



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

## Training Session 1

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

### Coordinator

Saint-Martin Neuro Psychiatric Centre  
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## Vocational education process in European tutoring for immersion trainees in the mental health sector

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

## Handbook for trainees and tutors

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

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

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

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

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



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

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

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

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

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

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

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



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

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

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

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

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



## 2. The portfolio in practice

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

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

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

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



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

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

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

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

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



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

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

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

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



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

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

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

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

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



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



### 3. Evaluation

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

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

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

[jocelyn.deloyer@fracarita.org](mailto:jocelyn.deloyer@fracarita.org)

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

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

We recommend that you use a registered letter.

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

**The evaluation criteria are the following:**

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

**Content:**

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

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

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

**Analysis of the traineeship experiences**

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

**Progress and dissemination**

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



### **Clinical and scientific validity**

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

### **Information management**

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



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## **VETmh TuTo+ (Erasmus) Project 2018/2021**

### **Module 1 Day 2**

### **TUTORING Mission**

Coordination  
Erasmus+ Strategic Partnership  
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Tutoring mission, the stages over the 3 years of the project:

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

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

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

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

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

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

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

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

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



### TUTORING MISSION, COMPAGNONNAGE, CONCEPTUALISATIONS:

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

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

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

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

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

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

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

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

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

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

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



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

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



### TUTORING MISSION:

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

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

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

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

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

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

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

### COMPAGNONNAGE MISSION:

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

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



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

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

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

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

A form of spontaneous tutoring is present in all professional circles; it is the tutoring form integrated by compagnonnage, it is little organised, most of the time it is informal. It can be done by one or more companions who are (or are not) officially assigned to do so by the institution (established framework, formalised missions, reflections on the means necessary for such accompaniment, recognition of the work, etc.).

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

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

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

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

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



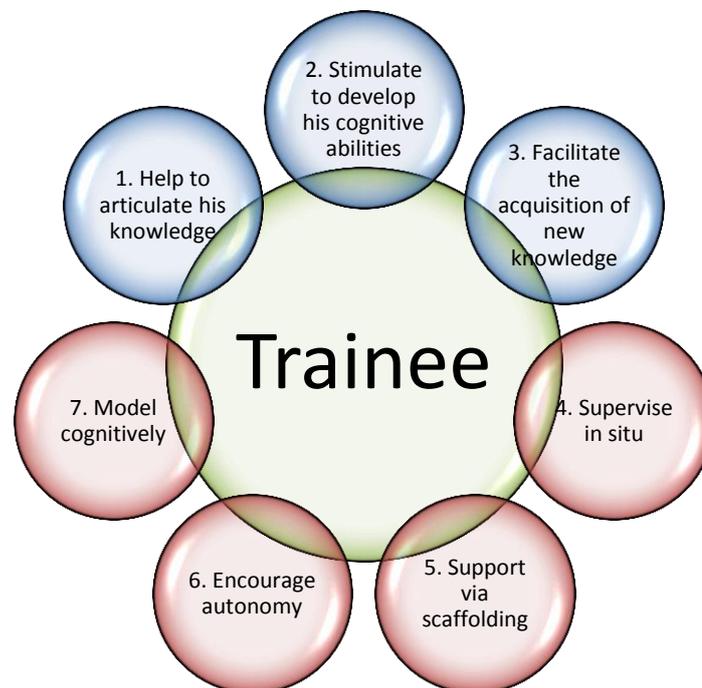
The principle of cognitive compagnonnage (Vanpee, Frenay et al, 2010) could be represented as a focus on the tutor/trainee relationship, but with the incorporation of elements of compagnonnage, implemented by a third-party hospital (or other) institution.

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

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

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

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



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

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

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

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

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

The tutor has a mandate; that of establishing the framework of the roles and functions of the persons in the project (Tutor, Trainee, Trainer-Companion), that of analysing the expectations and objectives proper to each person, that of guiding, supporting, assisting in the implementation of contents and practices that are formative for the trainee, that of opening up the prospects for the trainee's optimal learning within the context of the *VETmh TuTo+ (Erasmus) Project 2019/2021*.

At the end of the 1<sup>st</sup> module, the tutor will take knowledge of and/or experiment with the "ins and outs" of the training objectives in this *VETmh TuTo+ (Erasmus) Project 2019/2021*.

