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BUILDING A NEW TRAINING REFERENTIAL FOR THE EMPLOYMENT ACCOMPANIMENT JOBS FOR PEOPLE WITH PSYCHIC HANDICAP

Abstract

The employment crisis is an opportunity to improve the qualifications of the employment insertion specialists for the people with mental disorders. The project 'SPSM- Employability' is based on the improvement of the professional practices of social who accompanies the employment of the public, who is particularly fragile in his professional integration. At European level, so far, modelled courses and good practice guides, to face a job market increasingly demanding don't exist. The curriculum for training specialists in professional integration risks becoming dated if an upgrading form with economic situation of the labour market is not integrated with their initial and on-going training.

We propose the study of the stages of the elaboration of a «Training manual» which takes part of an «Employment reference» for the insertion specialists, (function, activities and generic competences) which takes into account the new economic situation, the diagnostic and the Community Strategy.

Keywords: mental health, professional insertion, employment accompaniment, training referential, psychic handicap.

RUHSAL BOZUKLUĞA SAHİP İNSANLAR İÇİN İSTİHDAM SAĞLAYAN HİZMETLERE YENİ BİR EĞİTİM REHBERİ OLUŞTURULMASI

Özet

İstihdam sorunu ruhsal bozukluklara sahip insanlara iş bulma uzmanlarının özelliklerini geliştirmek için bir fırsattır. Santé Publique - Santé Mentale (SPSM) İstihdam Edilebilirlik Projesi aynı anda mesleki entegrasyonunda oldukça kırılğan olan halkın istihdamını sağlayan sosyal mesleki uygulamalarının geliştirilmesi temellidir. Şu ana kadar Avrupa seviyesinde, talebi giderek artan iş piyasasını karşılamak için model alınmış kurslar ve uygulama rehberleri bulunmamaktadır. Eğer işçi piyasasının ekonomik durumu ile güncelleme biçimi, asıl ve devam eden eğitimleri ile birleştirilmez ise meslek edindirme konusunda uzman eğitmenler için müfredat tarihi olma riskini taşır.

İşe yerleştirme uzmanları için yeni ekonomik durumu, teşhis ve Topluluk Stratejisini hesaba katan << istihdam referansının>> (işlev, faaliyetler ve genel yeterlilikler) bir parçası olan <<eğitim el kitabının>> detaylandırılması aşamalarının incelenmesini öneriyoruz.

Anahtar kelimeler: ruh sağlığı, profesyonel işe yerleştirme, istihdam sağlama, eğitim rehberi, ruhsal bozukluk.

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CONTEXT

Doesn't the employment crisis provide an opportunity to improve the qualifications of the specialists in inclusion in the field of mental health? The global action plan for the Mental Health 2013-2020 of World Health Organization (WHO) anticipates « the empowerment of the users » (WHO, 2012). The project 'Le Projet Public Health Mental Health–Employability in Europe, SPSM-Employability in Europe (2014-2017)' is based on the improvement of the professional practices of social who accompanies the employment of the public, who is particularly fragile in his professional integration. At European level, so far, modeled courses and good practice guides, to face a job market increasingly demanding don't exist. The curriculum for training specialists in professional integration risks becoming dated if an upgrading form with economic situation of the labor market is not integrated with their initial and ongoing training. Through this project, our opinion carries on the well-establishment of current training the of employees in the social sector who work in the professional insertion of the fragile public. Our problematic interrogates the employment crisis and the necessary reconfiguration of the actor's place and the most vulnerable in terms of insertion, the people with mental disorders. Indeed, thanks to the great reforms of psychiatry relating to the reduction of hospital beds and advanced neuroleptic treatments, the users of psychiatry can live as a responsible citizen and have access, as the others, to housing, to training and employment (Gavrilă-Ardelean, 2015). Our project is part of a process of prefiguration and reorganization of meaning, content and initial and continuing training of the employment insertion specialists. In a situation of economic crisis and unemployment, they now face a labor market increasingly harsh at European level. They must be equipped to improve their professional practice in terms of insertion, perform their activities better and be in tune with the reality of the labor market.

