



PRO CARE

Professional Caregivers
Burnout Prevention Initiative

Trainer's Guide

Module 1: The Context of Mentoring for Caregivers

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Using the PROCARE Trainer's Guide

The PROCARE Trainer's Guide has been designed specifically to support and streamline the delivery of the Vocational Education Curriculum developed in the context of the PROCARE project. The Curriculum constitutes a 3-day course, a total of 18 hours of training.

Slide no. 1: Introduction



PROCARE Project

**Preventing and Managing Burnout in the
Field of Professional Caregiving**

procareproject.eu


Trainer's Notes:

Introduce yourself and dedicate some time to introduce learners to the PROCARE training course.

Describe the learning objectives of the course as well as Module #: The Mentoring Programme Model. The Module is about to learn beneficent about use three models/schemes in structuring a session conducted for LTC employees at risk of burnout.

Give learners the opportunity to introduce themselves and ask about their expectations.

Slide no. 2: About the PROCARE Project



PROCARE
Professional Caregivers
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Module #: <Module Title>

About the PROCARE Project

The PROCARE Project aims to train Managers of Long-term Care Institutions in becoming Mentors for their teams of Caregivers, supporting them in their efforts to prevent/manage Occupational Burnout.

Project Results:

- Comprehensive Training Course and
- A Policy Paper
- Tools for Supporting Caregivers in Mentoring



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Trainer's Notes:

The PROCARE Project is aimed at the training of Managers of Long-term Care Units, so they will be able to act as Mentors and support their Caregiving Staff in their efforts to prevent and manage Occupational Burnout.

Summarise the project briefly.

Slide no. 3: Module Aim, Learning Outcomes

Module 1: The Context of Mentoring for Caregivers

Module Aim

Module 1 aims to introduce learners to the concept and importance of providing Mentoring support to Caregivers in LTC Units, as a measure to prevent and manage Occupational Burnout.

Learning Outcomes

1. Understand the Concept of Mentoring for Caregivers
2. Understand the Profile of a Mentor
3. Understand the Definition of Occupational Burnout

Trainer's Notes:

Aim is to understand the main outcomes. Summarise briefly the roles of a mentor and a mentee, as well as the definition of burn-out itself. Emphasize the importance of mentoring in long-term care.

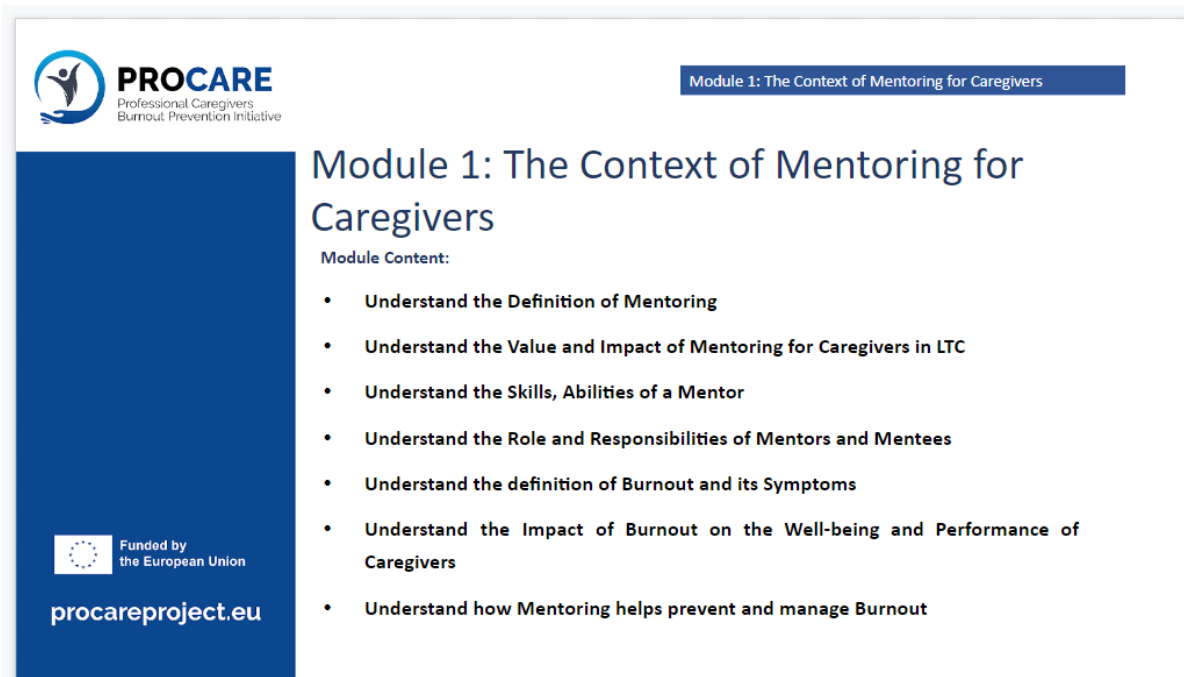
Module 1 aims to introduce learners to the concept and importance of providing Mentoring support to Caregivers in LTC Units, as a measure to prevent and manage Occupational Burnout.

