



CREATEYOURFUTURE





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TRAIN THE TRAINER CURRICULUM

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This document has been produced in the framework of the project *Create your Future*.

Create your Future addresses young people between 15 and 25 years who have survived childhood cancer and are trying to find their way back to life, work and education. For this purpose, the project has developed a career counselling programme for Childhood Cancer Survivors that does not only address the educational and labour market perspective but also integrates psychosocial and medical factors in order to look at the individual as a whole. This career counselling programme is tailored to each Childhood Cancer Survivor in order to take into account their special needs, stresses and restraints. To assure the best possible support for Childhood Cancer Survivors, close cooperation between health staff and adult educators is critical.

The *Create your Future* career counselling programme is implemented by education and training professionals. As no or very little career counselling for Childhood Cancer Survivors is currently taking place the counsellors have to be trained to be competent to conduct the career counselling for this specific target group in a professional and sensitive way.

The curriculum serves as the basis for a blended learning training implemented in the lifetime of the *Create your Future* project as a five-day transnational face-to face seminar with online preparation and follow-up phases. Moreover, it is designed as a blueprint for future trainings of this kind, which, due to varying health and labour market contexts and systems in European countries, will probably take place in different formats.

The *Create your Future* Train-the-Trainer curriculum covers:

- Medical aspects
- Psychosocial aspects
- Labour market aspects
- Counselling and guidance aspects
- Organisational aspects
- Transfer into practice

Participant profile



Except from Austria no or very little career counselling tailored to the specific needs of Childhood Cancer Survivors is taking place. Education professionals need therefore to be trained to be aware of the special needs of the target group. To ensure high quality of the counselling process to be implemented after the **Create your Future** Train-The-Trainer programme participants are required to meet this qualification profile.

1. Recognized pedagogic qualification (trainer or counsellor) or ...

Psychosocial qualification:

- a. Degree in psychology
- b. Life coach („Lebens- und Sozialberater“)
- c. Mental trainer (diploma)
- d. Coach
- e. Psychotherapist
- f. etc.

2. At least 3 years of professional experience

3. Practice in job orientation (training or career counselling)

Learning Outcome



The **Create your Future** Train the Trainer programme prepares participants for Career Counselling with Childhood Cancer Survivors. The program objectives are:

- To prepare counsellors of existing types of childhood cancer and the different long term effects of childhood cancer and its treatment in order to achieve common and feasible goals for the integration of Childhood Cancer Survivors in the working and / or educational environment.
- To prepare counsellors with career development knowledge and skills to help Childhood Cancer Survivors make informed career decisions and engage in educational planning that maximizes

their potential.

- To prepare counsellors who demonstrate an understanding and application of established and emerging counselling theories through effective use of individual techniques for working with Childhood Cancer Survivors.
- To prepare counsellors to work collaboratively with hospital staff (especially psychologists and social workers), families, school staff and pupils and employers and co-workers to achieve common goals for the integration of Childhood Cancer Survivors in the working and / or educational environment.

- To prepare counsellors to encourage existing skills, strengths and the autonomy of the participants.
- To prepare counsellors to make appropriate referrals to meet students' diverse social, emotional, academic, and career needs.
- To prepare counsellors with knowledge and skills to integrate different educational and working opportunities in relation to the different academic, career, and personal/social student competencies.

Methodology and Duration



Blended learning

The *Create your Future* Train- the-Trainer programme has three integral parts:



The five day face-to face seminar is embedded within two online phases which are facilitated by an internet-based platform for collaboration and learning.

Practice orientation

Participants are encouraged to share in the programme real cases, challenges or plans related to their own professional practice. Thus, it is ensured that the training content will be highly relevant for participants' professional contexts and create added value through joint problem-solving.

Mix of working methods

Theoretical and informational inputs are combined

with action-oriented methods: role plays, group work, discussion and reflective rounds.

Peer learning

We firmly believe that the participants learn from each other at least as much as they may learn from the course facilitators and the training materials provided. Consequently, collaborative forms of learning are encouraged and facilitated.

Transfer

Integral parts of the Create your Future Train- the-Trainer programme is the support of participants in providing similar trainings and in delivering career counselling in their own professional contexts.

