as a partner, represented for Aurel Vlaicu University of Arad an important opportunity through the contribution brought to the implementation of the proposed objectives (Kratt, 2018). During the training session of professionals working in the field of mental health in European partner countries and directly involved in the implementation of the project, we managed to experience an exchange of good practices useful for both professionals and trainers (Patel and al., 2014). The curriculum according to which we trained participants focused on combining interdisciplinary theoretical knowledge: medical, pedagogical, psychological, communication with practice, formulated in terms of professional skills :



- Acquiring new skills in the field of care for people affected by mental illness;
- Developing professional skills for mental health professionals in line with new research ;
- Application of new theoretical and practical trends;
- Implementation of the latest achievements of scientific research, taking into account practical aspects.

Starting from these directions, the aim was to improve the theoretical and practical training of specialists working in the field of mental health, by improving the skills of using conceptual language and applying essential theories in the field of social psychology, training the ability to apply concepts and paradigms related to socialization and prosocial behaviour by adapting specialized knowledge to social practice. The systematic approach aimed not only to theorize concepts, but especially the use of various modern strategies to help specialists apply the theoretical elements of prevention, improvement and optimizing intervention in mental health, so that students become true professionals (Wilberforce and al., 2020).

By improving the multidisciplinary intervention curriculum: pedagogical, psychological, sociological, we aimed to optimize the specialists` field and the transversal competencies focusing on :

- Identification, collection of information, documentation, evaluation and registration of information, analysis, evaluation of specific interventions to reduce social risks at the level of individual, family, group, community and society;
- Development, implementation and evaluation of projects, programs and social work policies for different vulnerable categories;
- Development of prevention services and activities as well as support for the users;
- The capacity to understand and use a specific language, adequate to the field of social assistance customized to the present notions, the ability to explain and interpret notions;

During our training sessions we focused on emphasizing what modern pedagogy considers to be key elements in the quality training of any specialist, namely the need to develop certain transversal skills necessary in social life :

- Development of critical, creative thinking, of the capacities to interpret scientific information;
- Applicative competencies by developing the autonomy and responsibility of specialists, by applying the principles and norms of professional deontology based on value options;
- Training and development of communication skills to various social interactions in a globalized, diverse and multicultural world;
- Effective cooperation and collaboration in professional, interdisciplinary, specific work teams;



- Objective and reasoned approach both theoretical and practical, of some problem situations in order to solve them efficiently with respect for social values and principles;
- Becoming familiar with the main trends and approaches in the socio-medical field and the main aspects of providing medical and social assistance;
- Advice on accessing community resources for people and social groups excluded or at risk of social exclusion (institutions, services, benefits);
- Objective self-assessment of the need for professional training and identification of resources and ways of personal and professional development.

All these competencies lead to the improvement of professional training, to the development of new skills in the specialized field: counselling skills and specialized intervention methods provided by the family or in institutions (hospitals, schools, penitentiaries, anti-drug centers, specialized social work institutions, etc.) respecting the values and principles of deontology and professional ethics, help to develop the skills of communication and professional relations with the beneficiaries and other social actors involved.

All these competencies are based on specialized literature, expertise and experience of specialists in multidisciplinary fields, as well as practical aspects identified by professionals in the field, opinions in the form of theoretical and practical approaches that contribute to improving the skills of mental health specialists (Biringer and al., 2017). The overall mission of the project is to create a viable network of support services for well-trained beneficiaries, to advocate for reducing health inequalities and improving access to physical and mental health services. The project supports initiatives such as healthy and active aging, combating poverty and social exclusion, and youth policies focused on education, lifelong learning and employment.

TuTo+ project promotes European legislation that advocates for a better quality of life while respecting fundamental social rights, social protection, providing quality social services, including services for the most vulnerable groups, protecting health through prevention, prophylaxis and defending the rights of beneficiaries, including patients with mental disorders, thus promoting social progress.

Conclusions

Romania experienced the transformative trajectory of mental health networking. As a project partner, the Aurel Vlaicu University of Arad was fully involved in achieving the project goal, by actively participating in all project activities, and by preparing and organizing training sessions for mental health professionals. The training of mental health professionals has an initial phase, which must be continued throughout their entire professional life (Perrenoud, 1993).

The TuTo+ project has enabled an innovative perspective for the new generation of mental health professionals. It has offered a specific and valuable expertise that can be used to build mental health policies, for users' well-being. The project also succeeded in improving the network of mental health services, while training professionals in various fields.



During our training sessions, we focused on emphasizing what modern pedagogy considers to be key elements in the quality training of any specialist, namely the need to develop transversal skills for social life. We aimed to optimize specialists' transversal competencies through a better multidisciplinary intervention curriculum.



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Chapter 8

Mihaela Gavrilă-Ardelean.

Assessment of training needs in mental health tutoring of Romanian professionals

1. Legislative context

In Romania, the Ministry of Education and Research is continually making European reforms in the field of adult education, by implementing new and diverse strategies. The main focus of these is to effectively adapt professional skills to the requirements of an ever-changing labour market, with curricular policies aiming to adapt training to European standards. Adults who have acquired their professional competencies in informal ways can gain certification through Competence Assessment Centres, authorised by the National Qualifications Authority. The profession of 'mental health tutor' does not feature on the list of Specialisations and Trainings, and therefore lacks the attention of designated training providers, who typically organise specific vocational training programs, complete with official graduation diplomas and national recognition of the participants as university graduates.

