

BUILDING COMPETENCIES, EXPERIENCES AND QUESTIONS FOR MENTAL HEALTH SPECIALIST

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Abstract: *The contemporary reality of the 21st century requires new international competencies and skills at the workplace, in the field of mental health (Binkley et al., 2012, Delors et al., 1996, Gordon et al., 2009, Lippman et al., 2015).*

The aim of the research is to analyse the practice of specialists and their questions regarding competencies in mental health network, to show how educational systems can succeed in integrating teaching and assessing skills from both the technical part (e-medical file) and clinical practice, in the international courses.

The analysis of specialized literature is corroborated with our five years of experience in Erasmus+ mobility projects. The experience-based results aim to raise questions in the sphere of education policies, with the purpose of improving them.

Keywords: *professional competencies; transversal competencies; specialists in mental health; projects; Erasmus + mobility;*

Introduction

The contemporary reality of the 21st century requires new international competencies and skills at the workplace, in the field of mental health (Binkley et al., 2012, Delors et al., 1996, Gordon et al., 2009, Lippman et al., 2015). These include descriptions of the way people think, act, use tools, and interact with other specialists and patients. The framework for the cross-cutting skills that are being used in this research is derived from studies conducted by Asia-Pacific Education Research Institutes Network (ERI-Net), by UNESCO Bangkok.

Trainers face challenges while ensuring support to learners in the development of cross-cutting skills. Training challenges come from the need to explore and identify the methods and strategies that will allow young professionals who are working in mental health care networks to embrace life and work, by making them loyal to the job.

What are the major challenges in educational objectives in different countries, and how do contributors change curriculum, pedagogy and assessment? As countries move more and more intentionally and explicitly towards expanding their curricula, trainers must align not only to formal pedagogical practices, but also to new assessment methods, as stated by Gwang-Jo Kim, director of UNESCO Bangkok, in "Assessment of Transversal Competencies", Policy and Practices in the Asia-Pacific Region, 2016; UNESCO, 2016. 2014).

Transversal competencies are based on concepts, literature, and psychological and educational practices (Kaplan & Saccuzzo, 2009). The challenge is: how can educational systems integrate teaching and assessing skills from technical fields (e-file of patient), clinical practice, or other fields of expertise, in international education policies? (Autor, Levy, Murnane, 2003).

Are we able to talk about transcultural competencies in mental health?

The tutoring process in psychiatry and mental health addresses both the development of transversal competencies of specialists in mental health, through Erasmus + mobilities, and

the amelioration of professional skills, by international courses (classes), (Fond-Harmant, Deloyer, et al., 2016).

The trainers construct international courses based on formal and non-formal methods, designed to target the improvement of professional competencies of specialists in mental health, and to build transversal, international, and transcultural competencies. In order to accomplish these goals, educational systems require a shift in mindset regarding the teaching methods and the way specialists learn in the process of the European teaching system (Altbach & Knight, 2007).

Similar to the process of economic globalization, the educational system requires international skills and transculturalization, in the European labour market of mental health services (Bogdan, <http://cdu.centre.ubbcluj.ro/sinteze/20.10.2018>).

The training system is focused on advancement in competencies and skills, achieved through international European curricula. Assessment methods must support specialty practices in the field of mental health (Knight, 2004).

Research Methodology

The research methodology consists in the review of specialty literature and the examination of concepts, practice, educational tools and needs in the sphere of competencies in mental health networks, so as to identify the way in which educational systems manage to integrate teaching and assessing skills from technical fields, clinical practice or other fields of expertise, in international education policies.

The analysis of specialized literature is corroborated with our five years of experience in Erasmus+ mobility projects. Experience-based results aim to raise questions in the sphere of education policies with the purpose of improving them (Fond-Harmant, Gavrila-Ardelean, et al., 2016).

Research results

The positive experiences of the beneficiaries and the outcome on the improvement of professional competencies through European mobilities of the Erasmus + projects in the field of mental health, in which we have been involved ("Public Health-Mental Health", with the France acronym: SPSM; "Improving professional networks for elderly", with France acronym: ARPA), led to the idea of continuing the project: Tutoring Training in Mental Health (with acronym Tuto), to an upper stage of professional training, through specialized courses in a new strategic vocational project Tuto + VEThM (Hustinx, Gavrila-Ardelean, et al., 2016).

What are the expectations and perspectives of the Erasmus+ mobility projects for the specialists in mental health network?