Overview of Modules



The course exists of the following 6 modules:

Module 01: Childhood Cancer

- Types of childhood cancer
- Possible long-term effects of childhood cancer and its treatment
- Physical and mental working capacities
- Possible stresses and limitations

Module 02: Social and Psychological Challenges

- Psychological and social challenges of Survivors
- The role of families and friends
- Dealing with illness and death
- Self-reflection and self-protection of the counselor

Module 03: Labour market aspects

- Available educational opportunities
- Employing people with disabilities
- Available financial support and benefits
- Sheltered work positions
- Trainings and occupational therapy
- Workplace Adaptations
- Legal Issues

Module 04: Counselling and guidance aspects

- Aims, content, methodology of the Create your Future approach
- Contextualisation and adaptations of existing methods and tools
- Recognizing possibilities of and limitations to career counselling with Childhood Cancer Survivors

Module 05: Organisational aspects

- Counselling process, documentation, quality standards
- Cooperation with health care staff
- Hygiene in the hospital
- Data protection
- Evaluation and feedback

Module 06: Transfer into practice

- Providing training to future Create your Future career counselors
- Delivering career counselling programmes to Childhood Cancer Survivors in different contexts

Module Description



Module 01: Childhood Cancer

Learning outcomes

At the end of the module, participants will learn more about:

- Different types of childhood cancer and possible treatment
- Possible long-term effects of childhood cancer and its treatment
- Physical and mental working capacities after treatment
- Possible stresses and limitations (i.e. workplace adaptation)



Inputs and learning activities

M1.1

Title	Aims and content of the CyF programme in Module 1
Type	Presentation
Goal	To get to know the aims and content of Module 1
Description	The presentation gives an overview of the general aims, the specific content and its exercises
Material	PPT presentation
Timing	25 minutes
Comment	-

M1.2

Title	Late effects of childhood cancer
Type	Presentation
Goal	To get to know late effects of childhood cancer
Description	The presentation describes in details somatic late effects such as: Fatigue; Hormonal disturbance; Effects on skin; Effects on growth; Osteoporosis; Abnormal adolescent development and infertility; Limited function of different organs; Hearing or Vision lost; Epilepsy; Higher risk of secondary malignoms. These late effects can impact the future educational and professional choice of the young survivors and have to be carefully considered in the career counselling process.
Material	Reference to presentation Late effects of Childhood Cancer
Timing	1,5 – 2 hours
Comment	-

M1.3

Title	Types of childhood cancer
Type	Text File
Goal	To provide overview of the different types of childhood cancer
Description	Describes the differences between cancers in adults and children and the most common types of childhood cancer: Leukemia; Brain and other central nervous system tumours; Neuroblastoma; Wims tumour; Lymphoma (including both Hodgkin and non-Hodgkin); Rhabdomyosarcoma; Retinoblastoma; Bone Cancer (including osteosarcoma and Ewing sarcoma);
Material	Reference to handout – text file
Timing	n/a
Comment	http://www.cancer.gov/ http://www.cancer.org/

M1.4

Title	Possible long-term effects of childhood cancer and its treatment
Type	Text File
Goal	To provide overview of the Possible long-term effects of childhood cancer
Description	Detailed description of the possible long-term effects of childhood cancer and its treatment referring to the most common types of childhood cancer.
Material	Reference to handout – text file
Timing	n/a
Comment	http://www.cancer.gov/ http://www.cancer.org/

M1.5

Title	Associations with brain tumour
Type	Individual Exercise (no group work)
Goal	To reflect on associations and assumptions people make and have when hearing or reading the words brain tumour
Description	Brain tumour and especially late effects are still a taboo topic and the broader public does not have enough information to create a reflected opinion on brain tumour and its late effects. Most people therefore have often have associations with brain tumours that hardly ever reflect reality.
Material	Instruction: Word doc Pens and paper
Timing	20min (collection of associations / assumptions or even prejudices)
Comment	After this exercise start with presentation M1.6. You can come back to the exercise after or during the presentation if you want to discuss the collected associations.