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

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



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

www.tuto.network

### Tutors' roadmap

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

**Coordinator**  
Centre Neuropsychiatrique Saint-Martin  
Contact: Mr Jocelyn Deloyer  
[jocelyn.deloyer@fracarita.org](mailto:jocelyn.deloyer@fracarita.org)  
+32 496 12 70 16

Co-funded by the  
Erasmus+ Programme  
of the European Union



Tutors, you have joined the VETmh TuTo+ Erasmus programme, throughout which you accompany the development of the skills of one or more trainee(s) in a training project that notably includes three professional immersion traineeships abroad.

Our conception of your role essentially rests on the accompaniment of trainees in an **experiential learning cycle** (Kolb 1984). The principle that underlies this approach is that a concrete experience (such as a traineeship abroad) can become the source of more generic knowledges or skills that can be mobilised when it forms the object of a work of analysis, construction and transfer.

This document has been designed to give you guidance regarding **the role of tutor** in order to support, through your interventions, this « Kolb cycle » which will be explained to you during module 2, at the different stages of the project for each accompanied trainee.



#### 4. What are the different aspects that can be addressed in the meetings with the trainee?

- **Organisational aspects:** Have contacts with the traineeship location been established? Are the practical terms of the traineeships suitable? Is there a smooth coordination with the department with regard to releasing the trainee for his mission? Are the deadlines for the various productions respected? Etc.
- **Aspects of pedagogical accompaniment:** On the following pages you will find suggestions regarding accompaniment of the trainees at the different stages in the Kolb cycle (1984). Besides these interventions, other pedagogical aspects can be addressed: are the instructions relating to the productions of the portfolio clearly understood? Do the activities appear to be achievable? Does the work provided correspond to the expectations of the initial project? Are the mobilised resources adequate, relevant, thorough? Etc.
- **Motivational aspects:** each meeting is also an occasion to assess the state of motivation relative to the overall project. The project extends over a three-year period, so it is normal to observe moments of flagging enthusiasm. The traineeships abroad can also be destabilising and lead to redefining or reconstructing the meaning of the approach.

#### 5. Conditions favourable to constructive exchanges

- In a binder the tutor assembles all of the administrative, pedagogical and professional documents that will be useful to him for accompanying the trainee.
- The tutor contacts the trainee as soon as possible and sets up a first appointment for a meeting lasting around one hour. Tutor and trainee verify their details and agree on the most effective ways to contact one another (telephone? e-mail? best times of the week/day? Etc.). The tutor first listens to the trainee's objectives.
- The meetings are always held in a calm place, and at a time of day when the tutor and the trainee will be undisturbed.
- The tutor and the trainee jointly define the objectives of each meeting. The tutor accompanies: he does not do anything in the trainee's place, he does not decide in the trainee's place.
- At the end of an exchange, the tutor and the trainee agree on the next meeting: time, place, purpose of the meeting, any expected production. Ideally, all of this information is rapidly confirmed in writing.



- **What I'm still thinking about:**

- **What I would like to emphasise:**



## 6. A few avenues for accompanying the trainees in the Kolb cycle (1984)

- **Questions to deepen the initial problematic.**

This is the stage that is based on Production 1 of the Portfolio “Statement of intent”.

A deepening of this problematisation simultaneously orients the question, the interpretative keys, the mobilisation of resources and the motivation of the trainee in the various traineeship immersions.

The exchanges on the problematisation can be structured around questions of this type: *What are the common points of the situations that one currently deems to be unsatisfactory, in individual or collective practice? On what aspects does one have the impression of treading water? With regard to what facet of the profession does one need a fresh perspective? What are the situations that frustrate us, give us the feeling of being in a rut? On what aspects does the team feel ready to abandon its habits and try a new approach? Etc.*

The problematic must be situated in the domain of the professional skills of the caregivers.

The exchanges during this stage will make it possible to specify what will be found, for the first traineeship, in productions 2 and 3 of the portfolio.

- **Questions that support the description of the experience.**

This stage takes place upon returning from the traineeship experience.

This firstly involves taking the time to describe the details of the immersion, in order to avoid basing an analysis on an impoverished version of what was experienced. The trainee must meet the tutor and present the objectively-described situation(s).

The most fruitful questions at this stage are along the lines of “how?”: *How did things go “out there”? How did it function concretely? What did you really observe? What did you see? What did you hear? What were the activities of each person? What resources were mobilised? What are the interactions like between the various actors? Etc.*

- **Questions that support the reflective analysis.**

At this stage, the tutor and the trainee maintain contact with the experience, whose significant ingredients they seek to identify.