Learning Outcomes

Through Module 1, learners will be able to:

1. Understand the Concept of Mentoring for Caregivers
2. Understand the Profile of a Mentor
3. Understand the Definition of Occupational Burnout

Slide no. 4: Module content:



The slide features a blue header with the PROCARE logo and name on the left, and a blue box on the right containing the text 'Module 1: The Context of Mentoring for Caregivers'. The main title 'Module 1: The Context of Mentoring for Caregivers' is centered in a large blue font. Below it, the text 'Module Content:' is followed by a bulleted list of eight items. On the left side of the slide, there is a blue vertical bar containing the European Union flag logo, the text 'Funded by the European Union', and the website 'procareproject.eu'.

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Module 1: The Context of Mentoring for Caregivers

Module 1: The Context of Mentoring for Caregivers

Module Content:

- Understand the Definition of Mentoring
- Understand the Value and Impact of Mentoring for Caregivers in LTC
- Understand the Skills, Abilities of a Mentor
- Understand the Role and Responsibilities of Mentors and Mentees
- Understand the definition of Burnout and its Symptoms
- Understand the Impact of Burnout on the Well-being and Performance of Caregivers
- Understand how Mentoring helps prevent and manage Burnout


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Trainer's Notes:

This is a short walkthrough. Summarise briefly what can be expected from the module.

Slide no.5: Definition of Mentoring



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Module 1: The Context of Mentoring for Caregivers

The Definition of Mentoring

The definition:

„The act or process of helping and giving advice to a younger or less experienced person, especially in a job or at school.“
(Cambridge Dictionary)

- Mentoring does not mean a micromanagement or a bullying!
- Mentoring should not only be described at the beginning (as an adaptation process for the new employee), but should be described as part of the job performance.
- A mentor should be an experienced staff member who is assigned to this activity and is rewarded and motivated to improve his/her own skills.
- Mentoring is a reciprocal learning relationship which a mentor and mentee agree to a partnership, where they work collaboratively toward the achievement of mutually-defined goals that will develop a mentee's skills, abilities, knowledge, and/or thinking.



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Trainer's Notes:

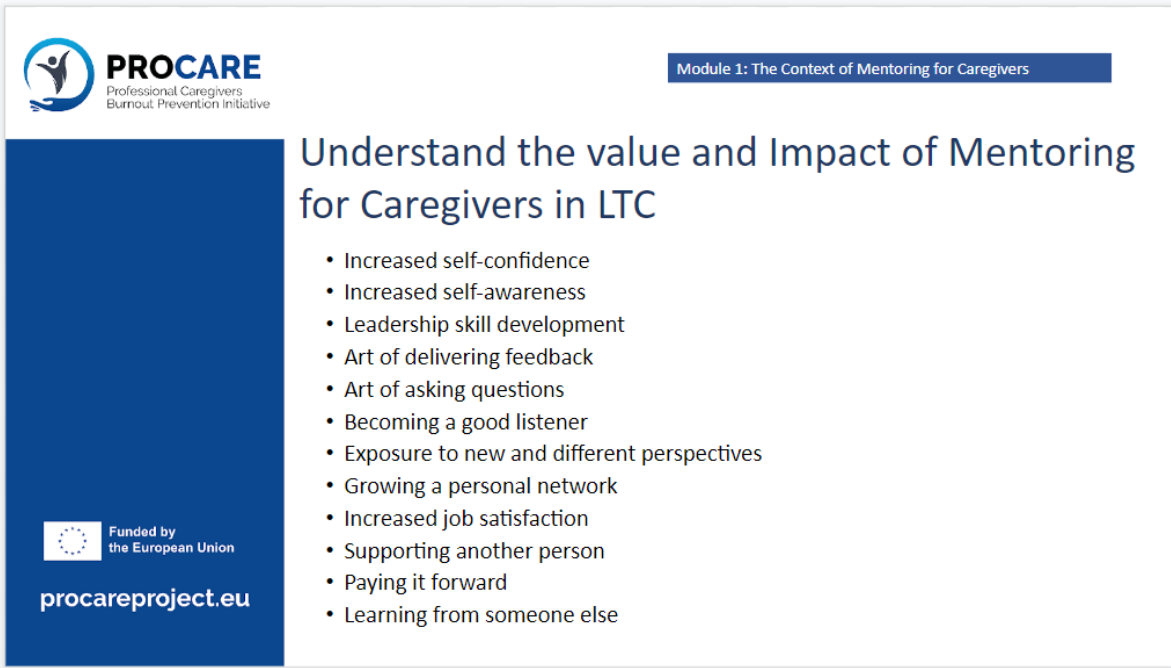
In defining the basic contours of mentoring, we must clearly define what mentoring is and what mentoring is not.

Mentoring is a continuous relationship of mutual trust between mentor and mentee, designed to effectively build the professional skills of a less experienced person.

Mentoring includes:

- Support from the mentor on an individual basis (sometimes in groups) to develop the mentee's professional skills, expertise and knowledge over the long term.
- Supporting and guiding mentees to develop in an area of interest in which they can naturally excel, but also where they need someone's help and support to succeed.
- Broadening horizons, professional and communication skills for the mentor's chosen area of strength.

Slide no.: 6 Understanding the Value and Impact of Mentoring for Caregivers




The slide features the PROCARE logo and name in the top left corner. A blue header bar on the right contains the text "Module 1: The Context of Mentoring for Caregivers". The main title, "Understand the value and Impact of Mentoring for Caregivers in LTC", is centered. Below the title is a bulleted list of 12 points. On the left side, there is a blue vertical bar containing the European Union flag logo, the text "Funded by the European Union", and the website "procareproject.eu".

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Module 1: The Context of Mentoring for Caregivers

Understand the value and Impact of Mentoring for Caregivers in LTC

- Increased self-confidence
- Increased self-awareness
- Leadership skill development
- Art of delivering feedback
- Art of asking questions
- Becoming a good listener
- Exposure to new and different perspectives
- Growing a personal network
- Increased job satisfaction
- Supporting another person
- Paying it forward
- Learning from someone else

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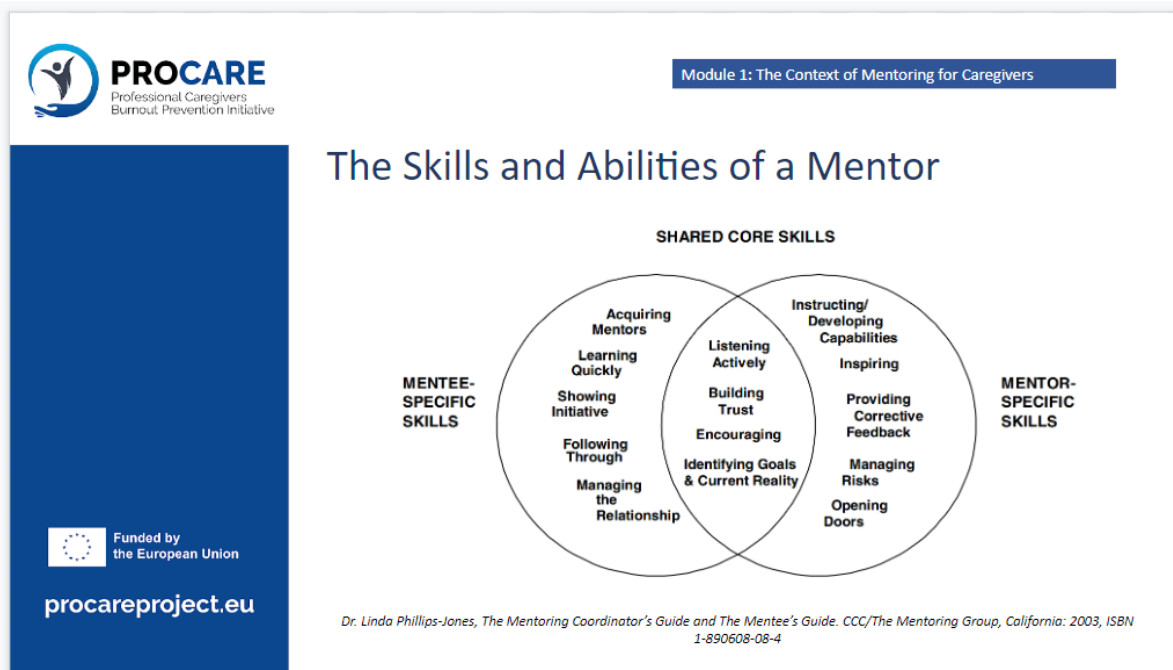
Trainer's Notes:

Continuing education of carers is the main theme of this methodology. This training should be systematic and run as an ongoing cycle:

- identifying training needs planning training implementing training
- evaluation of training results identification of training needs

Read slowly the bullet points. Explain, if there is anything unclear.

Slide no.: 7 The Skills and Abilities of a Mentor



Trainer's Notes:

The diagram shows the key shared core skills. You should describe shortly the diagram and core skills.

If a trainee is approached to be a mentor, or would like to offer to be someone's mentor, reflect on these questions prior to committing to the relationship:

- What experiences and learning can I bring to the mentoring relationship?
- What are my own expectations for the relationship?
- Are there any obstacles that could impede the relationship's development?

Discuss it.

Slide no.: 8 The Skills and Abilities of a Mentor**PROCARE**
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The Skills and Abilities of a Mentor

- Empathy
- Active listening
- Organization
- Relationship-building
- Leadership
- Observation
- Creativity
- Ability to provide constructive feedback
- Conflict management
- Problem-solving
- Self-management
- Communication

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Trainer's Notes:

Mentoring relationships can occur at all professional levels. The key feature of a mentoring relationship is that a more experienced individual helps another achieve his or her goals and develop as a person. The mentor may help the protégé (the person being mentored) develop specific job skills or leadership capacities.


We consider the mentioned areas to be absolutely crucial for a successful mentoring process in long-term care and for the satisfaction of both mentors and mentees. Go slowly through the skills and clear, if necessary.

Slide no.: 9 Understand the Role and Responsibilities of Mentors and Mentees



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Understand the Role and Responsibilities of Mentors and Mentees

MENTOR


- Coach:** Mentors will provide constant feedback, share advice, and give insights into their specific industry. Often times, mentors will share personal anecdotes like, “I wish I knew this...”
- Devil’s advocate:** Mentors will challenge the mentor when it comes to making major decisions. That means playing the opposite side and providing new angles to a decision.
- Support System:** Mentors are huge fans of the mentees. They celebrate the big and small wins, show support when mentees face setbacks, and consistently provide words of encouragement.
- Resource:** Mentors have countless resources from tools to people to jobs. When mentors and mentees build a strong rapport, the mentor is inclined to provide the necessary tools, introduce their network, and create new professional connections.

Trainer’s Notes:

Mentorship is important because it helps people realise their potential. This allows them to reach their goals more quickly than they would on their own. This is because it’s easier to tap into your potential with the support and guidance of an experienced mentor.


Go slowly through the bullet points and discuss it.

Slide no.: 10 Understand the Role and Responsibilities of Mentors and Mentees



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Understand the Role and Responsibilities of Mentors and Mentees

MENTEE

- As for the role of the mentee, it's simple too: To learn and absorb as much information as they can from the mentor. While the role of the mentee is less varied, they still play an integral role in the relationship.
- Planner:** A mentee takes the initiative to schedule meetings, provide agenda, and create action plans for their short and long-term goals. Essentially, a mentee's primary responsibility is to show proactiveness.
- Investigator:** A mentee keeps a flow of communication. That means asks probing and open-ended questions, follows up frequently, and consistently communicates updates to their mentor.
- Student:** All and all, a mentee takes on the student role. They act as a sponge and soak in the knowledge from their mentor, continue their learning even outside of their mentee-mentor relationship, and they find opportunities to learn even in moments of challenges.

