

DEVOTE OPEN ONLINE COURSE (OOC)

Content Description for IO1/MODULE 5: Psychosocial support

Module/ Topics Sections of the module	Aim/ Learning Objectives	Learning Outcomes	General Information about the module
<p>Module 5: Psycho-social support</p> <p>5.1 Consulting</p> <p>5.2 Sense of self-control, autonomy</p> <p>5.3 Psycho-social informing</p> <p>5.4 Strengthen support/community</p> <p>5.5 Cultural mediator</p>	<p>Changes such as leaving the place of birth or migration made by any other causes can cause health and emotional health problems. Stress experienced during these changes can cause grief, fear, anxiety and hopelessness that sometimes immobilizes immigrants. These changes can increase the risk of suffering from depression and posttraumatic stress disorder, which can weaken the ability of individuals to take care of themselves.</p> <p>The objectives of the module:</p> <ul style="list-style-type: none"> - Ensure that teacher learn how to provide adequate psychosocial support - Ensure that teachers learn how to create safe place for communication - Ensure that teachers are able to provide enough information about community help 	<p>By the end of this module, teachers will be able to:</p> <ul style="list-style-type: none"> - Work on creating sense of safety in a class or individually - Will learn techniques how to prevent distress or deepening trauma - Work on creating connection in a group or individually - Work on creating a sense of belonging - Help empowering their student or beneficiaries 	<p>This module has been designed to help teachers to improve functional ability and emotional support. This module shows how important it is to work psychosocial support and building relationships and a safe environment for users. This has been introduced through empowerment and community building to pass the knowledge, skills and support onto new users, building positive role models and cultural mediators. This way participants will be encouraged to work and progress, have the sense of self control, regain new information and skills, as well as being supported in the environment where they currently live. This module helps teachers to gain new knowledge to support and empower, teach functional ability after changes their student or beneficiaries went through. This means that students after this training will be able to seek for opportunities and decide for their own future.</p>

	<ul style="list-style-type: none"> - Ensure that teachers are also skilled to provide right education/training on psychosocial support - Consulting, listening to needs and making individual plan based on capacities 		
<p><u>Chapter 5.1:</u> Consulting</p>	<ul style="list-style-type: none"> - assisting - mentoring 	<ul style="list-style-type: none"> - Teachers will be able to provide consulting hours where their student/ beneficiaries will be able to express their needs - Teachers will learn how to work on creating supportive connection for their students/ beneficiaries to communicate openly to ask for help - Teachers will learn how to create an individual plan for their students/ beneficiaries 	<p>It is very important to provide consulting or a first interview. This way teachers will be able to meet their students and the work they do. When this relationship is made it is very important to check the student's needs and capacities to make sure, which way they can help. Teachers will be equipped to create a supportive, open and safe environment for their students or beneficiaries by: being available, connecting with their experience, building a classroom culture, and putting themselves in their shoes. This begins by ensuring that all students feel safe and surrounded by a school community that values student diversity, differences, voice, and takes into consideration their need for security.</p>

<p><u>Chapter 5.2:</u> Sense of self-control, autonomy</p>	<ul style="list-style-type: none"> - self respect - dignity 	<ul style="list-style-type: none"> -Teachers will help their students to keep their sense of dignity -Teachers will be able to create and provide equal treatment in their classrooms or working space for all student or beneficiaries 	<p>When arriving in a new country or going through certain changes, a person can feel lack of control. This mostly means that they need support in making important decisions on how things should be done according to their situation and needs.</p> <p>Working on creating a sense of dignity means addressing their problems as individuals, which means each person's situation is different.</p> <p>Disrespect for dignity creates dissatisfaction and fear.</p> <p>Students with migrant backgrounds sometimes feel that teachers and administrators have high expectations of their educational success.</p> <p>Teachers can help students to effectively communicate and follow the school curriculum. Teachers will also help students and their parents to fit into the learning process.</p>
<p><u>Chapter 5.3:</u> Psycho-social informing</p>	<ul style="list-style-type: none"> - informing - support 	<ul style="list-style-type: none"> -Teachers will learn how to help students to take care of their mental health -Teachers will learn how to help students to take care of their well-being 	<p>In case of migrant newcomers, the process of gaining documentation is not always so simply bureaucratically regulated, which means that they are subject to frequent bureaucratic calls and additional inspections. These changes can sometimes be reflected in anxious reactions and fear. That is why it is very necessary for teachers to have up-to- date information about bureaucratic changes. Proper information builds even more stable relationships and trust. However, students are at the higher risk of facing mental health challenges due to these uncertainties. It is very important that teachers talk openly with their students about conditions such as insomnia, loss of appetite, depression, anxiety and let them understand that they are not alone. In such moments, it is very important to introduce social and mental health care workshops. The support of not only professionals but also of the community helps the person to regain motivation and a sense of control over their life.</p>

<p><u>Chapter 5.4:</u> Strengthen support/ community</p>	<ul style="list-style-type: none"> - public-private partnerships and a whole-family approach - immigrant parents' aspirations for their children - mobility of immigrants 	<ul style="list-style-type: none"> - Teachers will learn how to organize and manage different workshops - Teachers will learn how to work on developing social skills of parents and of their students - Teachers will be skilled to provide orientation workshops for parents to know better institution, schools, stakeholders 	<p>The support that migrants receive sometimes comes from the local community itself, but indirectly, often from charitable organizations or individuals who provide assistance. Assistance is also often provided by people who have gone through the migration process on their own. That is why teachers and educators are in close connection with non-government organizations who run programs for social integration. Organizations mostly have a whole family approach. Close connection of teachers/educators, social workers and youth workers is one of the most important factors for the whole family approach. Cross-sector communication will also help teachers to learn new ways of non-formal education and different methods that organizations use to work in that field. It is very important that the whole family is involved, children will of course grow up in a slightly different system than their parents because they will be constantly involved in the school program, so it is very important to have parental support, preserve their traditional principles and support the integration process of both generations.</p>
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<p><u>Chapter 5.5:</u> Cultural mediator</p>	<ul style="list-style-type: none"> - cross-linking - understanding - break barriers 	<ul style="list-style-type: none"> - Teachers will learn basics of cultural mediation or facilitation when conflict happens - Teachers will learn how to correctly provide information - Teachers will work on promoting cross-cultural exchanges 	<p>Cultural mediation refers to the process of cross-linking the cultural and social spheres, and the building of new relationships between policy, culture and public space. Cultural mediators help:</p> <ol style="list-style-type: none"> 1. Collaborate in the development of attitudes, conducts and social changes that reject cultural discrimination and develop positive relationships between cultures. 2. Promote intercultural programs including different cultures to make understanding and dialogue between them easier. 3. The mediation that learners can offer may be at a simple level, such as showing someone the way, explaining what a word or name means, answering questions about customs or aspects of daily life, culture or religion that they are not familiar with, and so on. Learning how to seek and offer mediation assistance will raise students with migrant backgrounds' awareness of the language that is used for mediation purposes and develop their mediation strategies. It may also improve their general confidence as participants in the host society and raise their self-esteem. Mediation can transmit positive messages in favor of multicultural cohabitation and diversity. Due to their special situation, migrants of all ages, but especially adult migrants, are likely to need support in the form of linguistic and cultural mediation from their interlocutors in the host society, including from people who have been through the migration experience themselves, or from fellow migrants who have a shared language and are now less affected by the given issues, and of course from volunteers who work with migrants. Such mediation can be provided through formal channels or informally.
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