*What are the intentions of the actions of the intervening parties in this context? What are the observable effects of the actions? What are the moments, the actions, the actors, more generally the ingredients of this situation that appear crucial to you? What are the factors that can intervene positively or negatively in this situation? What are the different possible analytical approaches? Etc.*

- **Questions that support the modelling of the generalisable aspects of the experience by putting them into relation with a theory, a concept.**

At this stage, the trainee and the tutor gradually abandon the contextual aspects of the experience in order to isolate those elements from which one can derive knowledge and draw lessons. The situation becomes potentially emblematic.

*Beyond the situation, what did this experience and its analysis teach you that is new or different? What new keys of observation, understanding or intervention did this give you? How does this experience enrich your professional references and resources? Etc.*

The new knowledge thus identified can also “whet the appetite” for a reading (or rereading) of more theoretical professional references and resources.

Many elements of this stage can be found in production 11 of the portfolio “Reflective analysis of the training programme”.

- **Questions that encourage to transfer the identified principles to his own context or to a different context.**

Once the achievements of a traineeship experience have been constructed, the next stage consists of imagining to what extent they can be reinvested and their validity “tested” in a different context (this can be the professional site and/or the site of the next traineeship). This reflection remains general; it imagines new possibilities.

*How does this new knowledge make it possible to “reinvent the profession”? Equipped with this new knowledge, how could one henceforth do things “differently”? What are the conditions that certainly must be brought together so that this functioning is transposable?*

These reflections too have their place in production 11 of the portfolio “Reflective analysis of the training programme”.



- **Questions that support active experimentation.**

At this stage, one prepares to go beyond the intentions to change in order to concretely structure the experimentation of a new practice (individual or collective) that will make it possible to initiate a new cycle of reflection.

## 7. Checklist of the key meetings

Date	Purpose
	Presentation meeting
	Meeting on the statement of intent and validation
	Meeting to prepare traineeship 1
	Meeting upon returning from traineeship 1
	Meeting to prepare traineeship 2
	Meeting upon returning from traineeship 2
	Meeting to prepare traineeship 3
	Meeting upon returning from traineeship 3
	Meeting to put into perspective the entire experience and the knowledge/skills that have been developed
	Meeting on the dissemination production



## 5. Contents and comments of the key meetings

### 5.1 Presentation meeting



## 5.2 Meeting on the statement of intent and validation



### **5.3 Meeting to prepare traineeship 1**



## **5.4 Meeting upon returning from traineeship 1**



## **5.5 Meeting to prepare traineeship 2**



## **5.6 Meeting upon returning from traineeship 2**



### **5.7 Meeting to prepare traineeship 3**



### **5.8 Meeting upon returning from traineeship 3**



**5.9 Meeting to put into perspective the entire experience and the knowledge/skills that have been developed**



## 5.10 Meeting on the dissemination production



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# Annexes

## PowerPoint Module I – Day I



Training of TUTORs in the Vet<sub>mh</sub> TuTo+ (Erasmus+) project 2018/2021

### Module 1 Day 1

Vet<sub>mh</sub> TuTo+ Erasmus+ 2018/2019 - Desirant L., Lebas M-C., Piret A.

## Conceptualisation and milestones of accompaniment: 3-day programme

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

Vet<sub>mh</sub> TuTo+ Erasmus+ 2018/2019 - Desirant L., Lebas M-C., Piret A.



### Module 1 Day 1

Vet<sub>mh</sub> TuTo+ Erasmus 2018/2019 - Desirant L., Lebas M-C., Piret A.

Day 1  
Conceptualisation and milestones of accompaniment

09:00 to 11:00  
*Brainstorming on preliminary questions*

**TUTOR**

- "If you had to describe your function as a Tutor in 5 key words, what would they be?"

**Post-it on the board**

- Spontaneous question
- Modified or refined question
- Question after the exchanges

*Sharing in plenary session*

The trainers and/or participants organise and class the Post-its so as to make the "conversations" of the protagonists more fluid.

