Guide to Students' Digital and Psychological Resilience Support Network

Kragujevac, 2024

Co-funded by
the European Union

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Publisher: University of Kragujevac, Serbia

For the publisher: Vladimir Ranković, acting rector

Printing: Impressum, Čačak, Serbia

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Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the authors and partners in project, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

ISBN 978-86-81037-82-9

University of Kragujevac

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Enhancing digital and psychological resilience through peer networking in the online environment in times of crises – DigiPsyRes

ERASMUS+ project No. 2021-1-RS01-KA220-HED-000032204

Kragujevac, Serbia, 2024

Preface

"Guide to students' digital and psychological resilience support network" is one of the main results of the ERASMUS+ project "Enhancing digital and psychological resilience through peer networking in the online environment in times of crises" (Key Action 2: Cooperation among organisations and institutions, Reference No. 2021-1-RS01-KA220-HED-000032204)

The global pandemic caused by COVID-19 affected the entire world, including the sector of higher education. In record time, this sector had to find adequate solutions for organizing the teaching process and exams to avoid any negative impact on student achievements. While teachers and students received necessary institutional technical support for implementing and organizing new teaching and e-learning solutions (e-platforms, tools, and resources), systemic support for maintaining students' mental health in these conditions was deficient. Even universities that already had special services for counseling and support to students did not have developed procedures to support a larger number of students during the pandemic crisis. They lacked procedures for student connection and socialization, social digital networking, e-psychotherapy, and e-counseling.

While technology offered various opportunities for student engagement during the crisis, it also exposed their vulnerabilities and avoidance of participation in e-classes due to safety or other personal issues. The quick transition to online teaching meant that a digital security culture, a foundational part of achieving digital resilience, was not completely acquired by students. This lack or inadequacy of digital resilience led to a range of unpleasant feelings: frustration with online instruction, fear of looking foolish in public (online), unwillingness to participate in online courses (especially if sessions were recorded), etc. Studies suggest that moderate use of digital technology tends to be beneficial for young people's psycho-social well-being, while excessive use can have a negative impact (UNICEF, 2017). Similarly, research suggests the digital space also introduces new risks, creating opportunities for cyberbully.

In 2021, a group of university teachers from three universities—the University of Kragujevac in Serbia, the University of Kazimierz Wielki in Bydgoszcz in Poland, and the University of Foggia in Italy, designed an Erasmus+ project *DigiPsyRes* to address these challenges. The main idea of the project was founded on the premise, proven during COVID-19, that contacting professional services for psychological counseling is physically more difficult in times of crisis and that there is significant potential for establishing horizontal psycho-social support for students by enhancing digital and psychological resilience through peer networking in the online environment. This involves establishing a student-student relationship (peer or fellow impact) to reduce or eliminate tensions caused by the crisis.

The *DigiPsyRes* project envisaged training programs for student mentors, enabling them to provide initial support for maintaining and improving the mental health of students, fostering student networking, and establishing institutional/university networks of horizontal and professional

psychological support. While the current COVID-19 situation eventually passed, it is inevitable that higher education sector will all face other forms of social crises in the years to come. What better way to prepare for that uncertain future than to systematically develop support networks among peers, utilizing all the potentials of digital environments and educating about necessary precautions in that environment? This approach empowers individual and collective capacities for self-regulation and resilience in the process.

This *Guide* is one of the project results (R3), created as an overarching document that defines instructions for higher education institutions (HEIs) on how to establish a network for peer support and enhance psychological and digital resilience. It was developed by members of an international team of university teachers and associates involved in the *DigiPsyRes* project, experts in the fields of psychological and digital resilience. The concept of a peer support network was refined throughout the project, and this guide serves as an operationalized framework for establishing that network.

The *Guide* encompasses the project's specific objectives, all aimed at creating a more resilient student population in digital environments during crises at the three partnering universities:

- Establishing student e-networks for support; networking university units, centers, and community subgroups relevant to horizontal student mental health support; and providing continuous support from professional psychological teams where such services are not readily visible.
- Developing related e-resources for the student support network and relevant tool-kits (portals, guides, etc.); utilizing social media and other channels for peer psychological support.
- Raising awareness of the importance of digital resilience and students' psycho-social well-being in times of crisis. In the long term, this project aims to create a path for students to become a population that is more resilient and less afraid to navigate digital spaces and environments. It encourages students to communicate more freely, learn to be safe yet open, and accept new digital behaviors as part of their everyday life and work.

We hope this *Guide* will be a valuable resource for higher education institutions, providing them with the tools necessary to establish robust peer support networks and enhance both psychological and digital resilience among their students. By implementing the recommendations and frameworks outlined in this Guide, institutions can foster a supportive and resilient student community capable of thriving in digital environments in their contexts.