Financed by the European fund Erasmus Programme + Strategic Projects, the project SPSM-Employability has as triple objectives the co-construction of an competence forming course, the conception and implementation of the pilot seminar and the establishment of the recommendations at European level, transferable and accessible, at the same time at macro-political and micro-structural level (organizations of university formations).

PURPOSE OF STUDY

The project is based on the expertise of a five-country network of partners: Romania, Switzerland, France, Luxembourg and Belgium. It consists of psycho-social structures specialized in employment, of psychic handicap training centers, and of Public Mental Health research centers and university departments of pedagogy and psychology.

In 2015, each partner realized, in his country, an report about public policy, psychiatry and public health contexts (Gavrilă-Ardelean, 2015). There have been realized investigations about the activity of the employment insertion specialists to evaluate the expectations in terms of accompaniment to the employment of people with mental disorders. In an economic and professional world increasingly complex and systemic, the actors involved respond to logic and to their own problems (Crozier, 1977). The professionals must be helped to receive the situations characterized by power relations within systemic constraints. Our project seeks to compensate the failures of the current training system of insertion specialists and proposes complementary modalities of thinking and implementation of pilot seminars in five European countries. Presented here are the steps of the elaboration of a «Training Referential» that takes part of an «Employment Referential» for the insertion specialists (function, activities and

generic competences). This referential takes into account the new economic situation and diagnostic and the community strategy (analysis of the users' needs, professionals' and businesses' needs). This text tries to write a synthesis of the stages of our work, responding, in the first stage, the question: What activities for the insertion specialists? Then in step two, there are translated the activities of the function of the insertion specialists for people with psychic handicap (Gavrilă-Ardelean, 2015). Step three tries to articulate the competence axes to be developed with the training objectives.

METHODOLOGY

The general work methodology is explained in the publications produced by the researchers of the project SPSM team (Kelemen, Fond-Harmant, Pluss, Stassen, Nache, 2015; Kelemen, Fond-Harmant, Pluss, Stassen, Nache, 2015 and Gavrilă-Ardelean, 2015).

Our approach aims to analyze the training needs. «*Analyzing the needs is collecting data to determine the essential elements of the developing professional competences*» (Abbat, 1990). The investigations realized in the five countries that take part in the project have consisted in identifying how the specialists perform their insertion mission. From the semi-directive individuals and auditions in focus group, they have evaluated what is expected by the users of professional accompaniment and the point of view of the entrepreneurs and of the foremen regarding the insertion of workers with mental disorders and the role of the insertion specialists. This is a total sample of 180 investigations through questionnaires from these three groups (users, professionals and employers) who were interrogated in the five countries of the project.

RESULTS AND DISCUSSIONS

Step 1.

1.1. A referential of activities to identify

Globally, based on all the collected results of our investigations, we can say that an insertion specialist for the people with psychic handicap is a person who has the activity to take into account the situations of communicating, organizing and providing solutions. In fact, our documentary investigations and field investigations show a complex activity whose contours are sometimes unclear. The specialists have described us a rate of sustained work, with the presence of stressful situations, in times of crisis. They also told us the importance of internal and external communication in their daily activities with the different actors of the process of accompaniment who come from a different world and who do not have the same language and the same culture. The central mission emerges from their function of searching for balance between the needs of producing a protected workplace, a potential employer, and the potential of a person with psychic handicap.

Regarding to the literature and to our field investigations in the five countries of the project, our questionnaire focuses on the adaptation of the employment referential defined by the Operational Repertoire of Professions, which is a referential designed by 'Pôle Emploi' in France and is used by various institutions, especially by the Belgian ones. To identify the referential of the insertion specialist's activity, we are inspired by **the** categorization of the professional activities registers, proposed by Henry Mintzberg (Mintzberg 1995- Mintzberg 1984). The questionnaire's grid shows the level of the work dividing. This is defined by three intervention levels based on which we have structured the results, after the debates with the insertion specialists. The three intervention levels are:

1. **The action level;**
2. **The people level;**
3. **The information level.**

Henry Mintzberg has decomposed the manager work in ten roles spread over three levels. From our work, it appears that the insertion specialist, whatever their level of responsibility is, performs activities that are comparable on the three levels of intervention.