M1.6

Title	Late effects after treatment of brain tumors
Type	Presentation
Goal	To get to know late effects of pediatric Central Nervous System tumors and its therapy
Description	The presentation gives an introduction into brain tumors and states facts and figures that should be known by Career Counsellors working with Childhood Cancer Survivors. It goes into detail about the possible late effects of pediatric CNS tumors and describes how those might have an impact on the childhood cancer survivors career choices and chances.
Material	PPT
Timing	2 hours
Comment	Before starting the presentation exercise M1.5 should be done. The presentation should also always be accompanied by the exercises M1.7 and the case study M1.8

M1.7

Title	Exercise: Late effects after treatment of brain tumours
Type	Individual Exercise (no group work)
Goal	<p>The participants shall choose 1 neurocognitive function and form groups of 3 to 4 people.</p> <p>They shall think about possible restrictions in everyday life, when they cannot use this one function:</p> <ul style="list-style-type: none">• Think about very concrete restrictions you might experience during a day• Think about very concrete restrictions you might experience at work• Discuss how this would make you feel <p>Report back to the penal</p>
Description	Describes the differences between cancers in adults and children and the most common types of childhood cancer: Leukemia; Brain and other central nervous system tumours; Neuroblastoma; Wims tumour; Lymphoma (including both Hodgkin and non-Hodgkin); Rhabdomyosarcoma; Retinoblastoma; Bone Cancer (including osteosarcoma and Ewing sarcoma);
Material	Instruction: Word doc Pens and paper

Timing	20min (group work) 30min (discussion)
Comment	-

M1.8

Title	Case Study: Impact of late effects at work
Type	Individual Exercise (no group work)
Goal	To understand how symptoms of late effects might be interpreted wrongly
Description	2 different case studies portray how late effects can be misinterpreted. Discuss the two case studies and define possible solutions / coping strategies
Material	PPT
Timing	30min (discussion)
Comment	-

Module 02: Social and Psychological Challenges

Learning outcomes

At the end of the module, participants will learn more about:

- Psychological and social challenges of childhood cancer patients and survivors
- The role of families and friends during and after treatment
- Self-reflection and self-protection of the counselor

Inputs and learning activities

M2.1

Title	Aims and content of the CyF programme in Module 2
Type	Presentation
Goal	To get to know the aims and content of Module 2
Description	The presentation gives an overview of the general aims, the specific content and its exercises
Material	PPT presentation
Timing	25 minutes
Comment	-

M2.2

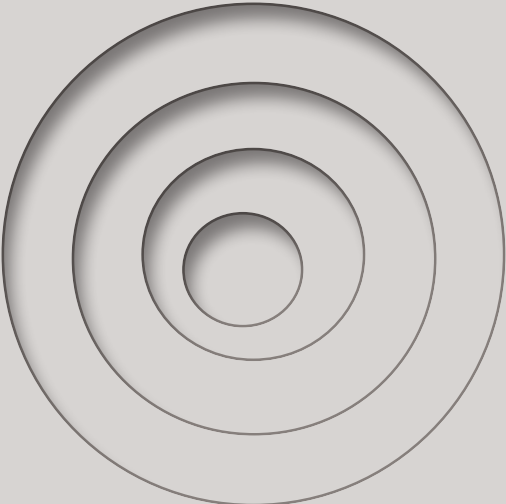
Title	Psychological and Social Challenges for Survivors
Type	Presentation

Goal	To get to know how psychological challenges and the role of the family for children and adolescents diagnosed with cancer and for Survivors
Description	The presentation describes the psychological challenges for Survivors during the treatment, especially with regards to self-perception and relationships with family and friends: need for trust, protection, support; relationships, values, self-esteem; the meaning and purpose of life. Role of family and friends; It also highlights the very important role of the family which should be considered, at least in the initial phase of the career counselling, as the parents have important insights about the psychological late effects on the one hand, but also are the closest/the most trusted persons of the survivors. Thus, they can bring great added value to the process of psychological and career support provided.
Material	Reference to presentation
Timing	1 hour
Comment	Family and friend roles and relationships as well as emotions such as fear of death can be very well visualized with an interactive exercise called systemic constellation. With systemic Constellation dynamics of systems (such as the system of family in general or different situations of / experiences with cancer treatment) can be visualized and detected. However systemic constellation should only be performed by a trained psychologist or someone with an education in this field.

M2.3

Title	A patient's change of self-perception
Type	Exercise
Goal	To understand the impacts of an oncological diagnosis on a patient's self-perception
Description	<p>Collect some sentences which represent your attitude to life when you were an adolescent (age 14-18). For example:</p> <ul style="list-style-type: none"> • I can do what I want! • I am a good football player! • Etc. <p>After collecting those sentences, think about how that might change due to the diagnosis and treatment. Discuss in groups.</p>
Material	Pens and paper
Timing	20min (collection of statement) 30min (discussion of meaning and impact)
Comment	Keep in mind that the body changes incredibly during therapy (dimension depending on type of therapy) and how that leads to a changed self-awareness and self-confidence.