DigiPsyReS team

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Introduction to the Guide

> *"Guide to students' digital and psychological resilience support network" is one of the main results of the ERASMUS+ project "Enhancing digital and psychological resilience through peer networking in the online environment in times of crises" (Key Action 2: Cooperation among organisations and institutions, Reference No. 2021-1-RS01-KA220-HED-000032204)*

The Guide provides instructions for HEIs on how to establish a network for peer support and enhancement of psychological resilience and digital resilience. It includes methodology, content, a form of support, the process of building the students' capacities for peer support, university (teaching) staff engagement, work descriptions, and target groups.

The Guide for the introduction of students' peer support network for psychological and digital resilience development is designed as a strategic document that will provide the operational and strategic roadmap for further project development and implementation. The important questions for the Guide development include the following:

- What is the function of the Guide for support networking?
- What are the tasks of the student support network?
- What are the links between the university's student support services and the student support network and interconnections with the university's organized services or office and partners' responsibilities?
- Who are the participants in the student support network?
- What are the student support network's boundaries, framework, and limitations for digital and psychological resilience?

The main content of the Guide:

1. *Operationalized instructions on how to prepare a network of students and staff for supporting psychological and digital resilience and to establish a peer support network;*
2. *Basic information on the forms of assistance to be provided to students (training, workshops, consultations, etc.), defining the aims and expected impact of specific services for students.*

What is the purpose of the Guide?

As part of building capacities of students and staff to implement institutional vertical and horizontal support, the project partners will develop guides and protocols for psychological support and socio-emotional learning, digital resilience and networking, and horizontal student psychological support in the digital network and ethical framework. The Guide will also be a tool for the development of a (trans)national network for students' horizontal/peer psychological support in a digital environment and the harmonization of digital psychological support and interventions at universities with EFPA recommendations (European Federation of Psychological Associations, January 2020) for digital psychological interventions. In order to establish horizontal student support, a Step by step from-trainees-to-trainers programmes will be held in order to train internal student organizations (organization as a part of the university of departments and faculties) and equip them with skills to support their fellow students.
By developing this Guide, the project objectives - SO2 (Development of the framework for supporting students in overcoming the identified difficulties in the distance education environment) will be achieved.

The function of The Guide is to provide guidelines for the participating universities that will ensure establishing and sustaining the DIGIPSYRES network.

The specific functions of the Guide:

- to define an institutional framework for supportive networking at the university;
- to define direction for the university policy about student supportive networking;
- to define tools of supportive networking.

The basics of the Guide:

- Resilience in the framework of supportive networking.
- Resilience as a component of mental health.
- Digital resilience and resilience as safe behaviour on digital networks.
- Collaborative university community mental health and services with peer support to prevent.

Goals of the Guide:

- to lead users to the objective and give directions about how to do the job;
- to make clarifications;
- to develop policies and general recommendations.

The Guide - policy and organization:

- Direction of institutional policy to develop supportive student networking;
- Direction to the selection of students and university staff in a primary group of trainees for training and supporting, and trainers in the second level;
- Direction for the selection of students for the second training level - secondary groups for training and peers supporting;
- Operationalization of the rules of organization of peer-supportive networking;
- Operationalization of university and university staff participation in the student peer support network.

1. Concepts of student support network for enhancing resilience

Concepts of student support networks for enhancing digital and psychological resilience.
The objectives of the students support networking.
Forms of psychosocial support.
The fields and framework of students' support networks.

Fundamental concepts of the DigiPsyRes networking project: students' digital and psychological resilience

Resilience is related to and overlaps with psychological support. Activities that promote psychological support can contribute to resilience by promoting the core competencies that support well-being and learning outcomes (skills, behaviours, and relationships), and which in turn allow children and youth and the education systems they are part of to manage and overcome adversity. It is also important to note that individual resilience is often boosted by community support, including interactions with peers, family, teachers, community leaders, and so on (Diaz-Varela, Kelcey, Reyes, Gould, & Sklar, 2013).

The word "resilience" is used in physics to refer to the ability of a material to withstand impact and restore its shape following deformation[1]. The origin of the word lies in the Latin language: the verb *resilire*, composed of the prefix *re-*, which conveys an idea of movement backwards, and the verb *salire*, meaning "to jump". The common translation of the verb *resilire* is mostly "to retreat, to contract", and *resilientia* should be translated from Latin as "characteristic of bouncing objects". The lemma then became particularly popular in English-speaking circles, which inherited many words from Latin. In an 1893 issue of the "Independent", the term "resilience" was already presented with the meaning of "elasticity of spirit" (Cresti, 2014), with a semantic transfer into the psychological and personological areas. From the 1950s onwards, this semantic shift stabilized (Alexander, 2013). The term exploded during the 2000s. Resilience, in the multi-semantic ricochets that have characterized this word over the last few decades, has extended its influence into ecology, engineering, psychology, and sociology, has recently been charged with an additional meaning - the bearer of a tragic experience that has shocked us all, but which has also taught us so much about our ability to cope with an unforeseen disaster. Technology and psychology, when combined with the sense of resilience they can instill, may be the keys to predicting the impact of future traumatic and stressful events (Di Furia, 2024).