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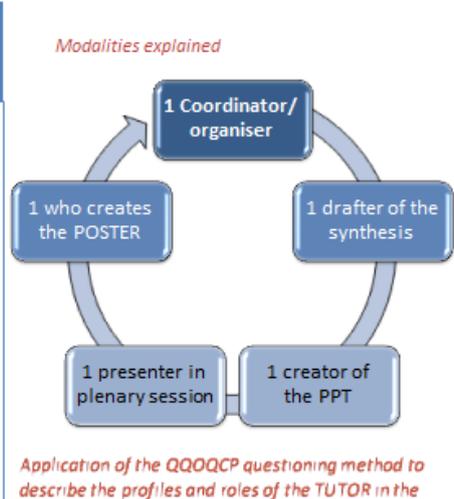


Day 1  
Conceptualisation and milestones of accompaniment

11:30 to 12:30

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

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



VET<sub>MH</sub> TuTo+ Erasmus+ 2018/2019 - Desirant L., Lebas M-C., Piret A.

Day 1  
Conceptualisation and milestones of accompaniment

11:30 to 12:30

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

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



VET<sub>MH</sub> TuTo+ Erasmus+ 2018/2019 - Desirant L., Lebas M-C., Piret A.

Day 1  
Conceptualisation and milestones of accompaniment

13:30 to 16:00

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

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

*Modalities applied:*

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

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**Bibliographical references in the Roadmaps**  
End of the 1st day

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## PowerPoint Module I-Day 2



### Training of TUTORS in the VETmh TuTo+ (Erasmus+) project 2018/2021

#### Module 1 Day 2

VETmh TuTo+ Erasmus+ 2018/2021 - Desirant L., Lebas M-C., Furet A.

### Conceptualisation and milestones of accompaniment: 3-day programme

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

VETmh TuTo+ Erasmus+ 2018/2021 - Desirant L., Lebas M-C., Furet A.



#### Module 1 Day 2

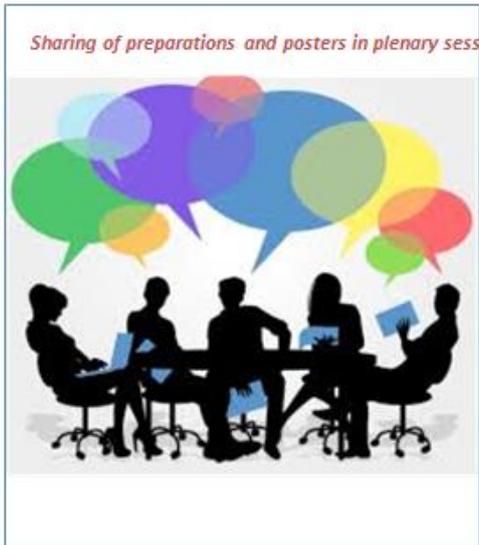
VETmh TuTo+ Erasmus+ 2018/2021 - Desirant L., Lebas M-C., Furet A.



**Day 2**  
**Conceptualisation and milestones of accompaniment**

**09:00 to 12:30**  
*Brainstorming and collaborative work on mental representations concerning the role of TUTOR*

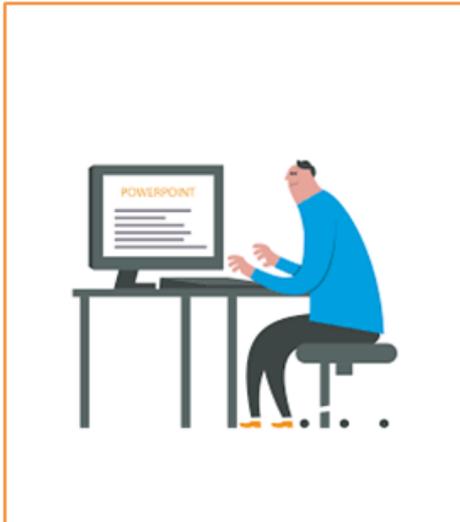
*Socio-constructivist pedagogy to construct the role of TUTOR*



VETmh TuTo+ Erasmus+ 2018/2021 - Desirant L., Lebas M-C., Piret A.

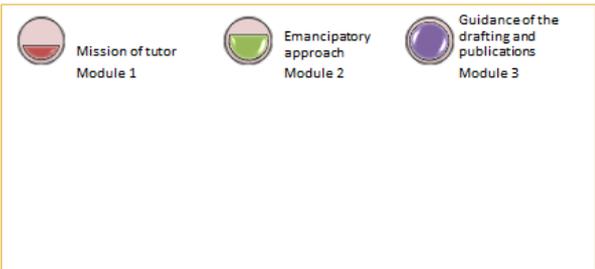
**Day 2**  
**Conceptualisation and milestones of accompaniment**

**13:30 to 16:00**  
*Presentation of main theoretical lines and concepts inherent to the profile and role of the TUTOR in the VETmh TuTo+ (Erasmus+) project 2018/2021*



VETmh TuTo+ Erasmus+ 2018/2021 - Desirant L., Lebas M-C., Piret A.