M2.4

Title	A patient's change of self-perception
Type	Exercise
Goal	To understand the different roles of family and friends when diagnosed during adolescence
Description	<p>Imagine yourself at the age of 15/16 years. Draw four circles like this</p>  <p>In the middle there is you. Now write the names of the persons in the appropriate circle after according to the following criteria: who played an important role in your life, who were you close to on a day-to-day basis when you were 15/16 years old In the inner circle: who were really close to you and very important for you In the middle circle: who were close and important but to a less extent than those in the inner circle. In the outer circle, who were also present but not as close or important. Discussion: Adolescents experience a shift in the importance they place on family towards their peers. This normal development is hindered by a cancer diagnosis and treatment during adolescence.</p>
Material	Pens and paper
Timing	10min (explanation) 20min (filling in the circles) 20min (discussion)
Comment	Receiving an oncological diagnosis hinders the possibility to distinguish yourself from your parents, in fact, forcing you back to your family and making you dependent again, distancing you from your peers, causing you to lose friends, interrupting your sexual development, etc.

Module 03: Labour Market Aspects

Learning outcomes

At the end of the module, the participants will have specific *knowledge* (information, guidelines etc.) on the following topics:



- Available educational opportunities
- Employing people with disabilities
- Available financial support and benefits
- Sheltered work positions
- Training and occupational therapy
- Workplace Adaptations
- Legal Issues

In order to implement this knowledge effectively, the participants will be trained in the following *meta-competences* that are applicable and beneficial both for the counsellors and the survivors themselves.

- **Knowledge about the labour market in general**
- **Research competences**
- **Knowledge and understanding of employers' perspectives**

Inputs and learning activities

M3.1 Presentation: Aims and content of the module -Overview PPT

M3.2 Group work: The Big Picture of the Labour Market

M3.3 Brainstorming (**research tools**)

M3.4 Group activity for **employers' perspective** (what are the employers looking for)




Additional training materials – **country-specific** information, available online; Handout on Research *Dos and Don'ts*

M3.1

Title	Aims and content of the CyF programme in Module 3
Type	Presentation
Goal	To get to know the aims and content of the Create your Future programme
Description	The presentation gives an overview of the general aims, the specific content, and the main steps of the Create your Future programme:
Material	PPT presentation Module 03 - Labour Market Aspects
Timing	30 minutes (incl. questions and answers)
Comment	-

M3.2

Title	The Big Picture of the Labour Market
Type	Group work and Discussion
Goal	To identify all the different major players in the labour market, to raise awareness about the complexity of this topic; to create the foundations for successful work with national labour market information, and; to motivate counsellors to appreciate the need to continuously research this complex matter (link to M3.3.)

<p>Description</p>	<p>The group work begins with the poem about the Blind Man and the Elephant – small equal subgroups receive one unique part of the poem, and the group as a whole reads it out. The poem is followed by a short grouping exercise – everybody takes a card from the deck; we split the group in two subgroups (red and black playing cards). The subgroups answer the following questions, writing each answer on a SEPARATE SINGLE STICKY NOTE:</p> <ul style="list-style-type: none"> • Which are the main roles within the labour market – think about all the people and their roles in helping somebody to find a job. • For each role: how would you present yourself to this role/person/organisation? • For each role: what questions would you ask to it/them? • For each role: what is it looking for? what does it “sell” on this market? <p>In the overall debrief, consider the question of the influence that each of the listed roles has on the labour-market dynamics. The facilitators could help the groups by suggesting roles like:</p>  <pre> graph TD JobSeeker(Job Seeker) Employer((Employer)) --> JobSeeker State((State)) --> JobSeeker RA((Recruitment Agencies)) --> JobSeeker PNC((Personal network of contacts)) --> JobSeeker NGOs((NGOs)) --> JobSeeker PA((Professional associations (for specific occupations))) --> JobSeeker </pre> <p>Each group presents its roles, and the facilitators group the roles and summarise the overall lesson learned: everybody seeks and sells something on the market; it is a complex reality with a lot of interacting powers and interests.</p>
<p>Material</p>	<p>The poem “The Blind Men and the elephant” Colourful sticky notes or a deck of cards Flipchart paper Markers</p>
<p>Timing</p>	<p>45 minutes: 10 minutes – poem and reflection 5 minutes – instructions 15 minutes – group work 15 minutes – presentations by the groups and discussion</p>

Comment

-

M3.3

Title

Research tools

Type

Brainstorming

Goal

Developing Research competences

- Dos and don'ts
- Research tricks

Being able to continuously research and receive information about country-specific contacts and links (job portals, labour agencies, financing bodies).