2. The importance of the VETMh TuTo+ project for the Romanian partner

The vocational education process in European tutoring for the immersion of trainees in the mental health sector (VETmh TuTo+) is an international project covered by the Erasmus+ Strategic Project axis and therefore uses European funds.

The Aurel Vlaicu" University of Arad is a higher education institution that continues teaching in the academic tradition of the western region of Romania. It has highly qualified teaching staff and high-quality endowments for its didactic and scientific activities. The mission of the Aurel Vlaicu University of Arad, as a public institution, is to foster excellence within its development of cultural and educational skills, based on innovative knowledge and lifelong learning. It develops and promotes its strategies within the local, regional, national, and international communities.

The Faculty of Educational Sciences, Psychology and Social Work of the Aurel Vlaicu University of Arad hopes to build a dynamic institutional environment, with a focus on informational, cultural, personal and global development.

Within this context, the Romanian Faculty conducts research to produce, transmit and promote these values through modern and innovative approaches in the research of the educational phenomenon as well as within its educational practices. The university trains professionals who will go on to work as part of a permanent network, alongside medical sector professionals.



In order to further social progress, our research and training in Psychology and Social Work are directly relevant to professionals in the psychosocial sector. Our services study the qualification needs of professionals within the context of the economic sector to improve the skills of these professionals, adapted to the Romanian context and to European standards, in accordance with the recommendations of the European Pillar of Social Rights, after Tajani, Ratas, and Juncker (European Commission, 2018). This project is an opportunity for the University to gain ground in this sphere and for our students to develop new professional skills and abilities within the realm of the psychiatry network.

Aurel Vlaicu University of Arad, Romania became part of the first European Tutoring Process in Psychiatry and Mental Health project in the autumn of 2016, with the first transnational mobility event taking place in October of that year. This first stage was extended from 2018 to 2021, with a new vocational and educational training project in mental health for the tutors. During this time there were a few periods of tutoring exchanges, that we coordinated.

For our university, the experience of the VETmh TuTo+ Project was a new experience and therefore an important opportunity to develop best practice through international exchanges, while acquiring skills and ameliorating the competencies of psychiatric and mental health professionals. The project is innovative at a European level because it aims to develop the competencies of health and social work professionals. Within the project, this objective is achieved by completing three training modules for professionals in mental health tutoring. Although it is a European project funded by the Erasmus+ program and included in the Vocational Education Training axis, from a pedagogical point of view, the project is also part of the Lifelong Learning axis.

3. Aim of research

The aim of this research is to determine the needs, strengths, and efficacy of training specialists in the field of mental health tutoring. Another objective of the analysis is to pinpoint the needs of the Romanian experts, with the intended outcome of building an adapted seminar. This research also aims to discover the novelty that the project brings from the point of view of specialists, and the benefits it creates in the practical field of psychiatry and mental health. Thus, we can determine the impact of training new tutors in mental health, in future sessions, for the continuity and longevity of the VETmh TuTo+ project.

4. Research methodology and tools

The research methodology consists of carrying out a needs-based analysis, as well as a SWOT analysis, based on strengths, opportunities, weaknesses and threats encountered in the process of training in tutoring in mental health. These analyses will help us to develop a future strategy that will in turn allow for the continuity and efficacy of the project, by providing trainers with a standardized and accredited European course in mental health tutoring training. This training must offer new skills, including further information on the international labor market within this field (Braun and Clarke, 2006).

5. Tools for collecting data: Participatory observation and questionnaires

The primary research tool we used was a 5-point questionnaire. This contained open-ended questions and was administered online to Romanian students at the end of the first training module.



The first questions collected the demographic data of the study group, which would be used to analyze what type of professions in the field of mental health participated in the training. The study group was described through the following data: age, profession and workplace of the trainees.

The following questions explored the skills-training needs in mental health tutoring, the strengths, weaknesses, opportunities, and threats that this training pose in the specific context of work.

Data was gathered through carrying out the questionnaire and through participatory observation during the 3 days of training within the Romanian University, before being subjected to a qualitative and quantitative analysis. After transcription, it was then entered into the NVivo Version 5 software. It can be found, fully presented and interpreted, in the results section below.

The results of the needs-based analysis helped to formulate practical recommendations in the field of social psychiatry. They also play an important role in the progress of the project; in building a new TuTo+ stage in European training.

6. Study sample

The study sample consists of 10 Romanian trainees. The study group is representative of the professional field of mental health, being selected according to the standardized methodology recommended by the CNP St.-Martin; Belgium, the project holder.

7. Methodology of trainee selection

The trainees were selected according to the inclusion criteria developed by the CNP St-Martin. This institution also hosts the project. The trainee inclusion guide, Recruitment Strategy Manual, has been distributed to its partner organizations. Each potential participant in the course has submitted a Europass Curriculumm Vitae and a cover letter, containing the following information, after Recruitment Strategy Manual for Tutors, available at the project website www.tuto.network :

- career in the psychiatric environment (basic competences in mental health);
- prior experience (minimum 5 years of experience);
- the motivation for participation;
- English knowledge at level A2/B1;
- time availability;
- short description of themself (values, network, investment in the project, etc.).



From the total of 20 files submitted in Romania, 10 applicants were selected by the university committee and participated in the first training module. The mental health tutoring course took place at the Aurel Vlaicu University in June 2019 over a 3-day period. This international course brought together Romanian specialists with 15 specialists from the partner countries of the project: Spain and Greece. A total of 25 professionals from different areas of mental health services took part in and benefitted from this first training module. The training hours were coordinated by CNP St-Martin Belgium, through the teacher and pedagogy specialist from Haute Ecole de la Province de Namur.