Trainer's Notes:

Go slowly through the points and explain, if necessary.

Slide no.: 11 Understand the Role and Responsibilities of Mentors and Mentee




Trainer's Notes:

Mentors may help mentees define their career path through goal-setting. Together, they set out an action plan so that they can achieve their goals within a specific time frame.

Since a mentor's role is to support their mentee's growth and development, it's essential for them to provide constructive feedback. The mentor has experience that the mentee lacks and can use that experience to guide their mentee to their desired destination.

A good mentor knows when to use coaching techniques and when to intervene with advice. A coach encourages their mentees to look for their own solutions. But a mentor will also give career advice to their mentee based on their own career.

Slide no.: 12 The definition of Burnout and its Symptoms



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The definition of Burnout and its Symptoms

According to WHO, 2022:

Burn-out is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions:

- feelings of energy depletion or exhaustion;
- increased mental distance from one's job, or feelings of negativism or cynicism related to one's job;
- reduced professional efficacy.



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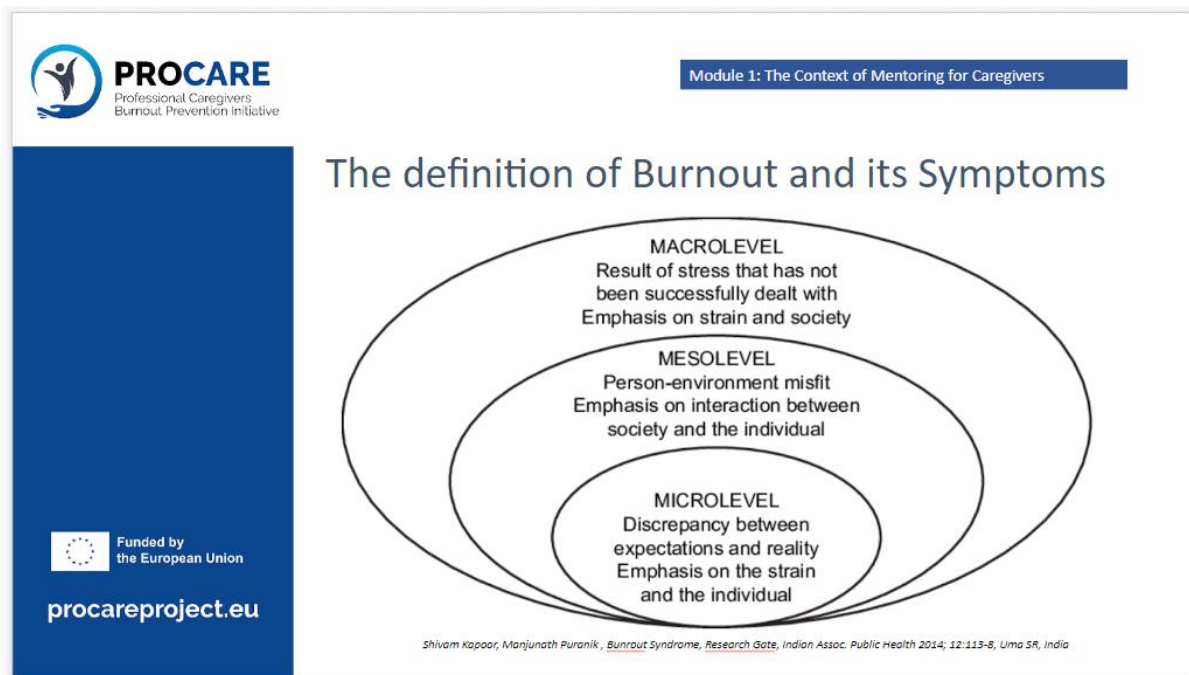
Trainer's Notes:

Burnout is a syndrome conceptualised as resulting from chronic workplace stress that has not been successfully managed. It is characterised by three dimensions:

- feelings of energy depletion or exhaustion;
- increased mental distance from one's job, or feelings of negativism or cynicism related to one's job;
- reduced professional efficacy.

