

## **Manual for the implementation of a multiplier workshop**

The aim of this multiplier workshop is to train participants so that they can independently conduct further training in organisations in which they themselves work. The following topics have proved useful:

### **Structure**

- 1. reflection round/mindfulness exercises (4 hours)**
- 2. experiences with the mentalization concept in educational practice (discussion round, 1.5 h)**
- 3. learning process support and discussion of evaluation results (3 h)**
- 4. case reflection in groups and professional self-reflection/role play (9 h)**
- 5. examples of interventions to promote mentalization and group activities (7.5 h)**
- 6. presentations and experiences with the implementation of mentalization training (4.5 h)**
- 7. public relations and dissemination (1.5 h)**
- 8. implementation and organisational reflection (1.5 h)**

### **Explanations**

#### **1) Reflection round/mindfulness exercises**

Mindfulness exercises and regular reflection sessions help to train self-awareness and to deal with one's own feelings, needs and motives (mentalizing oneself). The aim is to become better acquainted with one's own reactions to stressful everyday situations (mindfulness exercises) and to reflect on them in a subsequent discussion. Recognising at an early stage whether and when one's own mentalization ability is declining and perspective-taking is difficult enables one to stabilise one's own mentalization ability or to regain it more quickly. This makes it all the more possible to maintain an empathetic, benevolent and curious attitude and to support the addressees' affect regulation.

## **2) Experiences with the mentalization concept in educational practice (discussion)**

In order to develop competences from the knowledge gained (e.g. theoretical basics), one's own experiences in applying the concept (e.g. in individual or group settings and in the respective working environment) are important. The discussion in the group makes it possible to reflect on one's own strengths, weaknesses, the personal aspects and the working conditions with their influence.

## **3) Learning and process monitoring and discussion of evaluation results**

Social learning, as already elaborated, is bound to learning preconditions, e.g. building a trusting relationship, trustworthiness of the teachers and epistemic trust. Derived from this, it is important - in addition to imparting knowledge and competences - to get to know the learners' perspective (e.g. individual learning prerequisites) and to accompany them in the learning process. This applies to the lecturers as well as to the future teachers.

The discussion of the evaluation results supports the participants' perception. Learning progress, criticism and suggestions for change become visible and can be used (as a form of quality management) for further development.

## **4) Case reflection in groups and professional self-awareness, group games and role plays**

Leading a case reflection in groups (as a semi-structured group) that promotes mentalization, practising and reflecting on group leadership is a central task in the (sustainable) implementation of the mentalization approach in educational institutions.

Especially for the target groups of educational interventions: Children and adolescents, or young adults, play, playful learning and role play have a special developmental significance. It begins with the pretend mode in children's play, the tentative trying out of new roles and perspectives (e.g. father-mother-child), or the processing of exciting experiences (e.g. doctor's visit), i.e. the importance of play in regulating affect, and continues with social learning processes, the playful adoption of perspectives, and even transference and counter-transference processes that can be represented in play. In order to be able to use this repertoire of possibilities, it is intended to convey self-experiences in (group) games or role plays and to reflect on them together. This promotes group cohesion and a willingness to learn and open up

## **5) Examples of interventions that promote mentalisation and group activities, e.g. toolbox (small groups)**

In addition to teaching a mentalization-promoting attitude, it is helpful to teach various techniques and examples of interventions. These are worked out together in small groups and presented to the whole group, discussed, changed and e.g. made freely accessible to others as a toolbox.

## **6) Presentation and experiences with the implementation of mentalization training**

A presentation of teaching content needs to be practised (e.g. didactic preparation, time planning, etc.), so short trial presentations were planned to give participants the opportunity to try things out for themselves and to receive positive and critical feedback from the group.

## **7) Public relations and dissemination**

The planning of an introduction to the mentalization approach or of a training or further training in an organisation includes, for example, informing the stakeholders (on different hierarchical levels) as well as potentially interested participants. The preparation also includes the elaboration of the most urgent problems or questions to which the mentalization approach should provide answers (problem definitions, goals), as well as the design of the framework conditions (e.g. premises, time required during or outside working hours). These aspects of preparation are worked out together and recorded in a script or handout.

## **8) Implementation and organisational reflection**

As a continuation of chapter 7 on public relations and dissemination, aspects that promote sustainable implementation are presented and discussed in depth here (see counselling guide). Previous experiences in implementing mentalization-supportive pedagogy are discussed (e.g. lessons learned the hard way).

## Programme example

(based on model curriculum)

	First day	Second day	Third day	4th day	5th day
8.45-9.45		reflection round/mindfulness exercises	reflection round/mindfulness exercises	reflection round/mindfulness exercises	reflection round/mindfulness exercises
09.45-11.15	Introduction, objectives	learning process support and discussion of evaluation results	examples of interventions to promote mentalization and group activities	case reflection in groups	examples of interventions to promote mentalization and group activities
11.30-13.00					
13.00-14.30	lunch	lunch	lunch	lunch	lunch
14.30-16.00	experiences with the mentalization concept in educational settings	examples of interventions to promote mentalization and group activities	case reflection in groups and professional self-reflection/role play	case reflection in groups	examples of interventions to promote mentalization and group activities
16.30-17.45	public relations and dissemination 4 corner method	presentations		Next steps: implementation and organisational reflection	Review, outlook Final reflection
18.00 - 19.00	presentations	presentations		presentations	
Ab 19.00			Dinner together		