



## Function profile of the psychological disturbances referent

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A project by:



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## **PRACTICAL GUIDE**

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## Context of the output

This guide is intended to present the goal that partners set for the establishment of a **function profile (output 1)**, as well as the main activities/skills that the “**psychological disturbances referent**” will assume within vocational education and training (VET) centres.

One of the expected results of Psych Up is the establishment of a “psychological disability referent”. In VET centres, this position should allow a better support for people affected by psychological disturbances, and avoid demotivation and drop-outs due to non-adequate support.

Aware of the existing European projects related to psychological and physical disabilities, Psych Up partners decided to go further and emphasise into a different approach:

- Focus on the VET sector, with VET professionals as the direct target group
- Focus on the psychological dimension
- Development of a common and complementary function profile

The first year of Psych Up was designed to diagnose the experience VET professionals have working with psychologically affected publics, major difficulties encountered when working with them and suggestions about the missions and competences the “**Psych Up referent**” should have. To achieve this objective, qualitative and quantitative activities were carried out to lead a field research in each country (survey, observation visits and interviews, focus groups). The results of these activities then helped construct the final result of the intellectual **output 1: the function profile of the psychological disturbances referent**.

The second year will be dedicated to produce a second output: the **training profile corresponding to this function profile**. The aim of this output is to support the production of targeted training programmes and contents based on the skills required by the referent function.

Finally, the third, and last, year, a **reference toolkit (output 3)** will be provided to gather useful resources, tools and existing practices in the partners’ countries. This toolkit will be made of summary sheets (in English) presenting pertinent and adequate resources any interested stakeholder could use and find helpful regarding psychologically affected learners’ support and management in VET centres by the psychological disturbances referent.

## More about the function profile

The common function profile is intended to be a tool supporting VET professionals dealing with learners affected by psychological disturbances. Furthermore, the aim of this output is to contribute to the recognition and professionalization of those workers who, within VET centres, assume the function of *psychological disturbances referent*.

Doing so does not necessarily mean creating a new *job* profile, but a **function profile** complementary to others. The function profile consists of a collection of the key activities performed by (what the partners called) the *Psych Up referent*, and the skills needed to accomplish these activities.

The Psych Up referent, working in a VET centre, is responsible of managing the reception and support of learners affected by psychological disturbances, before, during and after their training path in the centre. Managing this mission includes being the central reference regarding psychological disturbances in the centre, by serving as the primary point of contact for these learners (adapting their learning program, referring and linking with health partners, helping and guiding, etc.) as well as guiding and supporting their colleagues (trainers, learners, educators, etc.) regarding the learners' disturbances (information and updates, adapted and innovative pedagogy, awareness campaigns, etc.). Moreover, it also implicates consolidating effective partnerships, to develop a strong network to mobilise when needed.

Such a function implicates background knowledge and/or experience in various areas, including:

- *Pedagogy and education*
- *Psychology and mental health*
- *Career and guidance counselling*
- *Legal framework, official institutions and competent authorities*
- *Labour market regulation*
- *Therapy methods*

The conducted field research allowed the partners to develop a **common function profile**. But each country/partner also noted some singularities based on their country/organisation's particularities. This led the partners to develop, besides the common version, **nationally adapted versions** of the profile. This publication only presents the common version, but the adapted ones are available from the partners and on the [project website](#).

## Illustrations of the activities and skills of the Psych Up referent

The function profile will present all key activities and skills of the psychological disturbances referent. Here you can find some **concrete examples and illustrations** of these activities and skills, based on the results collected during the field research.

### KEY ACTIVITY 1 - *Develop a network of partners on their territory*

<b>Skills</b>	<b>Develop partnership relations with the territory's stakeholders</b>
<b>Illustrations</b>	<ul style="list-style-type: none"><li>- Identification and description of actors: interest groups, organisations, individuals</li><li>- Staying informed and updated about key stakeholders</li><li>- Maintaining, animating and federating the partners network to ensure that needs of both sides (learners and trainers) are met.</li></ul>

### KEY ACTIVITY 2 - *Welcome and support people affected by psychological disturbances all along their educational/training path*

<b>Skills</b>	<b>Support the learner at each stage of the learning process (entry-during-exit) Refer or redirect to appropriate services (psycho/social/medical) Support the learner in the management of their psychosocial issues</b>
<b>Illustrations</b>	<ul style="list-style-type: none"><li>- Building a trustful relationship with the learner affected by psychological disturbances</li><li>- Ensuring fruitful communication between the learners and the staff</li><li>- Supporting trainers with learning framework adaptation</li><li>- Establishing clear behavioural expectations</li></ul>