Psychological resilience as a framework of the project

Resilience is defined as positive psychological adaptation in the face of change. It is the focus of many educational skills training programmes. It is nurtured, developed, and mobilized in times of stress (Tait, 2008, p. 72). Resilience and wellbeing are positively associated.

According to the APA Dictionary, "resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands" (APA).

[1] In the Oxford Advanced American Dictionary online the word 'resilience' is defined both as "the ability of people or things to feel better quickly after something unpleasant, such as shock, injury, etc." and "the ability of a substance to return to its original shape after it has been bent, stretched, or pressed".

Some of the indicators of a resilient per son are the following (Boon, 2021; Cherry, 2021; Tait, 2008, p. 61, 72):

- ✓ able to show positive adaptation in the face of adversity;
- ✓ able to rebound;
- ✓ able to function despite prolonged exposure to stressors and disadvantages;
- ✓ flexible;
- ✓ able to make and maintain supportive relationships;
- ✓ reflective;
- ✓ has problem-solving skills;
- ✓ able to plan;
- ✓ seeks to help;
- ✓ able to act independently;
- ✓ has goals;
- ✓ persistent;
- ✓ takes risks;
- ✓ optimistic;
- ✓ able to regulate his or her emotions and interact more effectively in social environments;
- ✓ has a higher sense of control and internal locus of control.

Psychological resilience can be seen from two perspectives:

- Resilience is the **process** of successfully **adapting** to difficult or challenging life experiences.
- Resilience is an **outcome of successfully** adapting to difficult or challenging life experiences - it is a trait or an attribute of a person that can be operationalized and measured.

Resilience is a multidimensional construct. It is both a capacity and an active process encompassing a person's flexibility in response to changing situational demands, and the ability to bounce back from negative emotional experiences. Researchers have identified three related uses of the term resilience: recovery, resistance and reconfiguration (Lepore & Revenson, 2006, pp. 25-27).

1. Recovery is a form of resilience which refers to the return to a normal, pre-stressor level of functioning (health and psychosocial wellbeing).
2. Resistance is a form of resilience which occurs when a person displays minimum or no signs of disturbance (low distress, normal functioning) following a challenging event.
3. Reconfiguration is a form of resilience which occurs when a person returns to homeostasis in a different formation with key aspects of that individual changing as a result of their experience.

Although resilience is a complex phenomenon, many of its skills can be learned.

According to APA, some of the key factors that contribute to one's personal resilience include:

- the ways someone views and engages with the world;
- the availability and quality of social resources;
- specific coping strategies.

According to resilience theory, other factors that help build resilience include:

- Social support: Research shows that one's supportive social systems, which can include immediate or extended family, community, friends, and organizations, foster one's resilience in times of crisis or trauma and support resilience in the individual.
- Self-esteem: A positive sense of self and confidence in one's strengths can stave off feelings of helplessness in the face of adversity. Self-esteem and resilience were closely related.

- Coping skills: Coping and problem-solving skills help empower a person who has to work through adversity and overcome hardship. Using positive coping skills (like optimism and sharing) can help bolster resilience more than nonproductive coping skills.
- Communication skills: Being able to communicate clearly and effectively helps people seek support, mobilize resources, and take action. Who are able to interact with, show empathy toward, and inspire confidence and trust in others tend to be more resilient.
- Emotional regulation: The capacity to manage potentially overwhelming emotions (or seek assistance to work through them) helps people maintain focus when overcoming a challenge, and has been linked to improved resilience.

Psychological research demonstrates that the resources and skills associated with more positive adaptation (i.e., greater resilience) can be cultivated and practiced (APA Dictionary). Resilience also moderates the negative effects of stress and promotes adaptation, and it has been associated with increased psychological well-being (Pidgeon, Rowe, Stapleton, Magyar, & Lo., 2014). For this reason, it is important to study the ways in which this characteristic is connected with stressful reactions in the student population.

Digital resilience as a framework of the project

Digital resilience is a dynamic personality asset that grows from digital activation i.e. through engaging with appropriate opportunities and challenges online, rather than through avoidance and safety behaviours (UKCIS Digital Resilience Working Group).

Digital resilience has main attributes (Sun, Yuan, Qian, He, & Luo, 2022):

1. understanding when you may be at risk online, knowing what to do to seek help, learning,
2. knowledge and skills from experience, being able to recover from stress and moving forward through,
3. self-efficacy in challenges,
4. digital literacy.

Literature has shown a positive relationship between digital resilience and digital literacy, identifying digital literacy as a potential predictive factor of individual online resilience (Budak, Rajh, Slijepcevic & Škrinjaric, 2021; Tran et al., 2020). However, while digital literacy refers to the effective and ethical understanding and use of technologies, digital resilience is more related to "the capacities of accessing, using, understanding, and spreading effective digital sources and common manipulative techniques, in particular, behavioral and attitudinal change aspects'' (Sun, Yuan, Qian, He & Luo, 2022).

