

**The training programme
for managers and leaders of therapeutic teams
on the cooperation
with peer supporter workers
(max. 100 hours)**



IO 6 The training programme

A training programme for organisation managers and therapeutic team leaders on the work of peer supporters (max 100 hours).

The training programme is based on:

- work standards for peer supporter workers (PSW's),
- job specifications,
- competence profile,
- legal framework,

taking into consideration PSW's place in the organisation and in the therapeutic team.

Importantly, diverse competences and experiences as well as multiculturalism increase the likelihood to successfully develop the following strategic issues:

- lean and agile process management,
 - increase in knowledge and promotion of mental health protection,
 - fostering a creative environment that breaks down barriers.
-

Hence the suggestion to base the contents of the training and exercises on the diversity management model put forward by R. Kandola and J. Fullerton*.

Their approach advocates for the ongoing **evolution from traditional equal opportunities policies to an integration-based (inclusive)** strategy focusing on the contribution of an individual employee (**PSW**) to the organisation.

Kandola R., Fullerton J., *Managing in Mosaic: Diversity in action*, Institute of Personnel and Development, London 1994

MOSAIC model

– a tool for effective analysis of organisational activities regarding the diversity policy.

MOSAIC is an acronym for:

- M – mission and values
 - O – objectives and fair process
 - S – skilled workforce: aware and fair
 - A – active flexibility
 - I – individual focus
 - C – culture that empowers
-

Adopting this model increases the likelihood that the training will make the managers more aware of the importance of diversity.

Diverse teams can contribute to the emergence of different collaborative viewpoints, creative problem-solving, innovation and creativity.

Structure of the training (segments)



1. Working together in a multi-professional team (the therapeutic team)
2. Strengthening the PSW in their role as a competent team member (competence development)
3. Holding meetings with a multi-professional team
4. Employing the PSW and developing a career path together

1. Working together in a multi-professional team

Skills to be practiced by team leaders:

1. How does the PSW influence team efficiency?
 2. What PSW skills does the team need?
 3. How can the team be formed taking into consideration PSW's individual competences and predispositions?
-

Skills to be practiced by team leaders:

**Skills to be
practiced by team
leaders:**

-
- 4. How to divide tasks and roles in the team?**
 - 5. How to run multi-professional team meetings in order to control the course and focus of attention?**
 - 6. How to start active work of the team?**
 - 7. How to adapt PSW's work dynamics to the tasks of the team?**
 - 8. How to react in difficult situations?**
-

Total number
of teaching
hours in
Segment 1:
Optimum: 12
Max: 18

Content areas for **Segment 1**

- PSW's role in the team
 - Unique characteristics of a team with a PSW
 - Communication in the team and running meetings
 - Active forms of working with the team
 - Managing team creativity
-

Strengthening the PSW in their role as a competent team member

(competence development)

Skills to be practiced by team leaders:

1. How to choose skills for development?
 2. How to use development to motivate?
 3. How to select development support tools?
 4. How to introduce coaching in a team?
 5. How to agree on the course of joint work?
 6. How to give feedback without jumping to conclusions and judgement?
-

Strengthening the PSW in their role as a competent team member

(competence development)

Skills to be practiced by team leaders:

7. How to build awareness and a sense of responsibility in the team member?
 8. How to react when a team member disrupts the team, looks for excuses, justifications, makes mistakes, questions goals etc.?
 9. How to tell resistance from the need for support, lack of experience, competence?
-

**Total number
of teaching
hours in
Segment 2:
Optimum: 24
Max: 38**

Content areas for Segment 2

- Techniques for working in the multi-professional: instructing, assisting, coaching
 - Introducing coaching into the team and coaching peer supporters
 - Coaching categories – analysing work, monitoring competence development
 - Motivating PSWs to engage and develop – dealing with PSWs' resistance
 - Feedback – communication without judgement
-

Holding meetings with a multi-professional team

1. How should a PSW plan an effective meeting with a patient?
 2. How should strategy be built in cooperation with the patient?
 3. How can the participants' stress be reduced?
 4. How to control the course of the meeting?
 5. How to adapt communication between the multi-professional team and individual patients?
-

Skills to be practiced by team leaders:

Holding meetings with a multi-professional team

Skills to be practiced by team leaders:

6. How to approach identified risks and differences?
 7. How to use team diversity to work effectively?
 8. How to promote constructive situations, behaviours, attitudes?
 9. How to deal with difficult situations during meetings with stakeholders in the patient's recovery process?
 10. How to effectively use communication techniques, organise meetings, address problems/solutions/benefits?
-

—
**Total number
of teaching
hours in**

Segment 3:

Optimum: 24

Max: 32

Content areas for Segment 3

- Preparation for the meeting with the patient – introduction, introduction to the case, "levels of initiation" in the documentation
 - Meeting techniques and methods for active 1:1 work with the group
 - Verbal, non-verbal and unconscious communication
 - Difficult situations: crises, silent patient, "undisciplined", protesting...
 - Summary of the effects of the meeting, effective reporting, formal reporting
-

Employing the PSW and developing a career path together

Skills to be practiced by team leaders:

1. How to plan the employment of a PSW?
 2. Are there difficulties in cooperation with, and understanding the functioning of, the employing organisation?
 3. How to integrate the PSW in the work of the therapeutic team?
-

Employing the PSW and developing a career path together

Skills to be practiced by team leaders:

4. How to use legal and organisational possibilities to prepare the workplace for the PSW?
 5. How to adapt the work of the team to the legal requirements with regard to diverse members?
 6. How to delegate and implement tasks in accordance with law and ethics?
-

**Total number
of teaching
hours in**

Segment 4:

Optimum: 12

Max: 12

Content areas for Segment 4

- PSWs' role and place in social welfare, health care and NGO systems
 - Forms of employment
 - Responsibilities, career path, remuneration and method of payment
 - Responsibilities for supervision and control of work
 - Dividing and delegating tasks
 - Legal basis for the employment of PSWs
 - Work regulations, code of ethics – areas of cooperation with PSWs
-

Total number of teaching hours: optimum: 72 max: 100

The goals connected with the development of human resources can be achieved by supporting vocational education, both formal and non-formal education, including courses and training.

The proposed training programme is consistent with the concept of initiatives promoting the acquisition of skills and recognition of the effects of non-formal education.

Thank you

Dr. Tomasz Sierpowski
