PROCARE Mentor's Training Curriculum

A. PROCARE Curriculum Description

Project Result 2 PROCARE Mentor's Training Curriculum, aims to train VET Educators on:

- Delivering the PROCARE VET Curriculum and corresponding Training Material to educate and prepare LTC Managers as mentors.
- Using the PROCARE Mentoring Methodology in theory and practice (training)
- Using the PROCARE Digital Toolkit and deliver it as part of the Methodology in theory and practice

The PROCARE Training Curriculum supports:

1. A blended learning environment for flexible course delivery

2. A digital version that will be delivered over distance

3. Physical training seminars

The PROCARE Curriculum for Mentors and VET Educators is designed in a way to tend to the specific learning needs of LTC Managers, in order to equip them with the necessary knowledge, skills and competences that will allow them to act as Mentors for their Caregivers and support them in their efforts to prevent/manage Occupational Burnout.

B. Training Mentors: Required Skills and Competences

B.1. Active Listening

Skills related to Active Listening:

- Self-reflection

- Recognizing personal bias

- Questioning

- Observation

- Body Language Management

B.2. Provision of Feedback

Skills related to Provision of Feedback:

- Gathering/Documenting Evidence

- Analysis of Performance

- Communication/Transfer of Knowledge

B.3. Empathy

Skills related to Empathy

- Self-reflection
- Self-awareness
- Mentee Needs Analysis
- Observation
- Establishing boundaries
- Communication/Transfer of Knowledge
- Fostering trust
- Leadership

B.4. Decision Making

Competences related to Decision Making:

- Implementing strategies to identify strengths and weaknesses

- Implementing strategies for setting professional and personal goals

- Implementing Tools for the creation of Action Plans

- Identifying Resources required to support the development needs of Caregivers

- Establishing and Implementing Plans for Securing Resources required to support Caregivers

- Mentee Needs Analysis

- Establishing boundaries

- Communication/Transfer of Knowledge

- Leadership

B.5. Staff Management

Skills related to Staff Management:

- Understanding of the Definition, Symptoms and Implications of Occupational Burnout

- Designing and Implementing strategies to identify/prevent/manage issues

- Implementing Tools for the creation of Action Plans

- Mentee Needs Analysis

- Establishing boundaries

- Communication/Transfer of Knowledge

- Leadership

C. LTC Management Knowledge Areas: Details

Knowledge Area 1: The Context of Mentoring for Caregivers

LTC Managers need to know about:

- The Definition of Mentoring and its value in terms of preventing/managing Burnout in Long-term Care Units

- General Symptoms of Occupational Burnout in Caregivers

- General Information around Mental Health in the Workplace

- The impact and value of maintaining the mental health of employees, and specifically Caregivers in a Long-term Care Unit

- The impact and value of Mentoring in terms of benefiting Service Users

Knowledge Area 2: Mentoring Programme and Mentoring Session Design

In order to support their teams of Caregivers in their efforts to prevent and manage Occupationla Burnout, LTC Managers need to acquire the necessary skills and knowledge as well as acquire Tools that will allow them to design and implement effective Mentoring Programmes. Specifically, LTC Managers need to:

- Gain knowledge on the Principles of an Effective Mentoring Programme

- Gain knowledge on the Principles of Effective Mentoring Sessions

- Gain knowledge on the Best Practices in the context of Mentoring Programmes and Sessions

- Gain knowledge and skills for the establishment of a safe Mentoring Environment

- Design and Establish internal Support Mechanisms, aimed at the long-term support of Caregivers

- Mentoring in Groups and/or One-to-One; Specifics, Practices

- Learn how to transfer knowledge to Colleagues and Subordinates, aimed at the consistent and long-term mutual support

- Manage their Resources effectively

- Set Mentoring and Professional Targets

- Learn how to use related Tools

Knowledge Area 3: Ethics, Confidentiality and Trust Building

The foundation for any successful Mentoring relationship is trust. In order to be in a position to establish and maintain Ethical Mentoring relationships with their Caregivers, LTC Managers need to develop the following knowledge, skills and competences:

- Knowledge on the Ethical Aspects of Mentoring and Confidentiality Principles
- Communication
- Active Listening
- Empathy
- Problem Solving
- Establishing Clear Objectives
- Adaptability
- Teamwork
- Creativity
- Leadership
- Using related Tools for Monitoring Progress

Knowledge Area 4: Mentoring Activities and Tool Uses

Managers of Long-term Care Units need to be in a position to effectively use a set of 4 Tools, that will help them document, monitor and evaluate Mentoring Programmes and Mentoring Relationships. Specifically, the 4 Tools are the following:

- Personal Goals, Aspirations and Needs Identification Tool (self-assessment/reflection).
- The 'Mentoring Relationship Contract' tool, for establishing the parameters of the mentoring relationship - terms, boundaries, liberties.
- 'Mentee's Diary' Tool – for use by mentees to record their thoughts, issues, feelings before and after mentoring sessions.
- 'Mentor's Diary' Tool – to be used by mentors to record key points and details regarding their mentees before and after mentoring sessions.

Knowledge Area 5: Strategies for Overcoming Mentoring Barriers and Best Practices in Mentoring

This knowledge area will cover the foreseeable challenges that Mentors and Mentees may have to face throughout the mentoring relationship and provide Strategies and Best Practices to overcome them. The module is aimed at educating LTC Managers in:

- Ensuring effective participation of mentees in Mentoring Programmes
- Overcoming cultural and language barriers
- Ensuring equal distribution of resources amongst Caregivers
- Describing Mentoring Obligations, Expectations and Behavior Standards of Mentors and Mentees

Knowledge Area 6: Mentoring Review and Assessment

To be in a position to review Mentoring Programmes, Mentee Progress and the Mentoring Relationship in general in order to support Caregivers, LTC Managers need to acquire the necessary skills that will enable them to:

- Establish Mentoring Key Performance Indicators (KPIs)
- Monitoring Mentoring KPIs
- Evaluating and Establishing Mentoring Review Session Intervals
- Use of related Tools with the aim to continuously monitor and evaluate Mentoring Programmes
- Use of the related Tools with the aim to evaluate the well-being and progress of mentees and to assist them in evaluating/re-evaluating and achieving Goals
- Implement relevant Best Practices

D. PROCARE VET Course Training Material: Details

The PROCARE Training Material has been developed in such a way, as to allow for blended, physical or digital delivery depending on the circumstances. The Training Course consists of a total of 6 Modules, covering the 6 Identified Knowledge Areas that were identified in the Learning Needs Analysis:

- **Module 1: The Context of Mentoring for Caregivers**
- **Module 2: Mentoring Programme and Mentoring Session Design**
- **Module 3: Ethics, Confidentiality and Trust Building**
- **Module 4: The PROCARE Toolkit, Mentoring Activities and Exercises**
- **Module 5: Strategies for Overcoming Mentoring Barriers and Best Practices**
- **Module 6: Mentoring Review and Assessment**

Each PROCARE Training Module includes a corresponding PowerPoint Presentation and Trainer Guide. Specifically:

- **The PROCARE Modules** are documents of text, with images and references.
- **The PROCARE Module PowerPoint Presentations (or Slide Decks)** contain images and text designed to introduce a learners to the key learning points of their corresponding Modules during Training Sessions.
- **The PROCARE Module Trainer Guides** act as Guides for Trainers and they contain the 'narrative' of presenting each Module. Furthermore, the Trainer Guides include examples of exercises and group activities, questions that should be asked during the trainings as well as different sources for further reading.
- **The PROCARE Training Assessment Tools:**
    i. **Learner Assessment Tool:** The PROCARE VET Course Ouucome is evaluated with a Self-Assessment Tool, which will enable learners to evaluate their own training needs in order to be in a position to prioritise the areas they need to focus on, based on their understanding of the topics covered by each module.
    ii. **Training Session Assessment Tool**: This tool gives Trainees the opportunity to evaluate their experience of participation in PROCARE Trainings.