### KEY ACTIVITY 3 - *Inform and raise awareness among the teaching/training staff*

<b>Skills</b>	<b>Ensure a monitoring on psychological disturbances Develop an inclusion policy in their organisation and externally</b>
<b>Illustrations</b>	<ul style="list-style-type: none"><li>- Developing creativeness and expression of learners</li><li>- Preventing isolation of the learners</li><li>- Organising events and trainings to raise awareness on mental health</li><li>- Organising meetings about mental health for trainers</li><li>- Producing analysis and guides about mental health</li></ul>



## **Function profile**

*Key activities, competences and skills of the Psych Up Referent*



KEY ACTIVITY 1. TO DEVELOP A NETWORK OF PARTNERS ON THEIR TERRITORY	Competence	Skills		Knowledge
		Know How	Behavioural Skills	
	<i>1.1. Develop partnership relations with the territory's stakeholders</i>	<ul style="list-style-type: none"> <li>• Be active in the partnership actions of their organisation</li> <li>• Identify relevant partners according to their characteristics (including family or educational partners when appropriate)</li> <li>• Contact potential partners</li> <li>• Negotiate the terms of the partnership</li> <li>• Maintain, animate and federate a network of relevant partners</li> <li>• Mobilise the network of partners to optimize learners and trainers' needs</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation</li> <li>• Assertiveness, self-confidence</li> <li>• Comply with regulations</li> <li>• Innovation</li> <li>• Open-mindedness</li> <li>• Interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of the territorial partners: type of institution, missions, functioning issues, roles, ...</li> <li>• Notions of organisational analysis : actors, issues, objectives, resources, obstacles, ...</li> </ul>

KEY ACTIVITY 2. TO WELCOME AND SUPPORT PEOPLE AFFECTED BY PSYCHOLOGICAL DISTURBANCES ALL ALONG THEIR EDUCATIONAL/TRAINING PATH	Competence	Skills		Knowledge
		Know How	Behavioural Skills	
	2.1. Support the learner at each stage of their learning process (entry - during - exit)	<ul style="list-style-type: none"> <li>• Conduct individual interviews</li> <li>• Develop and use appropriate tools to assess their competences</li> <li>• Determine, with the learner, the relevant elements for frequent assessment and individualised follow-up</li> <li>• Identify, with the learner, the resources and attention points related to transversal competences acquisition</li> <li>• Adapt the learner's training program according to their disturbance</li> <li>• Job coaching</li> <li>• Mobilise relevant external resources and partners</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening posture</li> <li>• Respect ethical and deontological rules</li> <li>• Discretion</li> <li>• Empathy</li> <li>• Interpersonal skills</li> <li>• Respect the autonomy of the learner</li> <li>• Create a trustworthy relation</li> </ul>	<ul style="list-style-type: none"> <li>• The European and national regulation about inclusion policies (incl. EU art.24, ICF)</li> <li>• The legal framework of the sector (requirements in terms of learner's support)</li> <li>• Social work postures</li> <li>• Purposes and technical specificities of assessment tools (interviews, tests, ...)</li> <li>• Reporting techniques</li> <li>• Knowledge in psychology and mental health issues</li> <li>• Knowledge in career and guidance counselling</li> <li>• Knowledge about the labour market and employment services</li> <li>• Knowledge in pedagogy and education</li> </ul>

KEY ACTIVITY 2. WELCOME AND SUPPORT PEOPLE AFFECTED BY PSYCHOLOGICAL DISTURBANCES ALL ALONG THEIR EDUCATIONAL/TRAINING PATH	Competence	Skills		Knowledge
		Know How	Behavioural Skills	
	<b>2.2. Refer or redirect to appropriate services (psycho/social/medical)</b>	<ul style="list-style-type: none"> <li>• Implement appropriate partnerships</li> <li>• Conduct individual interviews and guidance meetings to guide and orientate the learner</li> <li>• Take into account the characteristics of the learner</li> <li>• Monitor the organisations that can respond to the problems encountered by learners</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a relationship with the learner, taking into account their feelings and circumstances</li> <li>• Adapt their communication to the learner</li> <li>• Active listening posture</li> <li>• Respect ethical and deontological rules</li> <li>• Respect the autonomy of the trainee</li> <li>• Be able to question themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the psychosocial landscape of the territory</li> <li>• Interview techniques</li> <li>• Knowledge of the social law and regulations (social benefits, health insurance policies, ...)</li> </ul>