Description

The facilitator asks everybody to write on a small piece of paper: "My most useful research technique and my main research challenge" Everybody shares and the trainer facilitates a discussion and writes the main TIPS and Challenges on the flipchart. To conclude, the handout is shared amongst the participants.

Material

Handout: Research tips
Flipchart
Markers
Small colourful papers



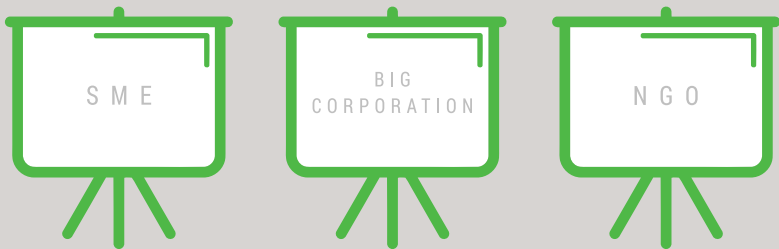
Timing

20 minutes for preparation, deployment, debriefing

Comment

-

M3.4

Title	Employers' perspective (what are the employers looking for? What are their fears)
Type	Group work
Goal	To gain knowledge and understanding about employers' perspectives <ul style="list-style-type: none">• The fears of the employers• Knowledge about employing survivors - introduction into the Create Your Future employers' brochure• Reactions towards discrimination / overprotection• Legal issues – also part of the employers' brochure• Induction programmes and workplace adaptations from the employers' perspective
Description	<p>Participants are divided into groups, with each group focusing on a different size of employer: 1. SME; 2. Big Corporation; 3. NGO</p> <ul style="list-style-type: none">• What am I afraid of in terms of hiring a survivor? What could the disadvantages be for me?• What are my benefits?• How do I introduce a new employee into the organisation (normally)? <p>In a first round, participants put themselves into the shoes of the employer and write the answers in speech bubbles around the employer poster. Then, the CyF Brochure will be presented with quotes and success stories from employers. De-briefing in the plenary.</p> <p><i>Normally, the discussion in the plenary and the previous experience of each counsellor result in sufficient depth of information for each question. However, if none of the participants has knowledge about the ways Induction programmes are used in organisations, a research need is underlined and facilitators encourage the counsellors to put into practice the skills gained in M3.3</i></p>
Material	<p>CYF Employers Brochure Three Flipcharts, pre-prepared Each flipchart has a different title: 1. SME; 2. Big corporation; 3. NGO</p>  <p>Flip chart, pens</p>
Timing	40 minutes
Comment	-

Module 04: Counselling and Guidance Aspects

Learning outcomes

At the end of the module participants will be able to:

- Know the aims and content of the Create your Future programme
- Understand and value the systemic and holistic counselling approach
- Have realistic expectations of possible achievements and limitations of the guidance and counselling process
- Be acquainted with useful tools for the various counselling steps



Learning content

- Aims and content of the CYF guidance and counselling programme
- Steps of the career counselling process
- Counselling tools
- Common challenges of childhood cancer survivors in the career counselling process



Inputs and learning activities

- M4.1** Presentation: Aims and content of the CyF programme
- M4.2** Group work: Finding an adequate counselling approach
- M4.3** Group work: Tools for the clarification phase
- M4.4** Group work: Dos and don'ts in application documents
- M4.5** Presentation: Dos and don'ts in application documents
- M4.5** Role play: Mock job interview

....