Some consequences – good level of digital resilience can influence on:

- more effective using of social media (Reynolds & Parker, 2018).
- better achievements while overcoming stressful situations (Eri, Gudimetla, Star. Rowlands, & Girgla, 2021);
- better learning performance;
- increasing of the psychosocial functioning and a positive lifestyle adjustment (Bluteau & Bluteau, 2020);
- moderating mental fatigue related to social and academic isolation (Eri et al., 2021).

Psychosocial support: professional psychological support versus non-professional peer psychosocial support

DigiPsyRes Student Support Networking is included as peer nonprofessional psychosocial support, and as possibility to connect with the specialized professional services.

It is necessary to define both forms of support: professional psychological services at the university and non-professional psychosocial student peer support, and their connections.

Psychosocial support

Psychosocial support (PSS) is a broad term describing a range of services offered by mental health professionals to those in pressing need (APA Dictionary of Psychology). It refers to the actions that address both psychological and social needs of individuals, families and communities (Psychosocial interventions. A Handbook, page 25.)

PSS can be defined as "processes and actions that promote the holistic well-being of people in their social world. It includes support provided by family and friends" (INEE, 2010a, p. 121). PSS can also be described as "a process of facilitating resilience within individuals, families and communities" (IFRC, 2009, p. 11). PSS aims to help individuals recover after a crisis has disrupted their lives and to enhance their ability to return to normality after experiencing adverse events (INEE Guidance Note on Psychosocial Support, 2018.)

> Red Cross and Red Crescent National Societies implement community-based psychosocial support interventions, which are based on the idea that if people are empowered to care for themselves and each other, their individual and communal self-confidence and resources will improve. This, in turn, will encourage positive recovery and strengthen their ability to deal with challenges in the future. (IFRC)

Psychosocial interventions

The 2007 IASC Intervention Pyramid is useful tool for thinking about four levels of interventions that should be considered when addressing the psychosocial wellbeing of youth during crises (McNatt, Boothby, Wessells, & Lo, 2018, p. 18):

I Social considerations in basic services and security,

II Strong community and family supports,

III Focused, non-specialized supports,

IV Specialized services.

Basic services, security, and efforts to strengthen social support networks are to be addressed systematically at the family, community, and policy levels. Focused specialized and non-specialized supports require institutional strengthening of schools and community institutions, as well as leadership and political commitments at the organizational and governance levels.

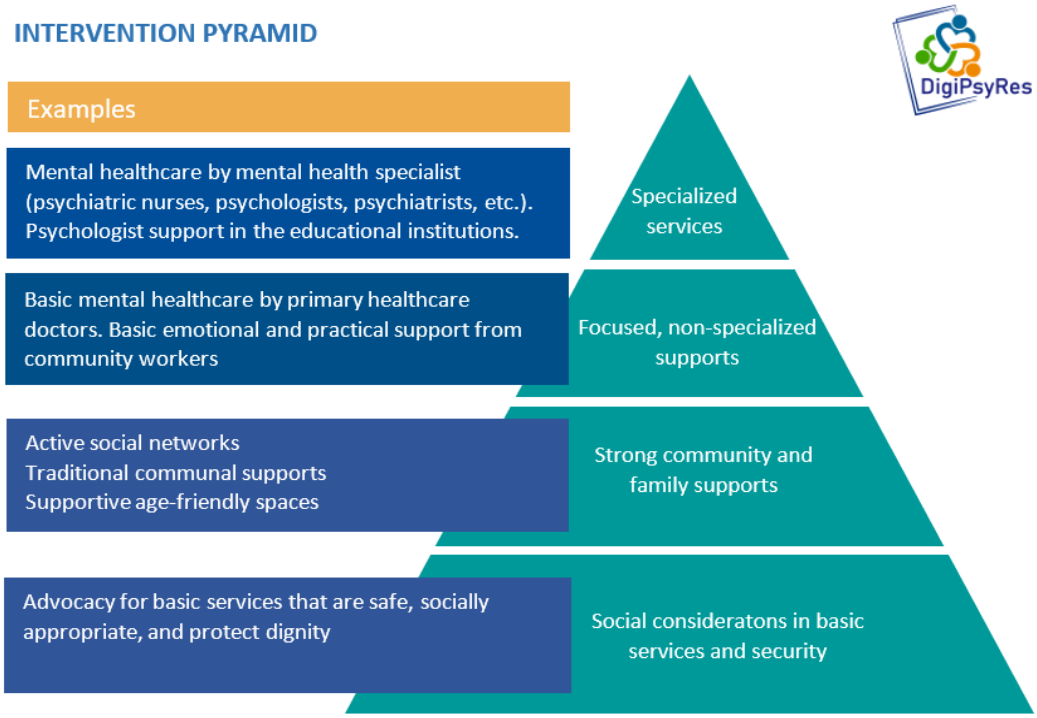

Fig. 1. From principles to practice: Examples of psychosocial interventions in the education sector (adaptation based on IASK, 2007, according to McNatt et al., 2018, p. 18)

Psychosocial myths can be harmful! Several myths about the psychology of the people during and after a crisis deserve attention and correction.

