



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

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Tutors' roadmap

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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.



1. 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.

2. 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:**



3. 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.

4. 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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