- M4.6** Case reflection: Dealing with counselling barriers
- M4.7** Group work: Tools for enhancement of personal competences
- M4.8** Role play: Reflecting on a critical counselling situation

M4.1

Title	Aims and content of the CYF programme
Type	Presentation
Goal	To get to know the aims and content of the Create your Future programme
Description	<p>The presentation gives an overview of the general aims, the specific content, and the main steps of the Create your Future programme:</p> <ul style="list-style-type: none"> Clarifying the individual situation, expectations and aims Potential analysis Job orientation and career choice Activation and individual development plan Preparation for the job application process Support in dealing with barriers to employment Enhancement of key competences
Material	<p>PPT Presentation</p> <p>Module 04/1 - Ziele und Inhalte von Create Your Future</p>
Timing	30 minutes (incl. questions and answers)
Comment	-

M4.2

Title	Finding an adequate counselling approach
Type	Case reflection
Goal	To reflect on suitable counselling approaches for the specific life situation of a client
Description	Participants are provided with two cases describing clients' situations/starting points. The cases are discussed in small groups and potential counselling strategies are developed. Presentation of the different solutions and discussion in plenary. Comparison with the outcomes of comparable real-life counselling processes.
Material	Handout: 2 case descriptions
Timing	60 minutes
Comment	-

M4.3

Title	Tools for the clarification phase
Type	Group work
Goal	To get acquainted with existing counselling tools for the clarification phase and understand the value/limitations/improvement needs for their application with the target group
Description	In a first round, participants share the tools they normally use in their counselling practice. Then, the CyF tools will be presented and their potential and improvement areas will be discussed. De-briefing in the plenary.
Material	Handout: Tools for the clarification phase Flip chart, pens
Timing	60 minutes
Comment	-

M4.4

Title	<i>Dos and don'ts in application documents</i>
Type	Hands-on exercise
Goal	To become aware of common mistakes and faux-pas in application documents
Description	Analysis of fictitious motivation letters and CVs
Material	Handout: Motivation letters and CVs
Timing	45 minutes (incl. questions and answers)
Comment	-

M4.5

Title	<i>Dos and don'ts in application documents</i>
Type	Presentation
Goal	To become aware of common mistakes and faux-pas in application documents
Description	Presentation of most common mistakes
Material	PPT presentation Module 04/3 - Wie man sich erfolglos für eine Stelle bewirbt
Timing	15 minutes (incl. questions and answers)
Comment	-

M4.6

Title	Mock job interview
Type	Role play
Goal	To put yourself in the shoes of a survivor / an employer and thus experience common challenges/obstacles/fears etc.
Description	Participants prepare in small groups for a job interview, taking on the roles of survivor-applicant and employer. The interview is acted out, recorded and discussed.
Material	Handout: Job description Handouts: Preparation of survivor/employer for job interview Video camera Projector
Timing	90 minutes
Comment	-

M4.7

Title	Tools for enhancement of personal competences
Type	Group work
Goal	To get acquainted with existing counselling tools for enhancing clients' socio-personal competences and to understand the value/limitations/improvement needs for their application with the target group
Description	In a first round, participants share the tools they normally use in their counselling practice. Then, the CYF tools will be presented and their potential and improvement areas will be discussed. De-briefing in the plenary.
Material	Handout: Tools for the clarification phase Flip chart, pens
Timing	60 minutes
Comment	-

M4.8

Title	Reflecting on a critical counselling situation
Type	Case reflection, role play
Goal	To reflect on possible approaches to potentially difficult situations in the counselling process
Description	<p>Participants are provided with a case in which the success of the counselling process can be critical due to diverging intentions of client and counsellor</p> <ul style="list-style-type: none">• One person takes the role of the survivor in question, another person acts out the counsellor, the rest of the group observe• The Survivor and counsellor receive cards with contradictory information and prepare for the next counselling session• The counselling session is acted out• The observers comment on what happened and offer possible solutions
Material	Handout: Case description Handouts. Perspective of survivor/counsellor/observers
Timing	60 minutes
Comment	-

Module 05: Organisational aspects

Learning outcomes

At the end of the module participants will be able to:

- Know the main aims, content and phases of the CyF programme
- Make a reflected choice of appropriate setting for specific counselling steps
- Be aware of the need to cooperate with hospital staff
- Understand the added value of integrating friends and families in the process
- Plan and document the guidance and counselling activities
- Observe basic hygiene regulations in hospital
- Put in place basic quality assurance measures
- Understand the necessity of systematic reflection on the experiences gained



Learning content

- Content and aim of the Create your Future programme
- Range of guidance and counselling services provided
- Counselling settings
- Cooperation with other stakeholders
- Phases of the counselling process
- Quality and evaluation
- Documentation



Inputs and learning activities

- M5.1** Presentation: Overview of organisational aspects
- M5.2** Brainstorming: Which professionals need to cooperate?
- M5.3** Reflection: What is the appropriate setting for counselling survivors?
- M5.4** Group work: How to ensure counselling quality?