KEY ACTIVITY 2. WELCOME AND SUPPORT PEOPLE AFFECTED BY PSYCHOLOGICAL DISTURBANCES ALL ALONG THEIR EDUCATIONAL/TRAINING PATH	Competence	Skills		Knowledge
		Know How	Behavioural Skills	
	<p><i>2.3. Support the learner in the management of their psychosocial issues</i></p>	<ul style="list-style-type: none"> <li>• Conduct interviews</li> <li>• Support the learner in identifying and analysing problematic situations and needs</li> <li>• Work with the learner to develop courses of action and procedures</li> <li>• Support the learner in the implementation of these courses of action</li> <li>• Intervene within the limits of their function</li> <li>• Implement partnerships to adapt the approach to the learner's needs and disturbances</li> <li>• Develop alternative actions and initiatives to help the learner express themselves</li> <li>• Inform the training staff about any relevant information regarding the learners' mental health</li> <li>• Share information with other stakeholders, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt communication to the trainee</li> <li>• Active listening posture</li> <li>• Respect ethical and deontological rules</li> <li>• Respect the autonomy of the trainee</li> <li>• Be able to question yourself</li> <li>• Comply with regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics and professional conduct</li> <li>• Communication techniques</li> <li>• Conflict management skills</li> <li>• Group management</li> <li>• Notions about privacy legislation</li> <li>• Notions of law, psychology, sociology, mental health and anything related</li> <li>• Principles of (intercultural) communication</li> <li>• Elements of pedagogy</li> <li>• Knowledge in therapy methods: psychology, speech, art, ...</li> </ul>

KEY ACTIVITY 3. INFORM AND RAISE AWARENESS AMONG THE TEACHING/TRAINING STAFF	Competence	Skills		Knowledge
		Know How	Behavioural Skills	
	<b>3.1. Ensure a monitoring on psychological disturbances</b>	<ul style="list-style-type: none"> <li>• Conduct individual interviews</li> <li>• Support the learner in their therapy and disorder recognition path</li> <li>• Share, within the staff, information about psychological disturbances</li> <li>• Set up procedures to structure the management and support of learners with psychological disturbances</li> <li>• Develop tools and procedures to adapt the training path of learners affected by mental health issues</li> <li>• Work closely with their peers and colleagues to the implementation of tools and procedures for the affected learners' training process and path adaptation</li> <li>• Organise speech and exchange groups with learners</li> <li>• Develop alternative actions and initiatives to help the learner express themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Supportive behaviour</li> <li>• Patience</li> <li>• Organisation</li> <li>• Problem-solving attitude</li> <li>• Adapt their communication</li> <li>• Active listening posture</li> <li>• Respect ethical and deontological rules</li> <li>• Interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge in psychology, psychiatry, (group) therapy, ...</li> <li>• Knowledge of the legal framework, official institutions and competent authorities</li> <li>• Ethics and professional conduct</li> <li>• Conflict management skills</li> <li>• Group management</li> <li>• Elements of pedagogy</li> </ul>

KEY ACTIVITY 3. TO INFORM AND RAISE AWARENESS AMONG THE TEACHING/TRAINING STAFF	Competence	Skills		Knowledge
		Know How	Behavioural Skills	
	<b>3.2. Develop an inclusion policy among the learning staff and in the society</b>	<ul style="list-style-type: none"> <li>• Regularly evaluate the inclusion capacity of the training centre regarding mental health and disturbances</li> <li>• Raise awareness about obligations of accessibility, inclusion and training adaptations</li> <li>• Work closely with their peers and colleagues to the support of learners affected by mental health issues</li> <li>• Organise events and trainings related to mental health issues</li> <li>• Organise meetings and exchange groups about mental health for the trainers</li> <li>• Communicate, to the outside world, about their organisation inclusion policies and ability to welcome disordered audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Organisation</li> <li>• Ability to teach</li> <li>• Active listening posture</li> <li>• Problem-solving mind</li> <li>• Unbiased</li> <li>• Patience</li> <li>• Respect ethical and deontological rules</li> <li>• Interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge in public relations</li> <li>• Group management</li> <li>• Conflict resolution</li> <li>• Legal and regulatory obligations regarding psychological disorders and disturbances</li> <li>• Knowledge in pedagogy and adult education methods</li> <li>• Ethics and professional conduct</li> <li>• Communication techniques</li> <li>• Conflict management skills</li> <li>• Notions about confidentiality and privacy legislation</li> <li>• Reporting techniques</li> </ul>

Psych Up aims to improve education and training for learners suffering from psychological disturbances.



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