



VETmh TuTo+

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

Erasmus+ Strategic Partnership
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Guideline for the writing of the VETmh TuTo+ book



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1 Introduction

Dear partners, co-authors and friends,

As planned in the intellectual production phase of this project VET_{mh} TuTo+, we have set up an Editorial Committee to oversee the publication of the collaborative TuTo+ project, to include Jocelyn Deloyer, Marie-Clotilde Lebas, Christine Maes and Laurence Fond-Harmant.

Following our meeting in Namur on 23 October 2019, I am hereby putting forward a project presentation memorandum and an overview of the planned structure of the work and its co-authors.

I also include a detailed project schedule, commencing in December 2019 and culminating in publication in April 2021. As is the case for scientific articles, we have also set up an expert committee to review texts to which all will be submitted for approval and validation.

I suggest that you prepare your "martyrs" texts for the planned working group in 28 March 2020 at 9.00 to 12.00 in Athens (25,000 characters, i.e. a maximum of 8 pages per chapter; see Style Guide).

To do this, please prepare an abstract of about one page of your chapter that each co-author should present to the group in 15 minutes for a joint discussion. You will find enclosed, some instructions, we hope this will help you.

I would like to thank you for your cooperation and wish you all the best with your writing.

If you do have any queries, please don't hesitate to contact me.

Yours sincerely,

Laurence Fond-Harmant



2 Agenda workshop

On behalf on the VET_{mh} TuTo+ steering committee,

We are very pleased to invite you at the workshop dedicated to the writing of the book VET_{mh} TuTo+

Athens, Greece: The hotel Acropolis Hill Athens
7, Mousson Str.,GR 11742, Filopappou, Athens
www. acropolishill.gr

SATURDAY 28TH MARCH 2020

9:00

Presentation of the work project and organization of the productions - Laurence Fond-Harmant

10:00

Presentation of abstracts :

- Introductory chapter - Laurence Fond-Harmant (15 min)
- Recruitment of tutors - Jocelyn Deloyer (15 min)
- The toolbox - Cécile Thioux (15 min)
- Teaching steps – Marie-Clotilde Lebas (15 min)
- Satisfaction Survey – CCOMS (15 min)
- Networking – Gabriela Kelemen and Mihaela Gavriela (15 min)

Presentation of relevant issues and content :

- Testimonies of the Tutors (10 min)
- Testimonials from care facilities - Alexandra Pan, Javier Sempere and Claudio Fuenzalida (10 min)

11:50

Provisional planning question/answer

12:00

End of the workshop

For more information

- www.tuto.network
- jocelyn.deloyer@saintmartin.ofc.be For the VET_{mh} TuTo+ steering committee,
The lead partner,
Jocelyn Deloyer For the VET_{mh} TuTo+



3 The case for the collaborative TuTo+ work

In the wake of the success of the collaborative work published at the end of the first TuTo project (*Employment, Training and Research in Psychiatry and Mental Health: An Innovative Tutoring Project in Europe, 2017, Paris, Ed. L'Harmattan*), we wish to publish a second work with a view to following up on the research conducted into the issue of continuing education for professionals, by disseminating our reports, observations and solutions from the point of view of tutor training. The aim is to show how the TuTo+ programme suggests a response to the need for discussion and interaction between European professionals to ensure better training for the support of service users.

This work will put the TuTo+ programme in the context of current European issues regarding staff qualification in the psychiatry and mental health sectors. It will indicate how to promote mental health throughout Europe by involving service users, health professionals and the psychosocial sector alongside multidisciplinary teachers and researchers. Its aim is to show how scientific advances can impact on care for service users and professional training.

This 13-chapter work is intended to be a collaborative venture, bringing together expert contributions from the various project partners; it brings together studies, analyses and feedback taken from the 10 partner countries.

Co-run by the Luxembourgish partner and Belgian coordinator of the TuTo+ project, this book will be published by a professional publishing house in both French and English language editions. It is envisaged that this will be through Editions L'Harmattan, Paris.

This collaborative production process is planned to run until project end in June 2021. It will provide a platform through which experiences and comments from all project tutors and partners can be shared. It will give an in-depth explanation of what drew the partners to the area of tutoring, then expand on how networks of players were created. Finally, it will develop mentoring practice enrichment methods, drawing on the various models used within the project.

As with the previous production, this second collaborative work is aimed at a scientific and professional readership through university libraries, psychiatric educational establishments, social enterprises, etc.

The book will be available in English and French.



4 Provisional structure for the collaborative work, anticipated authors and co-authors

Foreword

About the authors

Preface by Johannes Thome

1. Interventional research in mental health and a reflexive approach to professional training, Laurence Fond-Harmant, Jocelyn Deloyer.
An introductory chapter on the major issues around professional qualification will be drafted to outline how our approach is consistent with interventional research and reflective teaching in public mental health.
2. Chapter on tutor recruitment, Jocelyn Deloyer and CNP Saint-Martin co-authors.
3. Introductory toolbox chapter
 - a. Cécile Thioux
 - b. Anne Piret
 - c. Marie-Clotilde Lebas

These three chapters will set out the teaching stages for the development of the tutor training framework and various implementations throughout the 3-year project.