Tables: PROCARE Module Descriptions

Module 1: The Context of Mentoring for Caregivers

Module 1 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.		Guided Learning Duration: 3 hours
Learning Outcome		**Assessment Criteria**	**Content**
1	Understand the Concept of Mentoring for Caregivers	1.1 Understand the Definition of Mentoring	• Presentation and Elaboration on the Concept and Definition of Mentoring
		1.2 Understand the Value and Impact of Mentoring for Caregivers in LTC	• Specifics on the Value and Impact of Mentoring on Caregivers who work in Long-term Care
2	Understand the Profile of a Mentor	2.1 Understand the Skills, Abilities of a Mentor	• Description of the Skills and Abilities of a Mentor
		2.2 Understand the Role and Responsibilities of Mentors and Mentees	• Description of the Role and Responsibilities of Mentors
			• Description of the Role and Responsibilities of Mentees
3	Understand the Definition of Occupational Burnout and	3.1 Understand the definition of Burnout and its Symptoms	• Presentation and Description of Occupational Burnout
		3.2 Understand the Impact of Burnout on the Well-being and Performance of Caregivers	• Elaboration on the Symptoms and Impact of Burnout on Caregivers
		3.3 Understand how Mentoring helps prevent and manage Burnout	• Description of Mentoring in the context of Burnout Prevention and Management

Module 2: Mentoring Programme and Mentoring Session Design

Module 2 Aim	Module 2 aims to educate Learners on the Process and Practices of designing and implementing Mentoring Programmes, narrowed down to the specifics of Mentoring Sessions	Guided Learning Duration: 3 hours
Learning Outcome	**Assessment Criteria**	**Content**
1 Understand the specific context of Mentoring Programmes and Sessions.	**1.1** Gain Knowledge on the Principles of Effective Mentoring Programmes and Sessions	• Presentation and elaboration on the Principles of Effective Mentoring • Guidelines on how to describe Mentoring objectives and encouraging Caregivers to participate in Mentoring Programmes • Resource Management and Allocation in Mentoring Programmes • Use of related Tools (contract tool) • One-to-One and Group Relationship Dynamics • Setting Mentoring and Professional Targets
	1.2 Transfer knowledge to Colleagues and Subordinates	
2 Creating a Positive and Effective Mentoring Environment	**2.1** Gain Knowledge and skills for the establishments of a safe Mentoring Environment	
3 Mentoring One-to-One and Mentoring in Groups	**3.4** Gain competences in Resource Management	
	3.5 One-to-One and Group Mentoring Session Management	
	3.6 Gain competences in Setting and Evaluating Targets	
	3.7 Understand how to Monitor Mentoring Progress and use relevant Tools	

Module 3: Ethics, Confidentiality and Trust Building

Module 3 Aim			Module 3 aims to help learners develop certain soft skills that will help them establish a safe, ethical and confidential mentoring relationship and environment.	Guided Learning Duration: 3 hours
Learning Outcome			**Assessment Criteria**	**Content**
1	Development of Communication and Empathy-related Soft Skills	1.1	Development of Communication, Adaptability, Teamwork Skills	● **Description and Elaboration on the Principles of Confidentiality** ● **Case Studies** ● **Trust Building Techniques** ● **The importance of Leadership and Teamwork** ● **Principles of Ethical Mentoring Relationships** ● **Incorporation of relevant tools** ● **Best Practices of Ethical Mentoring**
		1.2	Development of Active Listening and Empathy Skills	
		1.3	Development of Teamwork and Leadership, Problem-solving and Creativity Skills	
2	Knowledge about the Ethical Aspects of Mentoring	2.1	Competence in Describing and Establishing an Ethical Mentoring Relationship	
		2.2	Competence in utilising relevant Tools	
		2.3	Knowledge of Best Practices and their implementation	