1.2. *Action level /Directing the action*

The level of action refers to the relevance of the operational action. Four types of actions are distinguished:

1. **Designing, creating:** it is through his role of a designer, of a solution creator, that the insertion specialist will build projects, new approaches, to integrate people with psychic handicap. He must imagine solutions in a *field of possibilities* for the user, to employment and to the company that will hire the user.

2. **Allocating human resources:** from our investigations, it appears that the insertion specialist must know how to assign the opportunities and different activities offered on his territory and to establish the organization adapted to the potentially targeted users. With his enterprise interlocutors, he must be able to:

- Define the competences required for a job,
- Decide the placement of a professional and personal profile of the user
- Providing an argumentation plan that will persuade the employer and that is based on juridical, economical, human and social aspects, human resources (HR).

3. **Regulating:** not everything is under control and perfectly planned. The role of the regulator can quickly become time consuming to have to handle various problems:

- Unexpected events;
- Conflicts;
- People's problems: crisis, stress, etc.

The insertion specialist plays an interface role between the two worlds that must meet: the working world and the users' world, each with his culture and logic. His role is to regulate, to find a balance that satisfies both parts.

4. **Negotiating:** it is clear that the professional insertion specialist spends a lot of his time to negotiating. This is part of his duties because he is the only one to have all the information about the organization, and especially about human resources (users) and on possible connections.

1.3. *The people level: connecting, being a leader*

Representing: the insertion specialist represents his structure, his philosophy or his service with the outside. He often represents small associative organizations or a public structure in the field of the social economy that responds to its own logic and issues. It carries an offer of competences of HR. He has to defend the notion of «empowerment» for the people with

mental disorders and to make public the message of the users' autonomy in the professional field.

Directing his action: with his hierarchy, the insertion specialist in the professional field builds an approach strategy between the user and the enterprise:

- Developing a global vision for the enterprise and for the user: Where does he go? Who does he contact? What does he know about that enterprise and about its activity area? How do we construct our arguments?
- Fixing the rules and the insertion procedures and realizing a competence assessment with the users;
- Motivating the users, developing their «empowerment» to perpetuate the insertion;
- Developing the efficiency of the action with relevant procedures to the potential employers.

Ensuring the interactions: the occupational insertion specialists are constantly in search of information that could be useful to them, so they spend a lot of time to build a network around them. They must change the laws, the economic policies to identify the institutional and individual key actors. The network consists of people located in an area. The specialists must create links between different actors in order to facilitate the professional insertion of the users.

1.4. The information level: controlling, communicating

The active observer: having a liaison role, (between its structure and the enterprises and administrations, potential employers), allows the specialists to have much more information than their colleagues who provide an internal function in their structure. The search for information is a key of the specialist. In the role of an active observer, he collects information that allows him to decode his environment. This way, he understands the organization of the employment and insertion context in his region from economic and social perspectives.

The information distributor: his post, his network and his activity of an «active observer» as Mintzberg said, make the occupational insertion specialist a contact person who has access to much information. In return, the specialist has the responsibility to distribute to his colleagues information about his structure, about his network or about his relations according to the circumstances to enrich the network and the interaction between the actors.

The spokesman: the occupational insertion specialist also has a spokesman role that is 'officially' in charge of the communication, which represents his structure in exterior and interior (the hierarchy and the users).

Step 2.

2.1. The profession referential or the training referential

The results of the 180 investigations through interviews and grids show the «expected functions» of the occupational insertion specialists, from the point of view of the users and from the point of view of the enterprises and of the specialists themselves.

The triptych action level – people level – information level, **Mintzberg H (2-3) proposes to define the role of the professional function.** There are three main types of roles:

1. **Interpersonal roles;**
2. **Roles linked to information;**
3. **Decisional roles.**

This way, for the occupational insertion specialist function, we have declined, in the following three tables (table 1, table 2 and table 3), in the first column, the **prescribed roles**: it is the expected posture, regarding to the actors (users and enterprises). In the second column, we find a short explanatory description and in the third one, the **identifiable** activities. These tables are a proposal to class of all the data we have collected in order to structure them in a competence referential, following the model of Mintzberg (1984). This classification will be discussed and amended by the steering committee to secure a definitive text.