8. Results

The study group is homogeneous in terms of professions, all being part of the mental health field. The distribution of the group of trainees by age, shows an age average of over 44 years (figure 1). In fact, the average age of the Romanian trainees was 44.6 years, which shows the concern for continuous, lifelong professional learning.

Figure 1. Pyramid of the ages of Romanian students in Module I of training in the TuTo+ project

The distribution by types of professions within the study group can be seen to be largely uniform: 50% are social workers, with the other half of the sample group comprising of psychologists and medical professionals from the psychiatric hospital (table 1). Interestingly, when considering the backgrounds of the participants in the training, of the five social workers, two had nursing as their first specialization, and among the psychologists, one worked as a nurse for over a decade. This shows that the professional field of health requires additional competences to deal with mental health specifically.

Table 1. Professions in the study sample

Professions	Number of specialists
Social workers	5
Psychologists	3
Nurses and doctors	2

The trainees work predominantly within the public sector (70%), the remaining 30% holding jobs in the private sector (Non -governmental organization), figure 2.

Figure 2 Workplace of the trainees

Legend: 1 – NGO, 2 – Public institutions



With regards to the question: What are your skills training needs in mental health tutoring?, the answers are indicative of an urgent need for training in the field of mental health, which is currently lacking in the range of skills that the professionals hold. The identified needs are presented below, in figure 3. As we can see, the prevailing need is the one for acquiring new skills in mental health and for improving mental health competencies. The varied and diverse needs highlighted by the professionals to further their own development justifies holding these training courses in European tutoring in mental health

Figure 3. Trainees' needs in TuTo+ project

The second part of the research conducts a comparative SWOT analysis in the public-private institutional binomial. The results of the SWOT qualitative analysis are presented in Table 2.

A binary SWOT analysis was chosen over other options in order to be able to eventually conclude whether it is necessary to build improved curricula for a particular type of sector of activity, public or private (NGO). The SWOT analysis of Romanian Formation on VETmh TuTo+ project aimed to identify the strengths, weaknesses, opportunities and threats in the process of training in tutoring in mental health, within the wider working context of the trainees.

9. Strengths and weaknesses of the TuTo+ program for private and public sector professionals

9.1 Strengths

In the opinions of the professionals interviewed, the program created for tutors consists predominantly of knowledge sharing, which helps to aid the continuous development of new skills within the mental health sector. The international dimension is a new source of learning that opens the door to partnerships that are particularly beneficial for the acquisition of new competencies. This provides an important opportunity to improve professional culture through scientific exchanges with multiple modalities; conferences, webinars and new projects. The aforementioned opportunities place the TuTo+ program and those who partake in it in a position of heightened awareness of the issues relating to psychiatry and mental health; a clear advantage.

9.2 Weaknesses

The TuTo+ program can be seen to reveal the weaknesses of the current vocational education system. Professionals have pointed out the distinct lack of certain key features, such as information for students in the field of mental health, training offers, and diploma training.

Moreover, trained professionals deplore the fact that there is insufficient human capital in the field of mental health. Some believe that physicians should play a larger role in disseminating mental health training and information. However, it appears that many doctors have insufficient training themselves, for example tutors note the weak skills of primary care specialists in psychiatry. There is a distinct need for education and training, both at primary and secondary school levels, as well as within society as a whole, on issues of stress, anxiety and emotional management.



9.3 Opportunities

For professionals in the private and public sectors, who have been trained through the tutoring program, the future opportunities are focused on the development of new skills through varied international experiences.

The exchanges between European tutors included in these trainings provide a double promise: on one side developing a professional culture that solidifies the practices of accompaniment and care and on the other, contributing to destigmatizing psychiatric and mental disorders in a changing legislative and medical context (Mental Health Law).

9.4 Threats

In the Romanian context, threats represent structural obstacles when it comes to the training of mental health staff and care practices. The lack of trained specialists and dearth of adequate services, the under-budgeting of existing services, and the insufficient human resources to combat social health inequalities and social insecurity linked to psychological disability are all factors that hinder positive change.

10. Conclusions

The results of this research have led to pertinent conclusions regarding the future trajectory of the TuTo+ project in the current context of the mental health sector in Romania. This research indicates where the main focuses should lie when it comes to the training of tutors in mental health. Professionals should be able to contribute to the promotion of mental health in their areas of activity, at the workplace, in the psychosocial sector and in the health sector, alongside multidisciplinary researchers.

The conclusions have been drawn from the analysis of the feedback received from the 10 Romanian trainees.

Professionals trained in mental health tutoring have expressed an urgent need for more in-depth training and professional specialization within the field of mental health, with the aim of acquiring new knowledge and improving existing competencies in mental health tutoring. Only specialists with training in psychology and medicine have prior knowledge on this type of tutoring. The other specialists in the social field see their training in mental health as being an absolute necessity.

We have observed that specialists need tutoring skills in mental health both for their individual work with the beneficiaries of their services, as well as to enable them to undertake community social pedagogy actions for disadvantaged, vulnerable, and highly vulnerable groups of people.

Furthermore, professional development through tutoring courses is coupled with personal development through impactful exchanges with international specialists, an increased access to new information and network development in mental health.