Myth: Everyone is traumatized after a crisis

Children and youth have diverse experiences, coping skills, and responses to a disaster or conflict. Many are resilient and will only require attention to their basic physical and psychosocial needs. Others will be highly distressed, especially if they have lost a parent or other close family member. Trauma will not be the norm or the most common need in a community. This is important to keep in mind, because the incorrect assumption that everyone is traumatized can result in an over investment in specialized mental health services and under investment in more generalized PSS for all members of the community and of SEL in formal and non-formal educational settings. In short, belief in this myth risks providing too little support for the majority of young people and undermines their ability to heal and thrive

Myth: Only mental health professionals can provide PSS

Children's and youths' wellbeing is closely linked to the most important people in their lives—their parents, siblings, extended family, friends, teachers, religious leaders, and others. These relationships are essential protectors for children and youth affected by a disaster. Additionally, children's and youths' own resilience and self-agency are key factors in their ability to cope with crises. While mental health professionals are important referral options for children and youth with specific needs, depending on the context, it is crucial to remember that children's and youths' psychosocial wellbeing is linked to their day-to-day relationships and their own coping mechanisms. With high-quality yet minimal training, teachers and caregivers can provide simple and effective support activities and lessons.

Myth: Everybody can provide psychosocial support and counseling.

Psychosocial counseling and psychotherapy are professions that require specialized training and professional expertise. It is specialized profession.

Forms of psychosocial support

Professional vs. non-professional support

The main difference between professional and non-professional assistance is objectivity towards the person seeking help. Specialized education and training, and development of specific professional competence, are the key conditions for providing professional psychological support. A helper who is not personally involved may take a neutral position because he or she does not know the family, has no personal interest in advocating a position, and is not emotionally involved in the matter. A neutral position does not exclude empathy and a deep understanding of the help-seeker. The aim of the professional helper is to help you successfully overcome life's problems and to teach you how to help yourself, as well as to strengthen your coping skills and build your mental resilience.

Some forms of the psychological professional support:

- Psychological counseling;
- Psychotherapy (a collaborative treatment based on the relationship between an individual and a psychologist, APA).

Psychological counseling isn’t equal with psychotherapy!

Psychological counseling is a form of support offered to individuals experiencing developmental crisis or adaptive difficulties (Czabała & Sęk, 200). Developmental crises occur whenever new challenges appear in a person's life involving a natural process of entering into a new stage of life.

They turn up when the person is not yet capable of coping with the challenges assigned to the stage they are entering, when they have not yet learnt to meet their new needs (e.g. in the periods of adolescence, maturity, middle-age or seniority and their respective developmental tasks upon performance of which a new stage begins, e.g.: building one's identity, sexual needs, desire for closeness, new parental roles, challenges related to work and professional career, etc., change of parental roles with adult children, poor health performance, retirement).

Peer support is a focused non-specialized support!

Peer support is distinct from other forms of social support in that the source of support is a peer, a person who is similar in fundamental ways to the recipient of the support; their relationship is one of equality. A peer is in a position to offer support by virtue of relevant experience: he or she has "been there, done that" and can relate to others who are now in a similar situation. Peer support means providing people's knowledge, experience, emotional, social, or practical help to each other. It usually requires trained supporters (although it can be provided by peers without training). It can take a number of forms, such as peer mentoring, reflective listening (reflecting content and/or feelings), or counseling. Peer support is used to refer to initiatives where colleagues, members of self-help organizations, and others meet, in person or online, as equals to give each other connection and support on a reciprocal basis. Trained peer support workers such as peer support specialists and peer counselors receive special training, like clinical staff. The social peer support also offers an online system of distributed expertise, interactivity, social distance and control, which may promote disclosure of personal problems (Paterson, Brewer, & Leeseberg, 2013).

Peer social support increase the psychological well-being, self-esteem, self-efficacy, self-management of difficulties and social inclusion, engagement and social network, also indirectly influencing academic performance (Cobo-Rendón et al., 2020; Repper and Carter, 2011). Peer support is based on the

exchange of knowledge, experiences, emotional, social or practical support between persons who are in an equal position, with the aim of mutual assistance. Research on social support has consistently found that knowing about the available support from others is related to adaptive outcomes (Zander, Brouwe, Jansen, Crayen, & Hannover, 2018).

> Network support can be approached in different ways. It is important to remember that peer support is different from psychotherapy and professional counseling, so it should complement, not replace, these services. Thus, the student may receive non-professional psychosocial peer support as well as formal assistance from university staff or professional psychological support.

Networking for enhancing digital and psychological resilience

Individual wellbeing is based on the five pillars (according to the PERMA model, Seligman, 2011, 2018):

- **P**ositive emotions (the ability to remain optimistic about one's past, present and future).
- **E**ngagement (in activities that keep our mind on the present and, ideally, in a state of "flow").
- **Relationships (strong and loving social connections with others).**
- **M**eaning (a sense of greater purpose, spirituality or religion).
- **A**ccomplishment (having goals and ambitions).

Therefore, relationships as important tools for resilience support!