Burnout is a synonym for the loss of balance that has disappeared from our lives in the name of what we still have to do. If this applies to you, set aside your responsibilities for a moment and make yourself a priority. Burnout syndrome, also known as burnout syndrome, is a condition that is insidious in its slow onset, much like chronic stress.

Slide no.: 13 The definition of Burnout and its Symptoms




Trainer's Notes:

As is well evident, burn-out syndrome is an extremely complex problem that starts subtly but progressively affects all aspects of life.

Describe the elements of this diagram by Dr. Shivam Kapoor.

Slide no.: 14 The Impact of Burnout on the Well-being and Performance of Caregivers




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The Impact of Burnout on the Well-being and Performance of Caregivers

„Burnout syndrome is particularly prevalent among healthcare professionals (HCPs), who chose their professions to care for and support people in society and may sacrifice their wellbeing to do so. The medical profession is intellectually demanding and involves complex decision making, especially when dealing with challenging patients, and there is an emotional element to almost everything undertaken. In addition, HCPs often have to perform their roles with inadequate personal and organisational resources, such as skills, training, equipment, technologies, and staff, further increasing the risk of burnout.“

Dr. Vasumathy Sivarajasingam, GP, West London



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Trainer's Notes:

Burnout syndrome typically has four phases:


- **Light dissatisfaction** - we are not yet fully aware that something is wrong, but we are slightly irritated when we are overworked.
- **Unconscious overlooking of the problem** - thoughts and emotions become increasingly unpleasant, dissatisfaction may also manifest itself by transferring the bad mood to those around us. We unconsciously resist the symptoms.
- **Conscious numbing** - symptoms of burnout such as exhaustion, stress and anxiety begin to appear. We consciously try to numb these unpleasant states, but this does not solve the problem.
- **Trauma** - burnout syndrome becomes chronic, panic attacks, complete physical and mental exhaustion may occur.

Slide no.: 15 The Impact of Burnout on the Well-being and Performance of Caregivers




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The Impact of Burnout on the Well-being and Performance of Caregivers


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Health Workers Burnout, U.S. Department of Health and Human Services, Washington DC, 2021

Trainer's Notes:

While caring for a loved one can be very rewarding, it also involves many stressors. And since caregiving is often a long-term challenge, the emotional impact can snowball over time. You may face years or even decades of caregiving responsibilities.

Use this case study:

"Mrs. Zuzana began to care for her sick mother, whose health deteriorated after the death of her husband. Her mother was dependent on the care of another person, had difficulty walking, needed help with self-care, and had memory problems. Susan always wanted to take care of her parents so she could return the care and love they gave her when she was a child. She decided fairly quickly to move her mother into the family home and stay with her. Together with her daughter, Susan arranged for the care allowance and all the related requirements, arranged for her mother's rehabilitation and all the aids she needed.


Initially the care was uneventful, but more and more health problems started to come up for mum, who eventually became uninsured, fully dependent on care. She needed to be cared for for 24 hours. Although she took turns in caring for her with her daughters and husband, it was still increasingly strenuous. At night mom couldn't sleep, so she would call out her daughter or son-in-law's name, and during the day she slept. Zuzana began to feel tired, became more irritable, her own health deteriorated, she suffered from lack of appetite, was often tearful, often solved even minor problems

by arguing, and often had headaches. She no longer enjoyed caring for Zuzana, she was left with nothing but duty. However, she did not want to admit her problems and continued to care for her mother; she was not aware of her difficulties, but the people around her could already see it. The family wanted to offer her help, to arrange a carer or respite stay for the old lady, but Susan did not want to. She felt a sense of her own failure, that she "just" could not leave her mother at the end of her life, that she could not stop caring for her. She did not want to perceive that she was doing all this at the expense of her health, her psyche and her good relationships with her loved ones. A daily stereotype set in, unchanging for several months.

After 8 months, Susan's mother died. Mrs. Zuzana felt completely exhausted, at this point all the symptoms to which she had not attached any importance during her care for her mother became fully manifested. Her health deteriorated significantly - her diabetes worsened, her blood pressure increased, and she became severely depressed. It took almost a year for Zuzana to come to terms with everything, return to work and resume her family and hobbies."

Discuss the case.