Poor time management and low uptake in participation on the course are evident obstacles in the tutoring process. However, they are being overcome by the increasing motivation and engagement of the trainees and will continue to



improve due to initiatives such as free training sessions for professionals offered by European projects, such as the TuTo+ project.

The results of the comparative SWOT analysis in the public-private institutional binomial show that the perceived strengths, weaknesses, opportunities and threats are similar for workplaces in both sectors. By observing this similarity, we can conclude that the curriculum in mental health training can be uniform (and therefore the same), regardless of the type of sector of activity.

Another important conclusion to draw is the acknowledgement of the fact that specialists from state institutions are confronted with budgetary constraints that could be a significant obstacle in their participation in training courses. Within the TuTo+ project, courses were delivered free of charge to specialists, marking an undeniably beneficial opportunity for the staff of public institutions.

Lack of information is the biggest disadvantage when it comes to accessing training in tutoring. An effort to develop and disseminate information on training opportunities should go beyond the university's borders. For this purpose, public services need to improve the quality and accessibility of their information and prevent the spread of false or unclear information. Accessing tutoring in mental health requires a change in the collective mindset towards mental illness and towards people who suffer from mental health problems.

A structural obstacle in improving the competences of mental health specialists is the fact that most service providers are organized around municipalities. This means that they are often inaccessible to patients who live in more rural areas.

During the Covid-19 crisis, unforeseen problems arose with respect to the personal difficulties that professionals may encounter, weakening the work organization. Personal crisis situations such as deaths, accidents, pandemics and other traumatic events, are rarely, if ever, taken into account. Due to chronic understaffing, psycho-social support often falls by the wayside. Work organizations do not have the financial means to compensate absent professionals. In conclusion, in these situations, we need to find ways to ensure the continuity of care and support, until professionals are empowered to manage their own mental health problems (Chen and Mullen, 2020; Cleland, and al., 2020; Thome and al., 2020).

Moreover, employability in the field of care of patients with mental health problems can be increased, primarily by establishing mental health centers. New jobs can be created by introducing a new accredited profession, that of a tutor in mental health.

11. Discussions

The results of this project can be utilized and applied by updating tutoring practices and interaction with the beneficiaries of this service.

As in many other countries, one of the main problems in the functioning of mental health care in Romania is the lack of funding, as the interviewees point out. Nevertheless, from the SWOT analysis, it seems important to act primarily on



macro factors (Bronfenbrenner, 1979) relating to the evolution of public health policies and the socio-cultural environment. The macro system interacts with the mezo system, bringing together the organization and functionality of mental health care. The first step in improving the professional practices of support in psychiatry and mental health of the mezo system, is to prioritize budgetary and regulatory macro system registries. This can and should be done gradually. Over time, the political and regulatory framework interacts with societal behaviors and therefore also with social representations of mental disorders. This will in turn promote the "de-stigmatization of mental illness" (WHO; 2002), which can only happen in a state that challenges social norms. The lack of evidence-based practices in the literature surrounding this topic represents a deficit in this area of training. There is a distinct necessity for an integrated program model for assertive community treatment in order to provide support for professionals in crisis situations. In the long term, we must ensure support for people with mental illnesses who have a history of using emergency services. Intervention teams should work in an interdisciplinary manner, to assist those who live in the community.

The results of this project will be particularly useful when updating future tutoring practices and ameliorating interactions with beneficiaries.

From the collection of data in this survey, it is also apparent that exchanges between tutors trained in TuTo+ and researchers invited to seminars and conferences positively impacted the practices of each. The lack of evidence-based practices in the literature represents another definitive gap in this area of training. With this in mind, the TuTo+ project responds to a pressing need. An integrated program model for strong community treatment is essential in providing support in crisis situations. As previously stated, in the long term, support must be provided to people with mental illness who have a history of emergency service use. Intervention teams should work in an interdisciplinary way to help consumers of these services living in the community. The TuTo+ project is part of this ongoing positive trend.

12. Recommendations

A later iteration of this project could consist of demonstrating how scientific progress and the training of tutors in mental health can have an impact on user care, services and professional training. This additional stage may justify the construction of a new project, TuTo version 3, which could ensure practical continuity through applications of theoretical knowledge through increased knowledge sharing and through training by "Peer Support Workers", which is developing more and more in Canada and Western Europe (Pelletier and al., 2020).

Another training stage within the TuTo+ project could explore tutoring in infantile neuropsychiatry, as adolescence and childhood are periods of life with the greatest vulnerability (Castellanos and Conrod, 2006). This stage would undoubtedly require broad and specific training for medical and paramedical staff, as well as for teachers, parents and tutors, in providing mental and behavioral health tutoring for children and adolescents: cognitive behavioral therapy focused on trauma and parent-child interaction therapy (Cohen, Mannarino, 2010; Dray and al., 2017).

In this new stage, I believe that a European certified diploma would be necessary.