Table 1. Interpersonal roles

Roles and Postures	Description	Identifiable activities
Liaison officer	Economic actor Actor of de-stigmatization Play a pivotal role in facilitating employment accessibility Working disclosure Management	All relationships involving people from outside Link structure, companies and users; Mediation, conflict management Working alliance and trust with the companies (but also with the user and with the support of mental health service). Motive
Manager of Human Resources	Identify the matching of capacity and potential of the user and workstation potentially 'open';	Puts the user in active employment Form for insertion.
Symbol	Meets legal or social nature of the duties within its processes and its status	Representation of its structure Defends a vision of recovery and empowerment of users Responds to enterprises solicitations.

Table 2. Roles related information and networking

Roles and Postures	Description	Identifiable activities
Spokesman of the user	Community-identification work of stakeholders to establish a common language Working professionals network	Contact the actors of social services and companies Transmits information on the potential of the user and those of the enterprise.
Spokesman of the internal institution	MACRO approach, in the network, MESO approach, strengths and weaknesses of various team configurations (size, multidisciplinary, etc.)	Inform his hierarchy
Communicating	MICRO approach in the company. The attendant specialist is in the center	Transmits information, In transcripts of interviews,

Building a New Training Referential for the Employment Accompaniment Jobs for People with Psychic Handicap

Specialist in occupational insertion	of worlds that have codes, languages, visions, values, different expectations. In competence he should be able to perceiving communication codes, different worlds and to establish a dialogue between these worlds. Identify the matching of capacity and potential of the user and workstation potentially 'open';	meeting Develops a specific culture sufficiently open to provide added value and be relevant in these actions.
Active observer	Approach and transmission of references	Obligation to read some articles before seminars

Table 3. Roles of decision

Roles and Postures	Description	Identifiable activities
Initiative and decision	Research opportunities, Create opportunities. Designs, plans, Initializes Solutions	How to enable the professional space to give expression to the creativity and inventiveness of the accompanying? Analyze situations, developing strategies with its partners, Manages disruption and internal crises, Organizing solutions
Regulator Organizer	Responsible for corrective and or reorientation actions related to changes and crises of the user or other significant or unexpected situations	Manage crises and disruptions of the user, or crisis in the company. Organizes changes
Negotiator	Negotiates with its hierarchy (right to error, risk taking) Represents the values and projects of the user in the external negotiations	Negotiate externally (with companies) Negotiate internally (users, other team members, etc.)

Our work is the result of the discussions about the specialist's profile and the functions and tasks he performs. Our objective is to train and equip the specialist with competences in the field of mental disorders. We also aim to adapt the users to a current professional and economic context.

The analysis of the training needs and of the knowledge of professional situations, with which the employment and professional insertion counselors face, makes us not to include the «transmissive model» as a training reference. Indeed, this model consists in training a person

«scientist», full of knowledge that hasn't learned how to exercise a diversified occupation. Or, the occupation of professional insertion for the people with mental disorders 'le métier de l'insertion pour des personnes atteintes de troubles psychique' involves a complex way, the articulation of the social, medical, economic worlds and the management of emotions and knowing how to accompany the users (Del Rey, 2010).

Our approach to the analysis of training needs is part of the « competence model » which is based on the notion of «human capital» to create the added value in complex and adapted context. The competences require many cognitive resources, both psychomotor and affective. The competences are used in a given context. They are based not only on the theoretical dimension of the profession, but on a practical work that favors the skills and attitudes adapted in various business situations.

We arrive at the end of our work exchange and analysis of identifying an activity referential and a referential of the occupation of professional insertion (step 1 and 2). Now, in step 3, we propose an approach from the perspective of training referential. This approach presents, at the same time, the need of conceptual knowledge, relational knowledge and techniques of performing the activity of an employment and professional insertion counselor. This approach corroborates the works of literature on the problematic of accompanying the people with mental disorders (Corbière, 2014- Robert, 2012). In fact, the researchers highlight the situation, in the context of the specialists' training, to help them fix their knowledge. The professional competence is defined as a «*complex learning action that mobilizes, thanks to different kinds of capacities (cognitive, reflexive, metacognitive, operative, psycho-affective, social) a set of complementary resources elaborated starting with multiple knowledge and organized in operational diagram, to adequately address problems within families of professional situations, defined regarding to contexts, roles and specific constraints*» (Parent, 2015).