M5.1

Title	Overview of organisational aspects
Type	Input: Presentation by the trainer
Goal	To learn about the most relevant organisational aspects of delivering career guidance and counselling to childhood cancer survivors
Description	The presentation provides an overview of the key aspects to be considered when planning and organising, implementing, evaluating and documenting the CyF programme
Material	PPT presentation Organisational Aspects
Timing	45 minutes
Comment	The presentation is not required to be held all at once. Its respective parts can be used to introduce or review the learning activities. It should be accompanied by questions and answer sessions.

M5.2

Title	Which actors need to cooperate?
Type	Brainstorming
Goal	To identify the main actors to cooperate with in the counselling process
Description	Step 1: Who are the actors? Step 2: What are their roles? Why are they important? Step 3: How can cooperation among these actors be organised?
Material	Handout for debriefing: Which actors need to cooperate? Flip chart, pens
Timing	60 minutes
Comment	The exercise clarifies that career counsellors need to work hand-in-hand with medical, psychological and educational staff to achieve a holistic approach that takes into account the survivor's whole life situation and to avoid negative health effects.

M5.3

Title	What is the appropriate setting for counselling survivors?
Type	Reflection
Goal	To reflect on the advantages of individual and group counselling sessions
Description	Participants are divided into two groups: <ul style="list-style-type: none">• Individual counselling sessions• Group counselling sessions They collect and discuss advantages of each setting Debriefing in the plenary
Material	Handout: What is the appropriate setting? Flip chart, pens
Timing	45 minutes
Comment	-

M5.4

Title	How to ensure counselling quality?
Type	Group work
Goal	To make participants aware of the need and value of establishing quality measures
Description	Two-step group work Step 1: When is our counselling good? (realistic indicators) Step 2: How do we know? (appropriate evaluation methods) Debriefing in plenary
Material	Handout: How to ensure counselling quality? Flip chart, pens
Timing	60 minutes
Comment	-

Module 06: Transfer Into Practice

Learning outcomes

At the end of the module participants will be able to:

- Establish a proper learning framework on which to base each part of the Create Your Future national training process.
- Have a full overview of the possibilities of the Create Your Future social community and their related tools.
- Lead a webinar training session.
- Detect fraudulent job offers.
- Deal with conflict situations.
- Have an idea of the different options available for reaching out to Childhood Cancer Survivors.



Learning content

- E-learning methodologies.
- Stages of a learning process.
- Create Your Future Social Network tools. (Internal and external)
- Create Your Future Webinar.
- Dealing with falsified information and conflictive topics



Inputs and learning activities

- M6.1** Presentation: Useful E-learning methodologies for the CyF scenario. (Blended, flipped)
- M6.2** Presentation: Stages of the learning process. From preparation to evaluation. Key factors for a successful learning process.



- M6.3** Presentation & video: Description of the available tools in the Create Your Future Social Network.
- M6.4** Practical & role session: Working with the social network tools before going live with survivors.
- M6.5** Practical session: How to conduct a webinar?
- M6.6** Case reflection: How to deal with falsified info related to employment?
- M6.7** Role play: How to deal with conflictive topics in the community?
- M6.8** How to engage Childhood Cancer Survivors to use the community?

M6.1

Title	Useful E-learning methodologies for the Create Your Future scenario
Type	Presentation (On-line)
Goal	Understand different learning approaches that could be useful for the different Create Your Future training stages.
Description	The presentation provides an overview of the main theory, characteristics, advantages, disadvantages and recommendations pertaining to the following learning methodologies: <ul style="list-style-type: none"> • Blended learning • Others: Flipped Classroom and P2P learning.
Material	PPT presentation MODULE 6 - Transfer into practice
Timing	Online
Comment	Will take place online. Questions & answers can be sent during the training. (Counsellors' group)

M6.2

Title	Stages of a learning process
Type	Presentation (Online)
Goal	To be able to have a full overview of a learning process and the key factors for successful learning.
Description	<p>The presentation gives an overview of the different stages that a learning process should comply with.</p> <ul style="list-style-type: none">• Planning & previous work.• Put into practice.• Evaluation. <p>Key factors for success in learning: Motivation, application and support.</p>
Material	<p>PPT presentation</p> <p>MODULE 6 - Transfer into practice</p>
Timing	As this sub-module is dense in contents about learning theories, the learners will read this document calmly by themselves. Questions can be sent during the process through the community and if needed a webinar can be scheduled in order to clarify questions.
Comment	Will take place online. Questions & answers can be sent during the training (Counsellors' group).