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Chapter 9

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Evaluation of the TuTo programme by current and former users of French mental health services:

protocol for a qualitative study

I. Research rationale

Service users' participation in guiding government measures in the field of mental health is vital for a number of reasons. First of all, it helps empower users in their own care and recovery process. In the field of mental health, the notion of empowerment encompasses users being made aware of their own capacity for action and make their own decisions, and ultimately, to influence their own recovery process and thus regain their full capacity as citizens. (Gourret, 2020). Thus, empowerment contributes to the recovery of psychiatric service users, because it helps in regaining a functional vision of the self, helping give hope for positive changes to their mental health problems and to their life in general (Provencher, 2010). In addition, service users' participation improves the quality of care in mental health and public health services (Gourret, 2020). Those with mental health issues acquire experiential knowledge of experiencing the issue, experience of the healthcare system, and of recovery (Cloutier and Maugiron, 2016; Lamadon, 2020; Demailly, 2020). This knowledge, while neither academic nor scientific, is precious and useful, as it is specialised knowledge that can be put to use (Demailly, 2020). Sharing this knowledge helps to better adapt measures to service users. This knowledge exists alongside and in addition to the academic knowledge of professionals and researchers (Chambon, 2015; Loubières and al., 2018). Lastly, involving service users enables the perception of mental health issues in society to evolve. Giving a voice to those affected by mental health issues helps to avoid the dehumanisation and generalisations that can occur in the process of stigmatisation (Loubières and al., 2018).

The second phase of the TuTo programme, with VETmh TuTo+, was developed in response to the results of the first phase, which highlighted a need for tutor training. The evaluation of the programme comes therefore at the halfway-



point in the implementation of this second phase. While the programme is aimed at changing professional practices in psychiatry in service of support centred on the needs and expectations of users, it has been noted that their participation had not been directly formalised. It has become apparent that the absence of users' point of view on a measure directly concerning them represents an informational loss and does not conform to the principles of co-construction and co-evaluation.

Hence the involvement of the World Health Organization Collaborating Centre (WHOCC) for research and training in mental health of Lille, in its role as French partner in the TuTo+ project, a qualitative study focused on evaluating the TuTo+ programme as a whole. In line with the WHO's 2013-2020 global action plan (WHO, 2013) and the objectives of the TuTo+ programme, the WHOCC is carrying out this study with current and former users of psychiatric services, shedding light on the importance of mental health service users' participation in all actions concerning them, in the field of care, research, and training.

2. Objectives and long-term benefits

The primary aim of this study is to enable the evaluation of the TuTo+ programme by current and former users of psychiatric services. This exercise may identify ways to formalise service users' participation as part of the development of a third phase of the TuTo+ project.

Its secondary objectives are:

- To explore arrangements for the participation and engagement of individuals affected by mental health issues in the content of training programmes for mental health professionals.
- To compare the expectations of professionals and those of service users around the development of a training programme aimed at mental health professionals.

The expected long-term benefits are the recognition of the importance of service users' participation in training in the field of mental health, and their regular involvement from the outset in the development of training schemes.

3. Method and analysis

3.1 Study design

A qualitative study will be carried out by way of semi-directive interviews with current and former users of mental health services in France. The study protocol, the survey instruments and all information documents have been written and approved by a team made up of professionals in mental health, public health, and a peer researcher employed by the WHOCC.

3.2 Participants and recruitment procedure

3.2.1 Inclusion criteria



The users selected will need to be aged 18 or over, be directly affected by a mental health issue, have experience of receiving care from mental health services, and be at an advanced stage of their recovery process.

3.2.2 Recruitment procedure

A minimum of 10 persons will take part in the study, in line with the recruitment procedure described below. Recruitment of interviewees will continue until data saturation, i.e. when interviews cease yielding new themes of discussion.

Ten service users will be recruited in partnership with the peer researcher, who is Head of User Participation at WHOCC. The recruitment will be targeted. First contact will be made by the peer researcher with current or former users of mental health services already known to them. An initial email will be sent to gauge the level of interest of the person contacted, then contact will be made for the presentation of explanatory documents about the research and the organisation of the interview.

3.3 Data collection

3.3.1 Survey instruments

In order to guide the participation of users, five documents have been drafted to present the programme in an informative, explicit and educational manner, in order to formalise the contacting of service users and to enable their remuneration: a briefing document, a partnership agreement, a recapitulative notice of participation, a “powtoon” video, a presentation leaflet on TuTo+, and a semi-directive interview table. These materials were required to fulfil the dual objective of giving a comprehensible summary and providing sufficient information. Their use has been tested in 5 interviews carried out for evaluation purposes, permitting the adaptation and improvement of their content.

The briefing note explains the context surrounding the study, states the conditions for participating in the research, and informs participants of the expected benefits and the potential risks. The partnership agreement formalises users' participation. Users will receive remuneration in proportion to the time necessary for viewing the documents and taking part in the interview. The notice of participation informs users of the reasons for their being contacted, including a reminder of the briefing document and the partnership agreement also provided. Next, it stipulates the order in which the TuTo+ presentation materials should be viewed (first the “powtoon” video, followed by the presentation leaflet) and informs participants of the questions that will be addressed during the interview. The “powtoon” (a portmanteau of “powerpoint” and “cartoon”), is a short presentation video on the TuTo+ project as a whole. The video covers the history of TuTo+'s development, and presents the goals and organisational arrangements of the first and second phases of the project. The TuTo+ presentation leaflet is a 5-page document in PDF format. The document recaps the information in the video, then focuses on phase 2 of the project, covering in detail the content used for the tutor training. The interviews with participants will be guided through the use of a semi-directive schedule of nine questions, eight of which are grouped into three themes: tutor training, the profiles of the TuTo+ programme's participants, and the participation of service users. The interviews will conclude with an open question, inviting the participant to give their views on the TuTo+ programme as a whole.