Step 3.

3.1. A training referential for which competences?

From the whole process of investigations, auditions, field analysis in the five partner countries since the project began, it already appear six major thematic axes, in terms of training needs:

1. The strategies and the culture of the enterprises;
2. The management of the impacts of mental disorders;
3. The preparation of the user to enter in the enterprise;
4. Modelling the inclusion factors;
5. The posture of the specialist in the psycho-social accompaniment;
6. Methods and tools.

At this stage of work, we propose to discuss a training referential built on these six items. The following table 4, table 5 and table 6 summarizes, in a first draft, the results of our approaches and reflections. It contains the apparition of three knowledge axes: Conceptual, relational **and** techniques that are the foundation **for the elaboration of a training referential for the employment and professional insertion counselor:**

Building a New Training Referential for the Employment Accompaniment Jobs for People with Psychic Handicap

1. Conceptual knowledge: they deal with adaptation competences and cultural knowledge that form the mental structure and promote a strategic and global vision of the situations. They favor a macro and systemic lecture of the events and develop the adaptation to environmental changes and enable the self-adaptation. They also have a link with the organizational competences and gather the collective individual and managerial organization.

2. Relational knowledge: They concern the social skills internally, externally and in relation with the hierarchy.

3. Technical knowledge: They focus on the technical knowledge linked to the experience and on the acquisition of useful methods and useful for professional activities.

Table 4. Conceptual competences

Axe of competences	Arguments	Develop training
Knowledge about mental disorders	Composing with the impacts of the disease, Develop the concepts of recovery and empowerment.	Functional approach; Discover the tools that work on stress and anxiety. Analysis of user behavior Anticipate relapses. Tool: checklist of questions to users when regular telephone contact.
Knowledge of the culture and enterprise strategies	Labor Law - Legal Framework Analysis of workplace	Make a legal Sleep Knowing simulator accessibly impact for the employer
Knowledge of funding: legal framework and hiring subsidies	Analysis of the types of management and corporate values	Strategies to adapt to standards and values of the enterprise. Maintaining links so systematized through a listing of companies updated. Help local forces to build their methodologies, to adapt the proposed tools.
Local context	Economic and social context of the host partner	Inter-country vision: if the contexts are different, some fundamental questions, some difficulties and some good practices are common to professional contexts. Behavior analysis stigma and strategies to counter the phenomena.
Modeling inclusion factors	Cognitive approaches	Group dynamics.

Table 5. Relational competences

Axe of competences	Arguments	Develop training
Psycho-social accompaniment	European cross to find. What common positions? What common consensus?	Work on the demand analysis and action plan for co-construction (SMART type).
Position Professional	Motivational Interviewing Framework and method to convince the user that the accompanying person believes in his project, believes in the person, believes in the environment and its possibilities.	Personal development techniques, improved motivation, self-esteem
Train users	Training professionals in insertion form.	Teaching concept in our accompanying frame.
Preparation of the user to live in the company	Preparation of the user to entry and sustainability in the enterprise,	Education standards and practices in the workplace. Awareness in the person of what is expected by the corporate world.

Table 6. Technical competences

Axe of competences	Arguments	Develop training
Methods and tools	Addressing the range of existing tools (before, during and after the accompaniment)	Transversal workshops (mixing 5 countries) to dissect the tools and recompose them according to individual contexts Knowledge of reference models (IPS. Activation). Approach and transmission of references. Preparation for reading cards of articles before seminars
	Commercial Marketing	Technical survey and negotiation. Tool: Soliciting movie IPS. Maintaining links so systematized through a listing of companies already contacted among others.

CONCLUSIONS

The way of our reflexion has led us to question the place and role of the employment and professional insertion specialist of people with mental disorders and to include them in the European economic context of the enterprise and the jobs crisis. We have put in perspective the complexity of the function of these specialists, considering the interaction between the two

worlds: the economic world, represented by the enterprises and the medical and social world, represented by the effects of the psychiatry reform on the concrete activities of the professionals in psychiatry and mental health. The integration of the most vulnerable workers in the labor market in times of crisis is the major question raised by the SPSM project. The answer is complex and shows the limitations of our work. The angle at which we address the question leads us to propose an accompaniment to the employment of the people who need a better continue formation of the specialists who support them. Although the sociological question of the insertion of people with psychic handicap is not exclusively formulated in terms of training, our project questions the relevance of the current contents of the continuous training of these specialists.

