

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

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

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



### **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><u>Tutor</u></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><u>Companions</u></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.

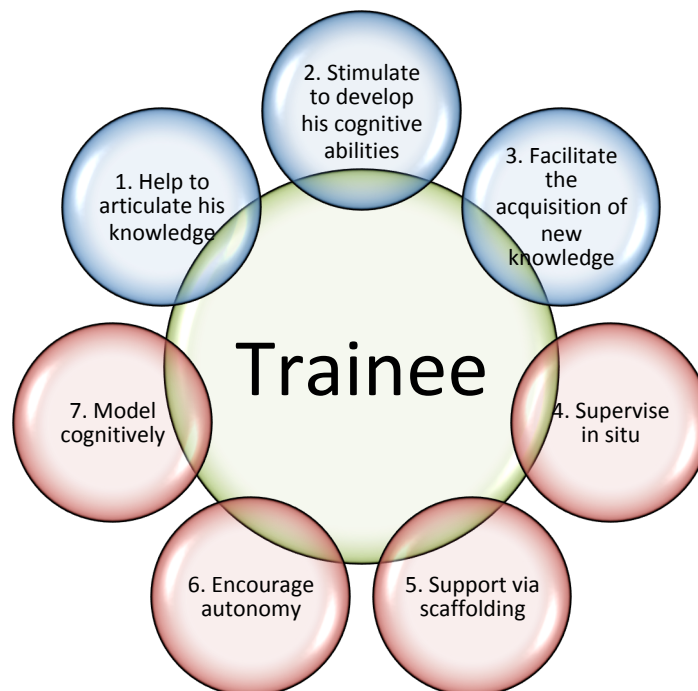
Through the various forms of activities and learning in the work units, the companions take over this work of fostering the development of cognitive processes worked on with the tutor and facilitate their



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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