



PROCARE

Professional Caregivers
Burnout Prevention Initiative

NEWSLETTER

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PROCARE LTTA - Italy Eduforma (Observations, feedback, insights)

Gaia V. Tiozzo – Project Manager Eduforma



Eduforma has recently concluded the local activities outlined in the PROCARE project. These activities have not only proven instrumental in enhancing the skill sets of managers and workers with roles of responsibility but have also paved the way for productive discussions and innovative ideas.

Through a meticulously designed series of training sessions, Eduforma ensured that participants were not only subjects to training, but also an active integral part of discussions and brainstorming sessions on the themes of the prevention of burnout syndrome and mentoring programmes. The participants' response has been positive, with many expressing appreciation for the rich content of the PROCARE materials.

One aspect that emerged from the feedback was the potential of mentoring sessions within the organizations. Many participants highlighted the value of such sessions in fostering continuous learning and growth. These mentoring sessions are seen as a means to bridge the gap between theoretical notions of prevention of burnout syndrome and spreading of well-being among the staff and its practical implementation. By facilitating one-on-one interactions between experienced mentors and those seeking guidance, organizations can create an environment conducive to skill refinement and personal development.

Almost every participant highlighted as fundamental these aspects of the contents of the project and mentoring in general, anyway many suggestions critically underscored the practical difficulties and challenges that would make these kinds of programs hardly possible in real life situations.

The participants were part of both small entities and large cooperatives, covering roles of varying degrees of responsibility, but this aspect was pretty much shared by everybody, especially in the phase of brainstorming around the chapters making challenges emerge and trying to find solutions.

The participants engaged actively in identifying the triggers that contribute to burnout and collectively strategized ways to overcome this issue. The importance of addressing burnout resonated strongly with the participants, as they recognized its detrimental effects on both individual well-being and organizational productivity.

Proposed strategies to counter burnout reflected the diversity of perspectives and experiences within the group. These strategies included promoting a culture of open communication, encouraging work-life balance awareness of the economic benefits of it, providing skill-enhancement opportunities, and fostering a supportive work environment for the greater good of the organization and - consequently - the services provided and the final users' satisfaction.

Other interesting points the debate centered around were the processes to design the perfect figures to take on the role of mentor, many proposed the integration of external figures as mentors.

While some believed that external mentors, such as professional psychologists, could provide an unbiased, neutral and fresh perspective, while creating a safe channel of mediation between the staff and the managers. In fact, many expressed concerns about the internal mentors' familiarity with the organization's dynamics, informal hierarchies and values, factors that wouldn't allow for an unbiased bilateral relationship. The discussions around this topic reflected the genuine interest of the

participants in ensuring that the mentorship program would be seamlessly integrated into the existing organizations.

In conclusion, Eduforma's execution of the local activities under the PROCARE project has been marked by engagement, learning, and collaboration. The training sessions have equipped participants with interesting tools and suggestions, rather than proper new skills - since the majority of them were professionals with extensive multi-year careers in the field of caring, anyway they brought their enthusiasm for mentoring sessions and dedication to combat burnout showcase a collective desire for positive change.

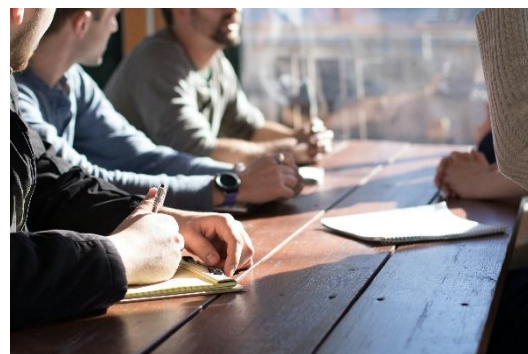
✿ Exploring PROCARE's Greek Pilot: A Glimpse into Caregiver Empowerment! ✿

Elena Spyropoulou - Psychologist, MSc Addictology- Project Manager IASIS NGO

Greetings to all PROCARE Enthusiasts!

Let's embark on an insightful journey through the interesting experiences and outcomes of our pilot phase in Greece.

Revealing Caregiver Support Through Mentoring: The Greek pilot has been an absolute success! LTC managers embraced the Mentoring Methodology, Training, and Digital Toolkit with enthusiasm. The aim? Equipping these managers to mentor caregivers and tackle burnout head-on!



Here is what our pilot achieved!

- A 100% Satisfaction Rate Among Managers
- Deeper Understanding of Effective Mentoring Strategies
- Firm Commitment to Integrating Mentoring for Preventing Burnout
- Strong Belief in the Profound Impact of Mentoring on Caregivers

Our LTC managers have revealed valuable insights:

- Roots of Burnout: Workload, support gaps, personal care challenges.
- Effective Solutions: Support seeking, self-care promotion, work-life balance.
- Focus on Vulnerable Caregivers: Those with heavy responsibilities.
- Future Challenges: Navigating mentorship logistics, ensuring inclusivity.