M6.3

Title	Description of the available tools in the Create Your Future Social Community.
Type	Presentation & video
Goal	Provide a brief description and a “how to” of the available features and tools in the Create Your Future Social Community
Description	<p>A PPT presentation will be published including the description of the available tools in the social community.</p> <p>In parallel, a series of non-linear videos explaining the basic usage of each tool will be published.</p>

Material	PPT presentation MODULE 6 - Transfer into practice Non-linear Video
Timing	Online
Comment	Will take place online. Questions & Answers can be sent during the training (Counsellors' group).

M6.4

Title	Working with the social community tools before going live with target users.
Type	Practical & role session
Goal	To be able to work fluently with the tools described in M6.3
Description	Trainers/trainees are divided in two groups; one will act as counsellors and the other as survivors. The purpose is to get acquainted with the tools, and be prepared to use them in a real scenario with survivors. Counsellors will use their internal tools (private group, private messages) to communicate with each other. Both counsellors and survivors will use available public tools (public groups and wall) to communicate with each other. The roles should rotate during the process.
Material	Social Community
Timing	Online. Ongoing process.
Comment	Will take place online during the whole training process. Questions can be sent during the training. (National)

M6.5

Title	How to conduct a webinar?
Type	Practical
Goal	To understand the features of the online conferencing tool as well as to learn how to conduct an online session.
Description	<p>A short brief guidelines handout of the main features of the webinar will be published prior to the live session including:</p> <ul style="list-style-type: none">• Roles• Possible structures• Technical aspects• Type of presentation: layouts• Features <p>Once the trainees have read the webinar guidelines handout, a practical session will be scheduled.</p>
Material	<p>Handout: Webinar guidelines</p> <p>MODULE 6 - Transfer into practice</p> <p>Create Your Future Webinar</p>
Timing	45min online webinar
Comment	A virtual session will take place (national)

M6.6

Title	Case reflection: How to deal with falsified info related to employment?
Type	Case reflection
Goal	The goal of this case reflection is to give to the trainees an overview of how to deal with false information related with employment opportunities

Description	<p>A theoretical base (document) will be offered on how to detect false job offers.</p> <p>Then a series of job offers will be offered to the trainees in order to facilitate a discussion on the analysis of the job offers through to the proper way to look for offers.</p> <p>NOTE: At this point, trainees should have a good understanding about genuine places/website to find job offers at a national level, as it would have been covered in module 3.</p>
Material	<p>Handout: How to deal with falsified info related to employment? Handout: Case description</p> <p>MODULE 6 - Transfer into practice</p>
Timing	45min Online webinar
Comment	Will take place online (national). Questions & answers can be sent during the training before the webinar session.

M6.7

Title	How to deal with conflictive topics in the social community?
Type	Role play and reflection session
Goal	To reflect on possible conflictive situations in the social network and how to deal with them.
Description	Five members will role play (2 as survivors, 3 as counsellors) posting conflictive comments in the social network. Each counsellor will deal with the issues using a different approach. After that, a webinar will take place where the participants will discuss conclusions and reach a common idea about how to deal with conflictive situations.
Material	<p>Handout: Role play description</p> <p>Create Your Future Social Community</p>
Timing	<ul style="list-style-type: none"> • Role-play: During 1 or 2 days before the reflection session. • Reflection session: 45 minutes.
Comment	Will take place online (national)

M6.8

Title	How to engage CCS to use the online community
Type	Presentation (Online)
Goal	To provide to counsellors a series of tips and practices in order to promote the use of the community amongst survivors.
Description	The presentation offers a series of tips and good practices about: <ul style="list-style-type: none">• Posting content• Links• Being Dynamic• Support• Privacy
Material	PPT presentation MODULE 6 - Transfer into practice
Timing	Online
Comment	This material will be placed online. Questions & answers can be sent during the training. (Counsellors' group)



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