Supportive networking involves a series of goal-directed interpersonal interactions that build and maintain supportive relationships and includes the mutual exchange of psychological well-being resources and helping others.

The digital age has brought with it a host of new challenges for students, including online harassment, cyberbullying, sexting, addictive gaming, nomophobia (fear of unavailable mobile phone) etc. At the same time, students also face the traditional challenges of managing academic workload, adjusting to college life, and coping with the stress of being away from home.

The digital and psychological resilience support network aims to provide students with the tools and resources they need to navigate these challenges, and to develop the resilience and coping skills necessary to thrive in the academic and social environment of college. By promoting a sense of community and mutual support among students, the network encourages students to reach out for help when they need it, and to work together to create a culture of well-being and resilience within the student body.

Student support networking, also known as peer support networking, is a process in which a student or a group of students with a specific experience or health condition provides emotional, social, and informational support to individuals with similar experiences or conditions. Peer support is based on the principles of respect, shared responsibility, and mutual understanding.

Students' peer support network can help students take control of their health and wellbeing – to feel accepted; compare experiences; find new coping strategies; increase knowledge; improve social skills; improve self-efficacy; self-manage their condition; improve their quality of life. One of the essential benefits of peer support is hope, a belief in a better future, which occurs when they meet people who are successfully managing their condition.

The fields and framework of students' peer support network

The students' peer support network consists of peer support volunteers (peer support providers) that undergo specialized training and assessments to be able to support students during the academic year.

> Confidentiality is an essential characteristic of the peer support network. A session of peer psychosocial support is a safe space for the student-support seeker to talk and for the student-peer support provider to actively listen in an empathetic, non-judgmental and non-directional manner.

Areas of student peer support networking:

- Educational peer support networking (tutoring, mentoring);
- Psychosocial non-professional peer support networking;
- Career peer support networking;
- Administrative peer support networking;
- Socializing and peer support networking;
- Time management peer support networking;
- Specialized peer support networking for the first-year students (freshmen students) and adaptation/orientations of the new students;
- Specialized peer support networking for students with difficulties and other vulnerable students' groups;
- Specialized peer support networking for students from different years of study, (undergraduate, graduate students), and students out of course.

The modes of students' peer support networking:

- Individual support (one-to-one) – at the network, and in real space and time; mentoring followed by befriending;
- Group support (one-to-group, internal group peer support);
- Workshops (online in virtual space and real time at the portal and directly in real space and real time);
- Peer lecturing (at the portal, at the network);
- "Mixing experience" - a program that provides a space where students share their experiences and thoughts with each other;
- Meetings with experts - a program that allows experts to be invited to give interesting talks;
- Podcast studio - a program in which students prepare, podcasts or videos in which they explain the biggest intricacies of functioning at the university (e.g., how to apply for a scholarship, how to write official letters to the dean or rector, how to complete internships);
- "Big brother, big sister program" involves the mentorship of an older student over a small group of first-year students.
- Individual and group coaching.

2. Regulatory framework for establishing university student peer support network for resilience

International, national, and university regulations important for establishing student support networks for digital and psychological resilience.
Regulations of the professional organizations in the field of the psychological support and interventions and digital security (EC Directive 2016/1148, GDPR)

The University Student Support Network consists of a comprehensive array of university offices and departments. Its purpose is to identify students and issues that may need attention, support, or other intervention.

The Student Peer Support Network is a student voluntary network connected with the university support network and integrated in the university support network.

The international regulations for student support

The most important regulations are:

- EFPA Digital Psychological Intervention, 2020 (Recommendation for digital psychological interventions by European Federation of Psychological Associations);
- EC Directive (NIS 2016/1148 and NIS2 2022/2555;
- Cyber Resilience Act.

Why Recommendation for digital psychological interventions by EFPA is important?

Recommendation for digital psychological intervention of European Federation of Psychological Associations (EFPA, 2020) is obligatory regulatory act for professional psychological interventions and obligatory framework for different voluntary supportive activities based on the peer psychosocial support in digital environment.

Student peer network support is not a professional psychological intervention. However, some recommendations are very useful.

The student-supporters are not professional psychologists and psychotherapists, and they will be educated on how to take peer support in the programme "Step by step from trainees to trainers and supporters: Training for peers' support to improve psychological and digital resilience by networking".

The EFPA project group on E-health provides general rules of thumb concerning the dissemination in and use of digital psychological interventions in practice. These recommendations are considered important points of attention when working with digital interventions.

This document groups recommendations into four (arbitrary) categories, concerning – for developers, users, psychologists and other healthcare professionals, and health services.