Module 4: The PROCARE Toolkit, Mentoring Activities and Exercises

Module 4 Aim	Module 4 aims to educate Learners in Mentoring Practices by providing them with examples of Activities that can be used in Mentoring, as well as different Tools that can assist them and their mentees.	Guided Learning Duration: 3 hours
Learning Outcome	**Assessment Criteria**	**Content**
1 **Development of Competence in Use of Mentoring Tools**	1.1 **Knowledge of different Mentoring Activities and their applications**	● **Examples and description of Mentoring Activities** ● **Guidelines on how to use the Self-Monitoring Tool** ● **Guidelines on how to use the Mentoring Relationship Contract Tool** ● **Guidelines on how to use the Mentee's Diary Tool and how to teach mentees how to use it** ● **Guidelines on how to use the Mentor's Diary Tool**
	1.2 **Competence in using the Self-Monitoring Tool**	
	1.3 **Competence in using the Mentoring Relationship Contract Tool**	
	1.4 **Competence in using and Transferring Knowledge to Mentees on how to use the Mentee's Diary Tool**	
	1.5 **Competence in using the Mentor's Diary Tool**	

Module 5: Strategies for Overcoming Mentoring Barriers and Best Practices in Mentoring

Module 5 Aim		Module 5 aims to prepare Mentors to face potential challenges they or their mentees may face during their mentoring relationships	Guided Learning Duration: 3 hours
Learning Outcome		Assessment Criteria	Content
1	Comprehension of Potential Challenges and preparation to assess and overcome them	1.1 Competence in identifying potential barriers and handling risks	• **Principles of Ensuring Active Participation in Mentoring Programmes** • **Potential language barriers** • **Potential Cultural barriers** • **Strategies to overcome barriers** • **Case Studies** • **Best Practices** • **Description of Obligations of Mentors and Mentees** • **Description of expectations** • **Description of behaviour standards, establishment and maintenance**
		1.2 Knowledge of Best Practices and Stategies	
		1.3 Competence in describing obligations and expectations in Mentoring	
		1.4 Understanding of Behaviour Standards	
		1.5 Competence in the Use of related tools	

Module 6: Mentoring Review and Assessment

Module 6 Aim			Module 6 aims to educate learners on carrying out reviews and assessments of mentoring programmes and relationships, and monitoring performance of mentees.	Guided Learning Hours: 3 hours
Learning Outcome			**Assessment Criteria**	**Content**
1	Comprehension of the importance of a multidimensional evaluation process	1.1	Competence in Establishing Mentoring Relationship KPIs	● **Description and Elaboration on Mentoring Key Performance Indicators; What to Look out for..** ● **Description and Breakdown of Mentoring Programme and Relationships Processes** ● **The importance of Mentoring Review and Assessment Timing** ● **Effective use of Tools in the context of Review and Assessment** ● **KPI Monitoring** ● **Evaluating and Re-evaluating Targets and Achievements, Progress..**
		1.2	Understanding of Mentoring Relationship and Programme Processes and Outcomes	
		1.3	Comprehension of how to carry out Effective Evaluation of the Mentoring Relationship	
		1.4	Comprehension of Mentoring Review and Assessment Timing	
		1.5	Competence in Monitoring Mentoring KPIs	
2	Gain competence on the Use of Related Tools	2.1	Competence on using Tools in the context of Review and Assessment	

E. PROCARE VET Training Course Specification

E.1. VET Course Objectives

- To train VET Educators and consequently Long-term Care Unit Management on becoming Mentors for Caregivers, how to safely establish Mentoring Programmes and evaluate them, as well as to effectively support Caregivers in the long-term against Occupational Burnout. More specifically:

  i. Apply the PROCARE Mentoring Methodology
  ii. Evaluate, establish and maintain a Safe Mentoring Environment
  iii. Professionally support and develop Caregivers, while safeguarding them against Occupational Burnout.

- To include training components that will support Blended, Physical and fully Digital Delivery Methods.

- To utilise the LEAP platform; an e-learning and e-portfolio platform developed in another Erasmus+ project.