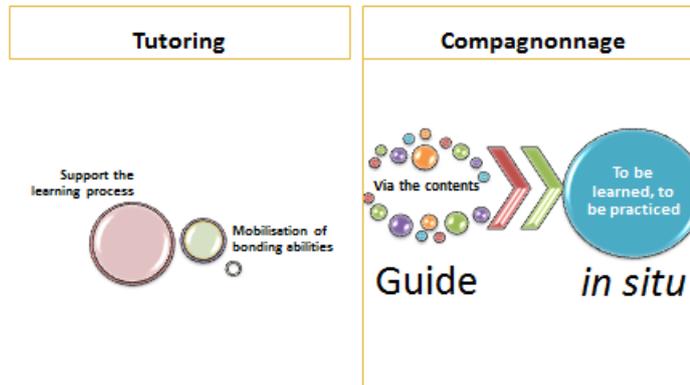
**Tutoring mission, stages over the 3 years of the project**



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## Tutoring mission: conceptualisations



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### Tutoring and Compagnonnage in the training of VET<sub>mh</sub> TuTo+ Erasmus+ trainees

(Menaut, 2013, pp. 30 and 31)

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

VETmh TuTo+ Erasmus+ 2018/2021 - Desirant L., Lebas M-C., Piret A.

### Tutoring and Compagnonnage in the training of VET<sub>mh</sub> TuTo+ Erasmus+ trainees

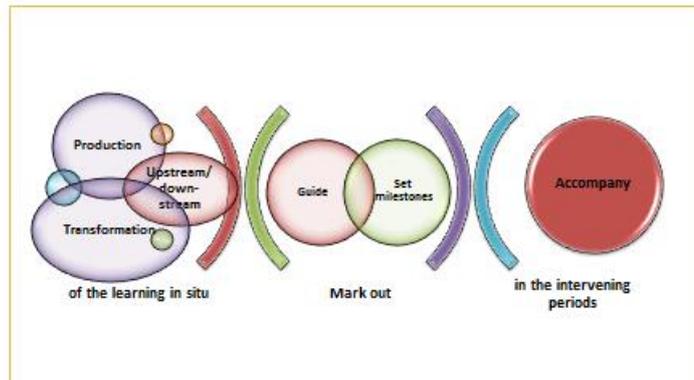
(Menaut, 2013, p. 30 and 31)

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

VETmh TuTo+ Erasmus+ 2018/2021 - Desirant L., Lebas M-C., Piret A.

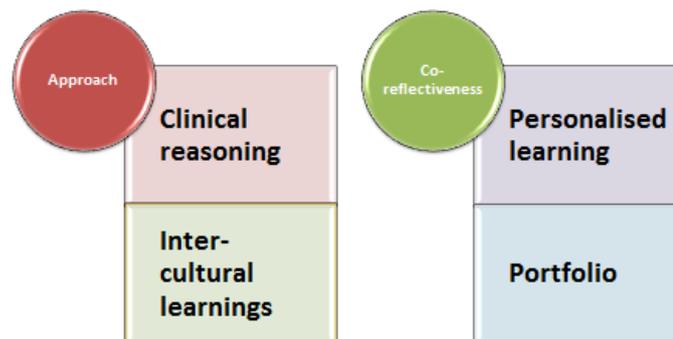


## Tutoring mission



VET<sub>MH</sub> TuTo+ Erasmus+ 2018/2021 - Desirant L., Lebas M-C., Piret A.

## Tutoring mission



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## Compagnonnage mission

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

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## Compagnonnage ...



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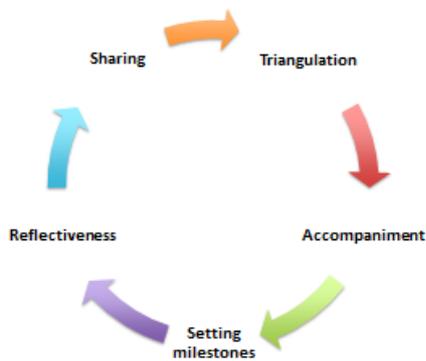
## Cognitive compagnonnage

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



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## How to prepare the tutoring mission?