What's Next?

Inspired by our Greek pilot's success, we're advancing the role of mentoring for caregiver well-being. We're excited to expand this support further and keep you updated on our progress.

Stay tuned for more news as we continue this important journey!

Warm regards, The Dedicated PROCARE Team 

The Importance of Establishing Mentoring Programmes in Long-term Care Facilities

Pavlos Panagiotou - DEKAPLUS Business Services Ltd

In the demanding world of long-term care facilities, caregiver burnout is a significant concern. The relentless responsibilities, both physical and emotional, place caregivers at risk of exhaustion and disillusionment. To address this issue, mentor training has emerged as a vital tool in supporting and fortifying caregivers, thereby safeguarding the quality of care provided to residents.



Mentorship programs such as PROCARE, are a potent antidote to caregiver burnout. Here's why mentor training is indispensable in long-term care:

1. **Knowledge and Skill Transfer:** Experienced mentors impart their expertise to mentees, ensuring new caregivers are well-prepared for the demands of their roles.
2. **Emotional Resilience:** Caring for long-term residents can be emotionally taxing. Mentors offer a safe outlet for mentees to share their concerns, reducing emotional burnout.
3. **Professional Growth:** Mentorship includes ongoing training and development, enhancing skills and motivation for both mentors and mentees.
4. **Team Cohesion:** Mentorship fosters camaraderie, reducing burnout, and enhancing collaboration among caregivers.
5. **Retention:** Supported caregivers are more likely to stay, reducing turnover and preserving experienced staff.
6. **Better Resident Care:** Well-trained, supported, and satisfied caregivers deliver higher-quality care, benefiting the well-being of the people they care for.

Mentor training is a pivotal strategy to combat caregiver burnout and elevate the care quality in long-term care facilities. By investing in mentorship programs, facilities empower their caregivers with the necessary skills and emotional support, benefitting both caregivers and the people they care for.

What is the difference between mentoring and coaching?

Alexandra Palkovič - Centrum MEMORY

Involved people feel that mentoring and coaching are very similar. What are the basic differences between them? Do they have company?

Let's take a closer look at the difference between these similar type of activities.

Mentoring is a relationship where a more experienced person (mentor) provides long-term support, guidance and feedback to a less experienced person (mentee). The goal is to support the mentee's personal and professional growth.



Coaching is a professional relationship where the coach helps the client identify and achieve specific goals through guidance, feedback, and coping techniques.

Focus: Mentoring is often focused on the overall growth and development of the mentee. It includes the transfer of knowledge, experience and skills from the mentor's side. Coaching is focused on specific tasks, challenges or goals. It can relate to the client's personal or professional life.

Longevity: Mentoring is often a long-term relationship that can last for months or even years. **Short-term:** Coaching is often of shorter duration, focused on solving specific problems or achieving specific goals.

Relationship: The personal relationship between mentor and mentee is important in mentoring. It is based on trust, respect and mutual support.

The relationship between coach and client is professional and focused on achieving results. While trust is important, the relationship may not be as deep as in mentoring.

Structure: Mentoring can be less structured than coaching. Meetings and discussions can be freer and less focused on specific goals. Coaching is often more structured. Meetings are planned and focused on specific topics or goals. The coach often uses specific tools and techniques to support the client.

Although mentoring and coaching may seem similar, they have different focuses and approaches. While mentoring is focused on long-term growth and development, coaching is focused on specific goals and challenges. However, both approaches are valuable and can have a positive impact on individuals and organizations.

PROCARE Piloting in Czech Republic!

Vojtěch Měříčka, Karel Vostrý – European Ageing Network

In the contemporary professional landscape of the Czech Republic, the spectre of burnout syndrome has assumed a prominent and concerning role, exerting profound influences on individuals and organizations alike. Burnout, characterized by emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment, has emerged as a critical issue affecting the well-being and effectiveness of professionals spanning diverse sectors. As the demands and expectations imposed upon Czech professionals continue to mount, the imperative for effective strategies to combat burnout becomes increasingly evident.

To effectively mitigate the risk of burnout among caregivers, several key strategies were emphasized by LTC managers. Firstly, comprehensive training and continuous supervision were unanimously regarded as essential measures. These efforts aim to equip caregivers with the necessary skills and provide ongoing guidance to enhance their resilience to stress.

The pilot program conducted in the Czech Republic has yielded valuable insights and positive outcomes regarding the PROCARE Training. The feedback from managers in the Czech Republic underscores the high utility of this training, with their evaluations highlighting its significant benefits. Furthermore, trainees have expressed a belief in the potential of mentoring to enhance their skills and improve their working conditions.