4. "Satisfaction" survey for all parties that contributed to the project: implementation, results and discussion, Laurie Désirant and CCOMS.
5. Networking, Arad University, Romania.
6. Tutor feedback on tools, in the form of interviews.
7. Feedback from care facilities / Catalin Nache, Alexandra Pan, Javier Sempere, Claudio Fuenzalida, etc. in the form of interviews.

These two chapters will give both tutors and care facilities the opportunity to give their own feedback on their experiences: some testimonials from professional tutors trained under the project will illustrate implementation in European partner countries.

8. Project dissemination events : KEPSIPI, Arad University and CNP Saint-Martin
 - a. Mental health crisis and structure and training of tutors 27th March 2020
 - b. Good practice and professional skills Romania, 14th, 15th and 16th October 2020
 - c. Namur capitalisation 4th June 2021
9. Critical philosophical, economic, sociological, educational and historic discussion.

A critical review and discussion chapter will summarise lessons learned from the tutoring programme

Authors TBC.

Perspectives and recommendations for professional training. Jocelyn Deloyer, Benoit Folens, Laurence Fond-Harmant.



5 Style Guide

“Logiques Sociales” by Editions l’Harmattan Paris

- Each English or French chapter should not exceed 25,000 characters (including spaces). Circa 8 pages excluding appendices and bibliography.
- Each French or English chapter shall be headed with an introduction not exceeding 750 characters.
- Documents must be submitted in Word format. Other documents may be included as appendices (e.g. Excel tables, JPEG format documents, etc.).
- Footnotes shall be consecutively numbered and should, as far as possible, be kept to a strict minimum; they should be used to provide additional information, examples, etc. when their inclusion would otherwise render the main text unwieldy.
- Bibliographical references shall comply with the "Harvard" system (name of the author/s and year of publication in brackets).
- Bibliographical references at the end of each chapter shall be set out as follows:
 - for a *work*: Surname, first name, (date of publication), title of work, city, publisher. When there are several authors: Surname, first name, surname, first name [etc] & first name, surname.
 - for an *article* or a *chapter of a joint publication*: Surname, first name (date of publication), "title of article or chapter", in Surname, first name, of publication editor (ed.), title of work, city, publisher, pages.
 - for a *journal article*: Surname, first name (date of publication), "title of article", journal title, vol, no., pages.



6 Provisional schedule for the TuTo+ collaborative work

November 2019

Submission by Editorial Committee to authors and co-authors

1. Summary of publication project/proofreading, information for authors and co-author partners of the project.
2. Proposed Table of Contents.
3. Schedule.

1st March 2020

Submission by the authors to the Editorial Committee of the first version of the chapter to prepare for the working group on 28 March in Athens.

28th March 2020

Writing workshop in Athens.

Summary of anticipated chapter information and structures, etc.

1st October 2020

Submission of text by authors to Editorial Committee.

24th October 2020

Collaborative working group during COPIL in Arad.

November 2020

Submission of texts to Proofreading Committee.

15th December 2020

Return of texts by Proofreading Committee along with any amendments, suggestions for improvements, etc.

And submission to authors for correction and finalisation of chapter.



1st February 2021

Submission of final version of chapter by authors to the Editorial Committee.

1st March 2021

Finalisation and translation into English and French.

End March 2021

Submission of print order to publisher for printing.

May 2021

Promotion of the work to the specialist academic and professional press, attached list to be filled out by partner countries and others.

4th June 2021

Presentation of the work at CNP Saint-Martin in Namur for the final publicity event.



7 Basic instructions for writing the abstract I.M.R.a.D.

7.1 Introduction-Context

Present the scientific context if there is a purpose and objective of your chapter and the importance of the subject for mental health or for the professionals training. Explain why your chapter. Why is it important and what questions it will answer. If possible, place your chapter in a theoretical framework and justify your choice.

7.2 Methodology

Describe your chapter's structure or the conception of your work, framework, study participants if applicable, analysis and/or intervention techniques and results measures.

7.3 Results

Present the key quantitative and qualitative finding. While both negative and positive results may be interesting, report only your results that relate to your conclusion. This section should contain data. If applicable, indicate that the results are preliminary.

7.4 Dicussions-Conclusions

State only the conclusions are directly supported by data. Show the limitations of your work or approach. Relate the report with the objectives of the VET_{mh} TuTo+ programme and/or major public health recommendations in psychiatry and mental health.

Highlight the extent of the impact on the training of professionals or the interns, the users, the professional practices, etc. Describe how your approach, in the project, is innovative.





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Coordinator

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