E.2. Course Target Groups/Trainee Profile

The target groups of the PROCARE VET Training Course are:

- VET Providers who are involved in education of Managers of Long-term Care Units
- LTC Management, responsible for implementing the PROCARE Mentoring Methodology

More specifically, the PROCARE VET Course for Mentors will be useful to learners who:

- Are interested in learning more about Occupational Burnout Prevention among Caregivers, through the implementation of an Innovative and narrowly targeted Mentoring Methodology
- Are engaged in the education and professional development of Long-term Care Management
- Are interested in enhancing the quality of life of professional Caregivers in Long-term Care, and subsequently the quality of life of LTC service users.

E.3. Course Duration and Structure

The PROCARE VET Training Course will have a duration of 3 full working days, a total of 24 hours.

The PROCARE VET Course Content and Materials will be designed in a specific way, in order to allow for Blended, Physical of fully Digital delivery.

Indication of a PROCARE Training Seminar (in a Blended, Physical or Digital Format)		
Training Seminar Day 1	**09:00 – 12:00**	**Module 1**
	13:00 – 16:00	**Module 2**
	Ending the day/Discussion	
Training Seminar Day 2	**09:00 – 12:00**	**Module 3**
	13:00 – 16:00	**Module 4**
	Ending the day/Discussion	
Training Seminar Day 3	**09:00 – 12:00**	**Module 5**
	13:00 – 16:00	**Module 6**
	Learner's Feedback/Discussion	

F. LEAP Platform Integration

VET Educators can use the LEAP platform (www.e-leap.eu) in the context of PROCARE-themed training seminars in order to:

- enhance the learning experience of their trainees and
- track their learning and assignment progress.

LEAP is a process-based pedagogical tool using e-Portfolios to improve learner and VET provider performance. The LEAP Platform features:

1. e-Portfolio interface and badging/award systems

2. Dashboards with 3-levels of access for system Administrators/Moderators, Educators and Learners

3. e-Course creation interface with dedicate space to upload electronic learning materials

VET Educators can access the LEAP Platform through www.e-leap.eu and can create their accounts.

They can utilise the LEAP e-Course creation template in order to prepare their e-courses and learning materials before uploading them on the platform. The LEAP Course Creation Template can be found in the annexes.

G. ANNEXES

Annex 1.

Self-Assessment Tool for Learners

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Using the PROCARE Self-Assessment Tool

Step 1: The PROCARE Self-Assessment Tool includes 24 statements and a corresponding grid for scoring them.

Step 2: Dedicate a few minutes of self-reflection and score[*] each statement between 1 and 4, based on your knowledge and comprehension of the topic in each statement using the following scale:

Score 1 =	**No knowledge and comprehension**
Score 2 =	**Limited knowledge and comprehension**
Score 3 =	**Good knowledge and comprehension**
Score 4 =	**Extensive knowledge and comprehension**

[*]**Note:** You should enter your score in the **bold cell in each column**, as seen in the example below:

Statement	A	B	C	D	E	F
4. Using the Self-Monitoring Tool				4		
5. Identifying potential barriers and managing risks in mentoring					3	
6. Understanding of Mentoring Relationship Processes and Outcomes						1

Step 3: Complete scoring the statements in the **bold cells** on the grid. Make sure that all **bold cells** have a score number.

Step 4: Add up your score for each column and write the total column score in the **bottom cells** of the grid marked '**Total Scores'**. **The maximum score you can have in the Total Score cells for any column is '16' and the minimum is '4'.**

Step 5: Transfer your **Total Scores** to the Assessment Results Page to identify which of the PROCARE learning modules and training materials will be the most relevant to meet your learning needs.