One of the key strengths of the PROCARE Training, as identified through the evaluation process, lies in its training materials. These materials were consistently praised for their enriching content, well-usable methodology, and simplicity, making them a valuable resource for both mentors and mentees.

The overall effectiveness of the PROCARE Training Course is a central takeaway. It has proven to be successful in terms of the applicability of tools and the introduction of new approaches, equipping professionals with the knowledge and skills necessary for effective mentoring.

The value of the PROCARE Training extends beyond imparting theoretical knowledge. Managers in the Czech Republic have found it to be particularly effective in addressing crucial aspects of mentoring, such as fostering strong mentor-mentee relationships and adapting to a work environment enriched by mentoring elements. This approach also promotes a different perspective on supervision, emphasizing a more supportive and developmental role.

In conclusion, the outcomes of the pilot program affirm the efficacy and relevance of the PROCARE Training in the Czech Republic. This training not only enhances professional competencies but also contributes to the overall improvement of working conditions. It stands as a testament to the potential of mentoring as a transformative tool in the professional sphere, fostering growth, collaboration, and positive change.

The image shows a Zoom meeting interface. On the left, a presentation slide is displayed. The slide features the PROCARE logo (Professional Caregivers Burnout Prevention Initiative) and the text 'Pochopení úlohy a odpovědnosti mentorů a mentorovaných' (Understanding the role and responsibilities of mentors and mentees). A central diagram shows a 'Successful Mentor' surrounded by five key practices: 'Make time/listen', 'Regular meetings', 'Assess progress', 'Promote mentee', and 'Celebrate mentee success'. The slide also includes the European Union logo and the website 'procareproject.eu'. On the right, a grid of video thumbnails shows several participants, including Vojtěch Měříčka, Karel Vostrý, Dana Krejčí, Vendula Karasová, Nouzová Jitka, Jitka Mericzková, and Xiaomi M2103K19G. The bottom of the screen shows the Zoom control bar with 'You are screen sharing' and 'Stop Share' buttons.

Project partners



The European Ageing Network (E.A.N.) groups more than 10.000 care providers across the European continent. Members represent all types of organisations and individuals active for older persons and all types of ownership including for profit, not-for-profit and governmental organisations. It is their vision and mission to improve the quality of life for older persons and support them in making each day a better day by providing high quality housing, services and care. EAN is present in 25 European countries.



Eduforma is an Educational Center accredited in Veneto Region for Lifelong Learning training interventions, vocational education and training (VET), as well as for Guidance Services and Labour. Founded in 2003, Eduforma offers training and management consulting services; it is specialized in the development of human resources, increasing people's skills to face professional problems concerning their specific competences. Eduforma drafts, coordinates and manages training projects funded by the Veneto Region (through the ESF), targeted to unemployed youth and adults. Eduforma is accredited as "Youth Corner" to implement the European Plan "Youth Guarantee". Thanks to the implementations of different EU projects - Eduforma has now a strong experience in new models of training methods development.



DEKAPLUS is a vocational education and training organisation, primarily focusing on the development of competences and skills of SMEs and NGOs. The company has a dedicated department managing EU projects. It undertakes the role of the project writer, project leader or project partner, depending on the nature of the project. Furthermore, since 2014 DEKAPLUS has been the contact point of the "Erasmus for Young Entrepreneurs" Programme in Cyprus.



The Non-Profit Organisation **IASIS** was founded in 2005 in Athens, Greece. The main objectives of the organization are to provide psychosocial support, to combat social exclusion, to provide psychological and counseling services, to create equal opportunities and new perspectives for vulnerable groups, to promote mental health, to provide psychiatric care in the Community based on the principles of Social Psychiatry and Psychosocial Rehabilitation and psychoeducational interventions, based on the standards of Psychiatric Reform and World Health Organization.



The John Paul II Catholic University of Lublin is the oldest university in Lublin and one of the oldest universities in Poland. It was founded in 1918 on the initiative of Father Idzi Radziszewski, who became the first rector. From the beginning, the University's mission is to serve God and Homeland - Deo et Patriae. KUL conducts scientific activity and educates Polish and foreign students in 6 faculties: Theology; Law, Canon Law and Administration; Philosophy; Humanities; Social Sciences; Exact Sciences and Health Sciences; Branch of the John Paul II Catholic University of Lublin in Stalowa Wola. A total of 9818 students are enrolled at the University.



Centrum MEMORY, n.o. is the model institution for caring for people with dementia. It is first contact for people interested in memory and memory problems and specialised facility for people with Alzheimers disease in the Slovak Republic. It provides early diagnostics of Alzheimers disease. The organization also focuses on prevention, cognitive trainings, runs educational programmes for professionals and also operates a day care center.



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