EFPA Recommendations for users (EFPA, 2020, pp. 5-6)

- In order to increase uptake, users need easy access to reliable information. Characteristics of interventions to be reported could encompass: 1) background and credibility of the content creators, 2) detailed overview of specific intervention features, 3) adherence to data protection and privacy regulation (i.e., GDPR), current evidence-base for both efficacy and effectiveness, 4) cost, and 5) specific conditions for adequate and efficient usage (e.g., level of support required).
- Some users might be unwilling, lack necessary skills, or computer literacy to be able to use digital interventions. Difficulties in use of technological means may relate to personal considerations or practical limitations (e.g., absence of internet connection). Initial reluctance should, however, not be a reason to dismiss online interventions altogether. Nevertheless, a strong disliking or refusal should be acknowledged, and alternatives (e.g. non-technological approaches) should be explored.
- When vulnerable users, particularly children, are involved, additional caution is required. Approval of parents or guardians should be assured, according to the legal majority age, confidentiality parameters, and other criteria to access psychological services as per national legislation parameters.
- Given that little is currently known as to what works for whom and under what conditions, be sure to monitor the progress of users carefully and tailor treatment accordingly utilizing a stepped-care approach.
- When one approach proves to be ineffective or harmful (e.g., negative side effects), switching to another intervention should be made easy for the user. For example, if a specific low-intensity unguided intervention is not having the desired effects, do not hesitate to proactively explore and make available other options such as a more intensive therapist guided program. Also, ideally users should be able to transfer their data to different platform.

EFPA Recommendations for Psychologists (EFPA, 2020, pp. 6-7)

- When using internet-delivered interventions in which, at least partially, there is a component of self-administration, assure frequent pre-scheduled guidance (e.g., weekly contacts), as empirical evidence for the effectiveness of unguided, stand-alone interventions is currently limited.
- Gathering and assessing patient-reported outcomes should be done on a continuous basis.
- Protocols for handling crisis (e.g., suicidal ideation) before, during and after treatment should be pre-planned and readily available.
- Working with online interventions does not exempt you of good standard professional practices, which for example includes peer intervision and supervision, ideally with colleagues operating in similar areas.
- In all forms of digital psychological interventions, it is important to make clear to users who is the psychologist and/or organization to be held responsible for conducting the treatment.
- Psychologists should assure they receive sufficient continuous education to keep up with this rapidly changing field. This does not only relate to technology, but also theory, knowledge, and skills necessary for delivering adequate care that properly fits clients' needs.
- Digital psychological interventions should not overburden psychologists. Online interventions, especially when guided, are not a low-effort equivalent to conventional care: sufficient time should be taken for follow-up and boundaries should be set in terms of availability for users in case of questions.
- When psychologists make use of digital means to provide care to users in other countries than the one from where they are licensed, they need to ensure that they follow that countries' rules regarding digital practice across borders.

EFPA Recommendations for health services (EFPA, 2020, p. 7)

- For a digital psychological intervention to be adopted within routine health care system service, intervention effectiveness and efficacy be evaluated, utilizing state of the art assessment methodologies (e.g., feasibility and pilot studies, randomized controlled clinical trials, implementation studies and/or trials in routine practice). At the very least, an intervention should be able to provide proof of peer-reviewed research.

- Similarly, only healthcare professionals with adequate background and sufficient continuous education should deploy such interventions. Given that specific standard EU trainings are currently lacking, local quality criteria for professionals should ideally be determined. In the long term, however, EU-wide certification of quality should be established.
- Health services should assure adequate conditions for optimal use of digital interventions, both for psychologists and users (e.g., providing suitable location and equipment for psychologists, allowing psychologists sufficient time for (online) follow-up of users of digital interventions, and assuring interventions are only provided to users with sufficient facilities, knowledge, and skills for proper use).
- Maintaining platform continuity and continuously updating it to current standards is important. This will avoid: 1) users' and service providers suddenly losing (data on) the progress made and 2) reduce this risk of data security threats.

Additional recommendations:

- Recommendations for policy and practice of telepsychotherapy and e-mental health in Europe and beyond (Van Daele, Karekla, Kassianos, Compare, et al., 2020).
- Mental Health & Psychosocial Support Network (mhpss.net)

EC Directive

In response to the growing threats in the digital world, the European Union introduced a directive in 2016 (EU/EC, 2016a), known as NIS, which outlined measures to secure IT infrastructure. This regulation served as a guideline for EU members' national laws. The Regulative is focused on so-called essential services operators and digital service providers. Essential services operators are entities dealing with electricity, oil production, air transport, healthcare etc. EU members redesigned their laws on information security, introducing elements from the Direction. The Regulative does not provide significant direct help for digital resilience in the university environment. However, it provides a framework that should be respected in future regulation development.

To further strengthen the cybersecurity of the members, the Commission issued a new Directive, 2022/2555 (EU/EC, 2022), known as NIS2. NIS2 aims to strengthen cybersecurity in certain critical sectors at a national and EU level. For example, the scope of the Directive will cover more broadly energy and healthcare entities and digital infrastructure service providers. The NIS2 Directive lists the minimum measures all entities have to take to manage cybersecurity risks in their activities. Cybersecurity risk management will be based on risk and performance; when determining their level, the entity will take into account its size and exposure to risks. Entities must also inform the authorities and, where applicable, the recipients of their services of any significant incidents.