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Bibliographical references in the Roadmaps 1

End of the 2nd day

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## PowerPoint Module I- Day 2



### Training of TUTORS in the VET<sub>mh</sub> TuTo+ (Erasmus+) project 2018/2021

#### Module 1 Day 3

VET<sub>mh</sub> TuTo+ Erasmus+ 2018/2021 - Desirant L., Lebas M-C., Piret A.

1

### Conceptualisation and milestones of accompaniment: 3-day programme

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

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#### Module 1 Day 3

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**Day 3**  
**Conceptualisation and milestones of accompaniment**

**09:00 to 12:30**

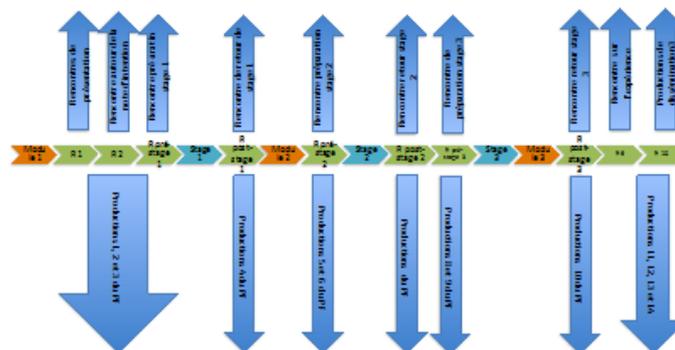
- Presentation of the connecting thread of the 3 periods of meetings 2018/2021
- Theoretical and informational presentation of the trainee's PORTFOLIO and the Tutor's ROADMAP
- Explanation of the creation of a community/network of TUTORS in the VETmh TuTo+ (Erasmus) project 2018/2021



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### Fil conducteur des 3 périodes de rencontres 2018/2021



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

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## Conceptualisation and milestones of accompaniment: the portfolio



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## Conceptualisation and milestones of accompaniment: the portfolio

### The portfolio as memory

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

### The portfolio as support for reflectiveness

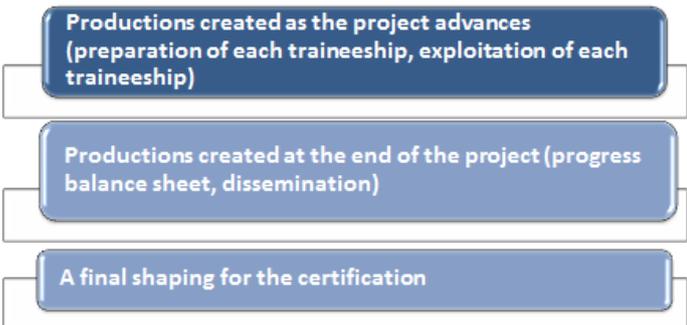
- The portfolio makes it possible to give shape to the journey of reflection and analysis, it allows one to visualise the questions posed, the relationships established, the hypotheses formulated

### The portfolio as occasion for interactions

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

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## Conceptualisation and milestones of accompaniment: the portfolio



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

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

- Recalls the deadlines

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- Clarifies the expectations

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- Mobilises the content to make the trainee progress**

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- Validates the content for certification

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

**Evaluation criteria**

- Conformity

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- Content

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- Activities

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- Analysis

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- Progress and dissemination

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- Clinical and scientific validity

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- Information management

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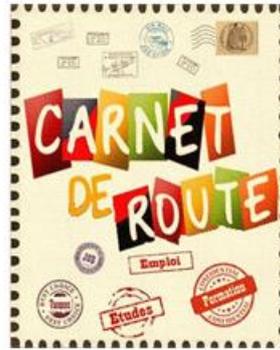
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**Conceptualisation and milestones of accompaniment: the portfolio**

Details of the productions, modalities, etc. in the handbook:  
 "Professional development portfolio, a tool for reflection, accompaniment and evaluation"

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

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## Avenues for accompanying trainees:

(Kolb, 1984)

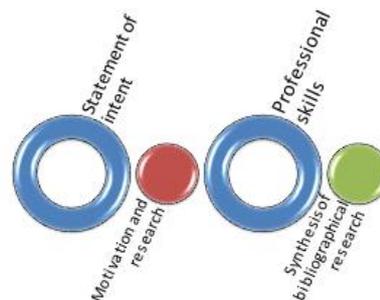
### Questions:

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

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### Questions: to deepen the initial problematic



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*Explanation of the creation of a community/network of TUTORS in the VET<sub>MH</sub> TuTo+ (Erasmus+) project 2018/2021*

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**Bibliographical references in Roadmap 1**

End of the 3rd day

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**End of the 1st module**

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