3.3.2 Interview process

All of the documents, except the interview schedule, will be sent to the participant by email, at least 48 hours before the interview. Preparation time for the interview will be required, estimated at between 1 hour and 1 hour 30 minutes, and intended for reading the provided documents. The interviews will be conducted via videoconference, using the TEAMS software. They will be recorded, and then transcribed verbatim. The duration of one interview will be approximately one hour.

The interviews will be carried out according to the following structure :

- During the interview, the participant will be invited first to summarise what they have understood about the TuTo+ programme, and will then be asked open questions. A reminder of the context and of the project, as well as the research objectives, will be systematically given to the participant.
- Questions 1 to 4 will allow participants to give their views on the tutor training. The opinions of users on the profile of participants will be obtained with the aid of questions 5 and 6. Finally, users will be asked to reflect on their potential incorporation in the programme, via questions 7 and 8.
- The interview will conclude by inviting the participant to give their opinion on the TuTo+ project as a whole, using the SWOT analysis structure (strengths, weaknesses, opportunities and threats). The SWOT approach, defined by the European Commission as a “strategy analysis tool”, “combines the study of the strengths and weaknesses of an organisation [...] with the study of the opportunities and threats to their environment. As such, it is instrumental in development strategy formulation.” (European Commission, 2021).

3.4 Data analysis

The verbatim transcripts will be analysed with the software NVIVO 1.3. This qualitative data analysis software uses low levels of automation and enables thematic analysis by coding the data.

Analysis of the transcriptions' content will be carried out on the basis of the SWOT framework. With this method, after attentive reading of the transcripts by the researchers, the main codes relating to strengths, weaknesses, opportunities and threats will be identified, and the themes will be analysed systematically.

3.5 Regulatory aspects

Users' consent for participating in the study will be obtained in writing via the signing of the briefing document which mentions the conditions for taking part in the study, the recording of the interviews, and the arrangements for data retention and analysis. Upon transcription of the interviews, the participants will be rendered anonymous.

The study will also be the subject of a declaration of conformity to reference methodology 004 published by the CNIL (the French data protection authority) and will be included on the personal data processing register of EPSM Lille Métropole mental health services. It will also be declared on the health data platform, Health Data Hub. The nature of the data collected and the status of participants do not require approval by an ethical committee.



3.6 Provisional calendar

The interviews and analysis of results will be carried out in March. Publication of results is expected in May 2021.

3.7 Study funding

This evaluation is financed by the TuTo+ programme and its partners: Erasmus+ (European Union), CNP St-Martin (Belgium), HEPN (Belgium), Université Aurel Vlaicu Din Arad (Romania), Center for Mental and Pedagogical Support (Greece), Centre de Terapia Interfamiliar S.L. (Spain), Association de Prévention Soins et Insertion (France), EPSM Lille Métropole (France), ASCEA (Luxembourg).

4. Strengths and limits of the protocol

4.1 Participants

The minimum number of ten interviews was chosen upon consideration of the material resources available to carry out the work, and in light of existing literature. Indeed, Guest et al. (2006) in using data from a study involving 60 interviews concluded that saturation of themes was reached after twelve interviews, but that the basic elements of the themes were already established after six interviews (Hennink, 2017; Guest, 2006).

This study will only include persons directly affected by mental health problems. Encouraging the representation of service users by their loved ones induces subordination to their family (Alary, 2016). The participation of individuals directly affected by mental health problems should therefore be prioritized (Alary, 2016). In order to ensure the representativeness of the views of current and former users of mental health services, this study will recruit users accustomed to speaking in front of others, as well as less experienced individuals (Chambon, 2015).

The study will also take care to avoid institutionalising the views of users. Indeed, the participation of persons affected by mental health problems is developing, in part, through the involvement of members of psychiatric and mental health service user associations. In order to avoid institutionalising participation, all users should be given a voice, not just those who are members of associations. (Alary, 2016). Therefore, among the users recruited, some will be members of an association and others will have no particular affiliation.

The criterion of inclusion relative to the recovery of the participant will be self-declared. This declaration contributes to the empowerment of users and therefore to respect for their autonomy. It represents a possible limit of the study because it remains complex to evaluate. In order to better control this aspect, the initial stage in the recruitment process will be carried out by the peer researcher. Their experience and knowledge will be sought upon first contact with service users, enabling evaluation of the person's level of recovery. Previous experience of participation is also compelling evidence of a user's recovery. In addition, at the start of the interview, users will be asked to discuss their recovery process with the investigator if they wish. This will enable a second evaluation of the person's recovery. Furthermore, no users proved unfit for participation during exploratory interviews.

Finally, a description of the expected benefits and possible risks linked to users' participation will be included in the briefing document, accompanied by a recommendation that users be at an advanced stage in their recovery.



Participants will then be able to provide informed consent to their participation in the study. Indeed, participation can contribute to users' stress (Lierville and al., 2015). Participation can also elicit negative emotions and painful memories that can adversely affect individuals' psychological wellbeing (Lierville and al, 2015; Godrie, 2015). The study will therefore favour the participation of users who are at an advanced stage of their recovery process (Gourret et al., 2020).

Users' successful participation entails accepting the corporate responsibility that falls on all institutions soliciting them. This responsibility includes remuneration for users, supporting them and preparing them (Gourret and al, 2020). Remuneration for mental health service users participating in programmes that concern them is a demand made by users (Gagné, 2016). It allows acknowledgement of the expertise provided by the individual (Letailleur, 2016). Support for users is formalised by the creation of the notice of participation and the TuTo+ project explanatory materials.