Slide no.: 16 How Mentoring Helps Prevent and Manage Burnout




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How Mentoring Helps Prevent and Manage Burnout

- The opportunity to seek advice from a more experienced colleague
- a sense of security of "working background"
- The opportunity to share feeling of uncertainty
- Space to name how he or she perceives the legal situation
- Opportunity for a personalised approach to the grandparent that strengthens the relationship
- Acceptance of personal problems and opportunities that can significantly impair job performance
- Finding a way to name and work with the situation



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Health Workers Burnout, U.S. Department of Health and Human Services, Washington DC, 2021

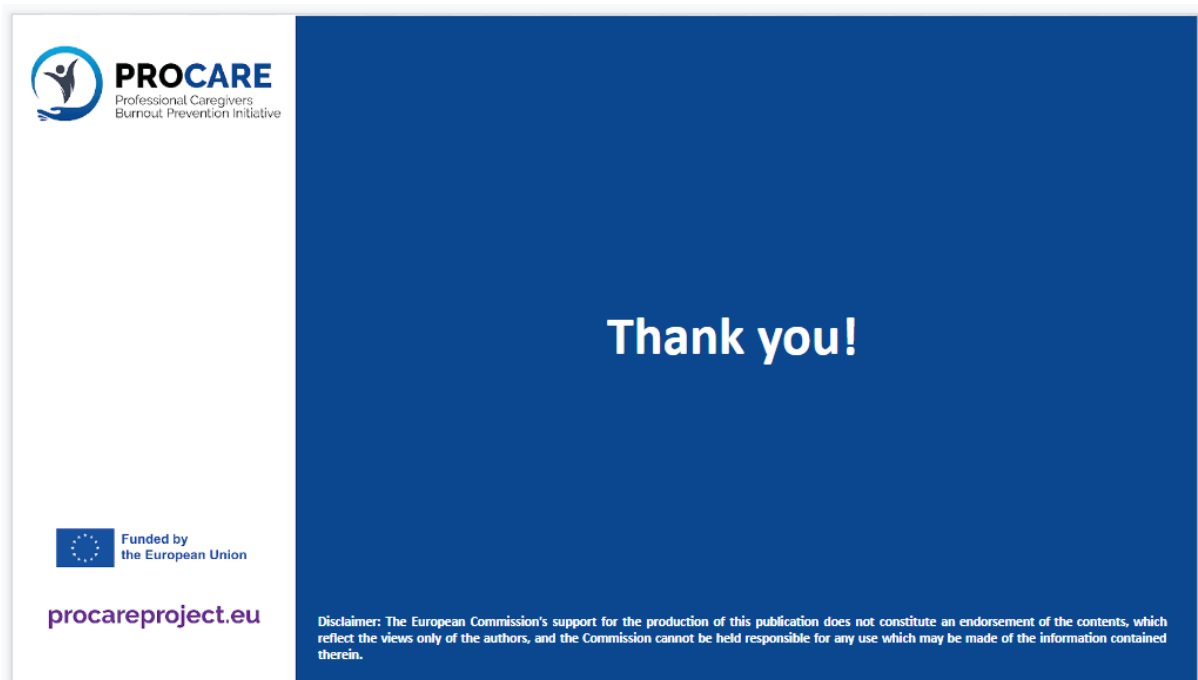
Trainer's Notes:

What about prevention? The prevention of burnout syndrome, as we stated, definitely includes learning to notice yourself, your thoughts, feelings and having a kind of "inner dialogue" with yourself.

Listening to yourself, trying to understand your emotions.


Finally, what to do with burnout syndrome? If burnout is not addressed in time, it can lead not only to depression and anxiety, but also to a complete loss of self-confidence and addiction to drugs or alcohol. Therefore, at the beginning it is necessary to admit that something is wrong and contact a professional (psychologist or psychiatrist). **No shame to do so - it's all about your own health!**

Slide no.: 17 Thank you!



The slide features a large blue background with the text "Thank you!" in white. On the left side, there is a white vertical bar containing the PROCARE logo, the text "PROCARE Professional Caregivers Burnout Prevention Initiative", the European Union flag with the text "Funded by the European Union", the website "procareproject.eu", and a disclaimer.

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Trainer's Notes:

You can say a nice and supportive goodbye in your own words at the end.