- Improving the professional and transversal competencies of professionals working in various mental health workplaces (adult psychiatry, infantile neuropsychiatry - child and adolescent psychiatry - psychological expertise, judicial expertise), (Gavrila-Ardelean, 2016);
- Training activities need to be chosen so as to cover the pleiade of psychiatry network (Corbière & Durand, 2011);
- The amelioration of professional competencies and skills of mental health service staff: psychiatric hospitals, non-governmental organizations (N.G.O), mental health centers, special schools, and private praxis, social and educational centers (Gavrila-Ardelean, Fond-Harmant, et al., 2016);

- The improvement of transversal competencies of different categories of staff in mental health network: doctors, nurses, pedagogues, psychologists, social workers, by involving them in international mobility experiences, for an easier delivery of different types of integrated services: health, education, justice, and social services;
- An increase in the level of competence and professional attractiveness of various categories of staff: from young employees, to which socio-professional integration is facilitated, to staff at retirement age, where it comes as a professional reward for workplace fidelity;
- Increase in job satisfaction and improvement of performance indicators through new professional experiences and alternation of work;
- Occupational medicine studies have shown that an attractive work, that leads to professional and financial satisfaction, increases workplace adherence, reduces absenteeism and frequent changes of workplace, reduces the number of days of sick leave with temporary incapacity to work due to burn-out syndrome and optimizes labor efficiency, thus increasing Gross domestic product (G.D.P); the impact is personal, professional and economic;
- International mobilities establish social relations and constitute excellent socialization opportunities, new intergenerational professional experiences, and intercultural experiences.

Conclusions

Expected impact of the Erasmus Vocational Educational Training Mobility strategic projects in the field of mental health:

1. The impact on local socio-economical life through the improvement of qualified human resources;
2. The impact on the labor market by improving professional qualifications (Fond-Harmant & Gavrilă-Ardelean, 2017);
3. The national and international cultural impact through international collaborations between specialists in this field (Gavrilă-Ardelean, 2017);
4. The social impact of the project: promoting social progress.

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MARITAL STRESS AND COUPLE SATISFACTION

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Abstract: *This paper aims to investigate the relation between the marital stress and the couple satisfaction in a relatively isolated Romanian area, both from a geographic and cultural point of view, as well as the differences regarding the participant's gender and the length of marriage. We found that couple satisfaction is negatively associated with couple stress. There are no differences in couple satisfaction as far as the marriage length is concerned. Although there is not statistically difference between women and men as far as couple satisfaction is concerned, in the same couple we found a statistically significant difference between the husband and the wife which seems to be less satisfied. It would be interesting to conduct a parallel research which should involve as many couples as possible, who live in an urban area which is more connected to the existence of the 21st century in order to highlight the common and distinctive elements.*

Keywords: *marital stress; couple satisfaction; married couples;*

1. Theoretical framework

'Happiness is up to us', Aristotle once said (Bartlett, 2008) and people have been pursuing it since living memory. Family represents the environment where we are born, we grow and evolve, undertaking the traditions of previous generations, the written and unwritten laws which guide our existence.

In the past the family was built through the alliance and interest of the parents. In contrast, today it is based on the feeling of mutual love of the partners (Hatfield & Rapson, 2012) and on their desire to acquire a state of psychical and physical well-being through satisfying the needs of friendship, love, intimacy and stability (Turliuc, 2016).

The spouses bring in the newly-formed family the customs and traditions from their families of origin, which are influenced by various socio-economic factors (Turliuc, 2016). Their commitment entails emotional and cognitive aspects in order to establish a long-term relationship (Stanley & Markman, 1992). Women especially want protection, affection, safety and loyalty; they perceive more problems inside the couple and are more sensitive to relational dysfunctions (Turliuc, 2016). The men who demonstrate mature intimacy and communication and empathy interpersonal skills, thus consciously assuming their relationship, display a higher degree of relational satisfaction (Acitelli, 1992). Men react to the positive or negative changes of their intimate relationship and state that they are happier during marriage (Fiske, 2004).

Often the ideal image of how a marriage should work is different from the sufficient model of a satisfactory family relationship, consequently generating dysfunctions and marital dissatisfaction (Turliuc, 2016). The woman's neuroticism has a negative impact on the partner's degree of satisfaction, while agreeableness, conscientiousness, openness and extroversion have a predictive lower positive impact on couple satisfaction (Karney & Bradbury, 1995).

According to gender similarity, the degree of marital satisfaction of the spouses increases if there is a degree of similarity between the partners and the marital gender roles are close. Even the equally high levels of fury determine a high capacity of understanding the