4.2 Survey tools

The study requires that different elements of the TuTo+ programme be made accessible in order to allow participants to evaluate them. We have taken care to be impartial in the presentation of the TuTo+ programme, nevertheless, these materials and explanatory documents are susceptible to our subjectivity.

In line with the recommendations of the WHO Quality Right programme regarding the conducting of interviews with service users (WHO, 2012), and in order to avoid complicating interviews, we will not be addressing the theoretical concepts behind the conception of the programme nor will we employ jargon specific to the field of teaching.

The interview schedule was developed with emphasis on the aspects of the TuTo+ programme that it was most important to evaluate in concert with programme leaders. The opinion concerning the TuTo+ programme as a whole is solicited using an approach inspired by the SWOT method. This method has been identified by the European Union as an appropriate tool for mid-project evaluation (European Commission, 2021). In effect, this allows a general analysis of a project's strengths and weaknesses, as well as opportunities and threats. In this way, its strengths are positive internal aspects, controlled by the project leaders, and upon which the future can be built. Conversely, its weaknesses are negative internal aspects, over which the project leaders have control and for which there exists significant room for improvement. The opportunities, meanwhile, are positive external possibilities, which can potentially be taken advantage of, in the context of current strengths and weaknesses. Lastly, the threats are the external limitations, problems and obstacles, which can prevent or limit the efficacy of the project. The resulting interview schedule has been tested with five users in conditions similar to those of the study. In order to avoid conditioning responses, we have chosen not to provide the participants with the SWOT analysis table. This will be shown only during the interview, along with oral explanations concerning the structure of the expected responses.

4.3 Conducting the interviews

We have chosen to show users the themes and questions addressed in the interview in advance of meeting them. Indeed, it was noted during preliminary interviews that prior knowledge of the questions enabled better structured responses, and a lower level of anxiety during the interview.



The present context linked to the Covid-19 pandemic imposes the use of videoconferencing for the interviews. Normally, the WHO advises conducting interviews in the presence of investigators and participants (WHO, 2012). However, the use of videoconferencing is proving to be an efficient tool for carrying out interviews. None of the 5 participants in the preliminary evaluation interviews declared having been hindered by the use of videoconferencing.

The investigators took inspiration from the recommendations of the WHO Quality Right programme, regarding service user interviews (WHO, 2012). Thus, investigators must introduce themselves and explain the context of the study. They remind participants that the interview is recorded and ask them if they consent. The interview must be conducted in a respectful and courteous manner. It is useful to avoid minimising participants' contributions, to allow time for reflection, to avoid interruptions, to make summaries and to repeat the participants' words in order to ensure good comprehension. These various recommendations were not hindered by the use of videoconferencing.

5. Perspectives

The TuTo+ programme has been designed to address the challenges of developments in the mental health field. These developments are focused on a different relationship between health service users, care providers and social service providers. These relationships are expected to be more horizontal, focused on the expectations and needs of the individuals affected by mental health problems, establishing a different rapport with a partnership-based approach. To continue to address these changes, TuTo+ needs to be able to involve current and former users of mental health services in the programme. This can take place at different levels: whether it be tutor training, programme evaluation, or even project design and steering. However, there are many ways to approach and to increase user participation within the TuTo+ project. For example, a European mobility scheme for service users is one option. Indeed, the generally stigmatising social representations of mental health problems differ from one European country to the next. They are the result of each country's history of healthcare and therapy. Pursuing a European mobility scheme for users would enable comparing and contrasting of these representations in order to further deconstruct them, as well as share innovative practices.



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Chapter 10

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Claudio Fuenzalida

Javier Sempere

Assessment and evaluation of the TuTo+ experience

1. The origins of tutoring

Various forms of tutoring have existed for thousands of years, probably even since the beginning of mankind. We know from history that in ancient Greece students were taught at the Athenian Academy. We know that Aristotle was a student of Plato and that he taught Alexander the Great. In the Middle Ages, apprenticeships emerged, with a master craftsman acting as a journeyman trainer (Gardner and al., 2007). Today, tutoring is widespread, particularly in the craft industry. However, it remains marginal in the mental health industry.

Moreover, the lack of "vocations" in the field of mental health has been evident for some time in many European countries for reasons already analysed in previous work by our team. The "crisis" of vocations in psychiatry and mental health therefore presents an opportunity to reactivate the European initiative in the form of cooperative exchanges and to think of new training modes (Fond-Harmant, Deloyer, 2017).

We need to recognise that mental health work can be stressful. In a longitudinal study of psychologists, approximately 40% reported high levels of emotional exhaustion, 10% reported depersonalisation reactions and 19% reported a reduced sense of personal accomplishment (Mills and Huebner, 1998).

In view of this, one question arises: how is it that we have not shared and learned more from our colleagues working in other institutions, in other contexts, in other cultures? Their experience should have been invaluable to us.

2. Personal experience



Our professional experience has been broadened and enriched as a result of our involvement in collaborative project initiatives funded by the European Commission. We wished to testify to the enrichment gained from participation in such a programme.

Without going into detail, these funds made available by the Commission allow us to decentralise our professional practice, our cultures and countries, and to open up to other professional experiences on issues that are highly relevant to our practices.