PROCARE Self-Assessment

Score each one of the following statements, on a scale between 1 and 4:

Statements	A	B	C	D	E	F
1. Understand the definition of mentoring and its benefits to Caregivers						
2. Knowledge on the Principles of Mentoring Programmes and Sessions						
3. Understand the Soft Skills of mentors						
4. Using the Self-Monitoring Tool						
5. Identifying potential barriers and managing risks in mentoring						
6. Understanding of Mentoring Relationship Processes and Outcomes						
7. Understand the Role and Responsibilities of Mentors and Mentees						
8. Knowledge for the establishment of a safe Mentoring Environment						
9. Describing and Establishing an Ethical Mentoring Relationship						
10. Using the Mentoring Relationship Contract Tool						
11. Describing obligations and expectations in Mentoring						
12. Carrying out effective evaluation of the Mentoring Relationship						
13. Understand the Impact of Burnout on Caregivers						
14. One-to-One and Group Mentoring Session Management						
15. Competence in utilising mentoring Tools in an Ethical manner						
16. Using the Mentee's Diary Tool						
17. Understanding of Behaviour Standards in mentoring						
18. Competence in Monitoring and Evaluating mentoring KPIs						
19. Understand how Mentoring helps prevent and manage Burnout						
20. Competence in setting and evaluating mentoring targets						
21. Mentor's soft skills in Confidentiality and building trust						
22. Using the Mentor's Diary Tool						
23. Comprehend boundaries in mentoring						
24. Using Tools in the context of mentoring review and Assessment						
Total Column Score						

Assessment Results

Enter your scores into the table below, which will help you determine which PROCARE Modules you should prioritise:

Score	Module	Module Content
A =….	Module 1: The Context of Mentoring for Caregivers	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.
B =….	Module 2: Mentoring Programme and Mentoring Session Design	Module 2 aims to educate Learners on the Process and Practices of designing and implementing Mentoring Programmes, narrowed down to the specifics of Mentoring Sessions
C =….	Module 3: Ethics, Confidentiality and Trust Building	Module 3 aims to help learners develop certain soft skills that will help them establish a safe, ethical and confidential mentoring relationship and environment.
D =….	Module 4: The PROCARE Toolkit, Mentoring Activities and Exercises	Module 4 aims to educate Learners in Mentoring Practices by providing them with examples of Mentoring Activities, as well as different Tools that can assist them and their mentees.
E =….	Module 5: Strategies for Overcoming Mentoring Barriers and Best Practices in Mentoring	Module 5 aims to prepare Mentors to face potential challenges they or their mentees may face during their mentoring relationships.
F =….	Module 6: Mentoring Review and Assessment	Module 6 aims to educate learners on carrying out reviews and assessments of mentoring programmes and relationships, and monitoring performance of mentees.

Score Table	
1– 5 points in any column	It is recommended that you complete the corresponding modules as this will provide you with basic understanding of the topics covered
6 – 11 points in any column	You will strengthen your knowledge and understanding in the topics covered by the corresponding modules.
12 – 16 points in any column	You will find the modules are a practical way of refreshing your knowledge and understanding of the module topics.

Annex 2.

LEAP Platform PROCARE Course Creation Template

Module/Unit No.:		Credits: (optional)	
Title:			
It aims to:			
Learning Outcomes			
1			
2			
3			
4			

PROCARE Training

Evaluation of Course

Location:

Dates:

Evaluator:	

1. What did you like about the module content?

2. What do you think can be improved about the module content?

3. What did you like the Module presentation?

4. What do you think can be improved about the module presentation?

5. What did you like the PROCARE Toolkit?

6. What do you think can be improved in the PROCARE Toolkit?

7. Please rate the following statements using a scale from 'Totally Disagree' to 'Totally Agree'

	Totally disagree	Somewhat disagree	Neutral	Somewhat agree	Totally agree
The PROCARE Modules are an effective learning resource about Mentoring					
The PROCARE Modules contain clear information Mentoring practices					
The PROCARE Toolkit is practical and can be easily used by Mentors/Mentees					
The PROCARE Training Material is based on relevant theory and practices					
The PROCARE Self-Assessment Tool is a useful assessment resource					

8. Would you like to make any final comments on the PROCARE Training Materials, Toolkit and Assessment Tool?

Thank you!

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