In fact SPSM proposes the implementation of additional modules in the form of pilot seminars that include scenarios of dealing with the new realities of the European economic world. The evaluation of the SPSM, in 2017, and of the seminars conducted in the five countries of the project will measure the contribution of our approach and draw conclusions by monitoring the trained specialists.

This presentation is a step point in the deconstruction of the phases of the discussions initiated by the five partners of the SPSM project. It serves as a tool and basis for exchanges to go further with the project partners, as part of future transnational meetings organized throughout the project. In a more general manner, it contributes in its own way, at the scientific production of the work on the adjustment of economic and social actors in the restructuring the professions and improving the professional practices in times of crisis of work and employment.

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GENİŞ ÖZET

İstihdam sorunu ruh sağlığı alanında iş bulma uzmanlarının özelliklerini geliştirmeleri için bir fırsat sağlamıyor mu? Dünya sağlık örgütünün (WHO) 2013-2020 ruh sağlığı için yapmış olduğu küresel hareket planı <<bu alandakilerin motive edilmesini öngörmektedir.>> 'Le Projet Public Health Mental Health–Employability in Europe, SPSM-Employability in Europe (2014-2017)' projesi profesyonel adapte sürecinde bilhassa daha hassas olan toplumun istihdamını sağlayan profesyonel uygulamaların geliştirilmesine dayanır. Profesyonel anlamda sürece dâhil olacak uzmanların eğitimleri öncesinde ve esnasında iş piyasasının sürekli güncellenen durumu programa dahil edilmelidir. Aksi takdirde, uzmanların eğitilmesi için geliştirilmiş olan bu öğretim programı günün şartlarını karşılayamama riski taşımaktadır. Bu proje sayesinde, hassas toplumun profesyonel işe yerleştirme aşamasında görev alan sosyal sektör çalışanlarının var olan eğitiminin sağlanmasını amaçlamaktayız.

Sorunsal dayanaklarımız istihdam krizi ve gerekli olan bahsi geçen ve dahil edilme konusunda sorunlu olan ruhsal bozukluğa sahip kişinin yerinin yeniden yapılandırmasını sorgulamaktadır

Aslında, yatılı hasta sayısını azaltan ve gelişmiş neuroleptik tedavilerin azaltılmasını sağlayan psikoloji alanındaki büyük reformlar sayesinde , psikiyatri tedavisi görenler de sorumluluk sahibi bir vatandaş olarak yaşayabilir ve diğer insanlar gibi ev kurma, iş kurma ve eğitim alma olanaklarına sahip olabilir (Gavrila-Ardelean, 2015). Projemiz amacın öngörülmesi ve yeniden yapılandırılması, içerik , işe yerleştirme uzmanlarının eğitimlerinin öncesi ve esnasında sürecin bir parçasıdır. İşsizlik ve ekonomik kriz durumunda, uzmanlar iş gücü piyasasında giderek daha zorlayıcı hale gelen bir Avrupa tarzı seviye ile karşılaşmaktadır. İşe alma konusundaki profesyonel uygulamaları geliştirmek için donanımlı olmalı, aktivitelerini daha iyi yapmalı ve iş piyasasının gerçekleri ile uyumlu çalışmalıdırlar.

Avrupa sermayesi olan Erasmus Programme + Strategic projeleri tarafından finanse edilen SPSM-Employability (istihdam edilebilirlik) projesi yeterlilik belirleyen kurslar açısından buraların yeniden yapılandırılması, pilot seminerler açısından bunların uygulanıp kavramsallaştırılması ve Avrupa seviyesindeki tavsiyelerin hayata geçirilmesi, aktarılabilir ve ulaşılabilir, aynı zamanda makro politik ve mikro politik yapısal bir seviyede (üniversite oluşumlarının organizasyonu) olması şeklinde üç kısımdan oluşan amaçlara sahiptir.