As mental health professionals, we often find ourselves, like any other human, being subjected to reductive narratives about our personal and professional experiences and training that act as a force on our psychic structure and technical actions (Sempere and Fuenzalida, 2017). As a result, we tend to repeat what we have learned in our training through methods that often deviate from natural practices and embrace fragmentary and artificial tendencies. This is what Pierre Bourdieu (1979) called habitus. The habitus would explain why, at a given moment, we resist integrating new learning in a field where a reflex leads us to repeat what we think we already know. Breaking with this automatism is a challenge. It requires us to constantly develop new professional, intellectual, linguistic, social, cultural and adaptive skills, such as continuous training at all levels.

The co-authors of this chapter still remember with some joy how they got to know each other and learn from each other through this mentoring experience. In 2010, Javier Sempere, a psychiatrist from Elche, Spain, with over 15 years of professional experience at the time, decided to take a break and spend a month with other hospital specialists in France and Luxembourg. In addition to discovering new techniques, he met many people, including a Belgian psychologist, Jocelyn Deloyer, who invited him and his team to participate in new European exchange projects. One of the professionals who joined him was Claudio Fuenzalida, a Chilean psychologist working in Spain. Many others from the psychiatric and mental health sector from different countries have joined this new cooperation network. One of them is the Belgian psychiatrist Serge Mertens de Wilmars.

Many of the techniques discussed in these projects have been introduced in other institutions. One example is the multifamily therapy developed by the Centre de Teràpia Interfamiliar in Elche, which was subsequently introduced at the CNP St-Martin in Namur, Belgium, as well as at the Akureyri Hospital in Iceland and the Kepsipi Mental Health Service in Athens.

These opportunities to visit our partners' institutions and to implement new schemes in our own made us think about this question: how do we learn from each other, how do we pass on our experiences and knowledge to other European teams? And finally, why not formalise this tutoring network and study how it works, its processes, benefits and obstacles? This is how the TuTo+ programme was born, with great enthusiasm.



3. On the function of the tutor

It was then that we discovered, with great pleasure, just how much of a challenge and an immense challenge it was, to train tutors guided by a reflective pedagogy. This reflexivity on the part of the professional takes place in various fields and levels at the same time: transnational and transdisciplinary. It therefore requires a great deal of flexibility, curiosity and energy on the part of both the "trainer" and the "trainee".

The training of the tutor, who is a care professional, aims to enable him or her to make clear, reasoned explanations for various actions and reflect his or her experience. To be a trainer and reflective tutor is to take an analytical and critical look at oneself and one's actions. If the care professional has had some training in psychotherapy, this will make things easier, but moving from carer to tutor requires a specific form of pedagogy (as explored in chapters 2 and 3 in particular).

The choice of reflective pedagogy, according to Kolb's terminology, is intended to be emancipatory. In addition to clarifying theoretical knowledge and identifying the foundations of creative knowledge, it is necessary to make intuitions and knowledge accessible and comprehensible. Therefore one develops a good perception of one's partners and adopts a system of mutually developed shared values. This pedagogy then leads to training-transformation.

The impact of Covid-19 on the second round of the TuTo+ programme necessitated the development of virtual communication tools and experimentation with new practices in the pedagogical and tutorial fields. The pedagogical situation that has thus arisen has made it possible to lay the foundations for the fight against the digital divide in several areas in which Europe should be able to make further progress.

According to a study measuring the impact of Covid-19 on mental health services in Europe (Thome and al., 2020), 61% of experts felt that they were not sufficiently prepared for the situation and that the crisis had affected their research and funding. This article concludes that, as pandemics are, by definition, transnational in their spread, it is imperative that responses to such an event take on an international dimension. In terms of building a European network, with a reduced budget, the results of the TuTo+ project can contribute greatly to collaboration and adaptation techniques in response to new situations.

4. Perspective

The different chapters of this book unquestionably reveal a pedagogical demand that aims to emancipate through a socio-constructive method where tutoring transcends companionship.



It is also a question of the soul of our practice, as well as the need for a professional elevation of one's own experience and that of others. What is perfectly demonstrated is the essential place of pedagogy. This is explored through a reflective perspective in a continuous back-and-forth between tutor and trainee which enables the carers (who have been trained specifically for this) to assume the reflective position of the tutor: this position in itself consists of real psychic and intellectual work of reflective experimentation and a change of place and role.

The final benefit of the changes in position that mentoring produces, flexibility and collegiality, is cemented in the enrichment of our work and our approach to the individuals and families who come to our services seeking a space in which to grow and to be able to understand themselves.

Although this is now increasingly being discussed, we believe that the practice of peer support could be further developed in the future. This tutor training is a truly empowering experience for the professionals themselves. The tutor will then be able to implement this practice even better as a care tool for, by and with the users. We believe that this type of tutoring pedagogy and training needs and deserves to be developed in terms of the number of professionals benefiting on a European level.

In addition, this book of experiences and testimonies should be of interest to any care professional who finds himself or herself in the position of supervisor, tutor, leader or manager of younger professionals. It encourages reflection on the "place and role" that we take as experienced professionals and above all how we want to embody this status and for what purpose.

One can only hope that this TuTo+ programme will be followed by a third edition so that more professionals can benefit from this reflective and transformative process. This would help them not only to acquire tutoring skills but also refine their teaching tools and develop professionally.

Finally, we can only encourage the meeting between educational professionals and the experienced or novice carer, through this particular form of tutoring. Everyone from educational authorities to the carers and users of mental health will benefit. Our ambition to build a tutoring training structure at a European level thus seems to be rich in promise.



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Erasmus TuTo+



https://www.youtube.com/watch?v=zBPP8_hCuJc&ab_channel=CNPS-t-Martin



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