General Data Protection Regulation (GDPR) (EU/EC, 2016b) is, unlike the Direction, a de-facto law and considers all data collectors and processors dealing with EU citizens' data. It is designed to protect personal data linked to individuals. "Personal data" means any information relating to an identified or identifiable natural person ('data subject').

What is it important to know about the practical implications of the GDPR for an Internet user?

1) User has to explicitly give his/her consent to any processing of personal data. 2) Data collector (e.g., website) should collect only the data necessary for proper work. 3) Data collector should be fully sure to store and process the data securely. 4) The user has complete control over his/her data. This includes having a copy of data, making corrections of inaccurate data or even deleting data. This also includes the option to unsubscribe from email lists.

What constitutes a data protection violation under GDPR?

Asking for more data than is necessary for data processing, such as requesting a home address on a website that doesn't require such information (e.g., no shipping requirement) is considered a GDPR violation. Failing to report a data leakage and/or security breach is also a violation of GDPR. Publishing personal data on a website without explicit user consent is another violation.

Who do contact in case of potential data protection violation?

Every country has its national Data Protection Authority and this is the first level for filing a complaint.

The European Computer Driving Licence (ECDL), also known as the International Computer Driving Licence (ICDL), is an international standard for certifying computer skills. It is a certification program that aims to validate the holder's basic knowledge and skills in using computers and software.

However, it's important to note that ECDL/ICDL is not the only certification for validating computer skills. There are many other certification programs and training options that can also attest to proficiency in computer technology. It's always worth checking the requirements and recognition of a specific certification in the country or context where you intend to use it.

Additional recommendation: *Resilience for the Digital World* (Day, 2016).

Cyber Resilience Act

Cyber Resilience Act (EC, 2022) considers cyber security. Hardware and software products are increasingly subject to successful cyberattacks. These products are plagued by two significant issues, which not only add costs for users and society but also pose a serious threat. First, t here is a low level of cybersecurity, evidenced by widespread vulnerabilities and the inadequate and inconsistent provision of security updates to address them. Second, there is a lack of understanding and access to information by users, preventing them from making informed choices about products with robust cybersecurity features or using them securely.

Two main objectives have been identified aiming to ensure the proper functioning of the internal market:

- create conditions for the development of secure products with digital elements by ensuring that hardware and software products are placed on the market with fewer vulnerabilities and ensure that manufacturers take security seriously throughout a product’s life cycle; and
- create conditions allowing users to take cybersecurity into account when selecting and using products with digital elements.

Four specific objectives have been set out:

- ensure that manufacturers improve the security of products with digital elements since the design and development phase and throughout the whole life cycle;
- ensure a coherent cybersecurity framework, facilitating compliance for hardware and software producers;
- enhance the transparency of security properties of products with digital elements, and
- enable businesses and consumers to use products with digital elements securely.

Review of the specific national regulations

As previously mentioned, all EU members have incorporated elements of Regulative (2016) in their national laws. With the introduction of a new regulation, NIS2 (2023), it is expected that national laws will be updated within the next two years.

Specific national regulative relevant for DigiPsyReSNetwork in Serbia

The Republic of Serbia, as a candidate for membership, is committed to upholding European values across various domains, including information security. The relevant law was initially published in 2016 and subsequently amended in 2017 and 2019. Notably, a special paragraph, 19a, is dedicated to the protection of children using information technologies. It states that: "Supervisor takes preventive measures for security and protection of the children on the Internet as an activity of public interest, via education and informing children, parents and teachers about benefits, risks and ways of secure use of the Internet. It is said there is a unique place for advisory and filing on matters of children security on the Internet."

The Law on Personal Data Protection (Law, 2019) and the Law on Information Security (Law, 2018) are interconnected through multiple paragraphs, forming a cohesive regulatory framework. Aligned with the GDPR, the law is comprehensive and defines various aspects of data collection and processing, including the terms of use of personal data. It mandates the appointment of a designated person responsible for personal data protection when collecting data for specific purposes. Such a person cooperates with the Commissioner for information of public importance and personal data protection. The Commissioner obligation is to supervise and ensure application of the Law, including handling the complaints of the data subjects.

For differentiations between professional psychological (psychosocial) support and nonprofessional psychosocial support in Serbia the following document is fundamental: Law about conditions for realization the psychological activities and profession (Zakon o uslovima za obavljanje psihološke delatnosti, 2005).

There is no specific regulation for nonprofessional psychosocial support, whether peer or non-peer, in Serbia.

Specific national regulative relevant for DigiPsyReSNetwork in Poland

Poland as one of EU members has also incorporated elements of Regulative (2016) in the national laws. As a new Regulative is published (NIS2, 2023), it is expected in less than 2 years to have laws updated. The Act on the National Cybersecurity System is the first legal act in this regard in Poland. It is an implementation into the national order of the so-called NIS Directives.

Since the NIS Directive is a minimum harmonization, the Polish legislator also included the public administration and the telecommunications sector in the scope of the act. The law has been in force since August, 2018. The Act on the National Cybersecurity System is the first act of the Amendment of October, 2022.

New rules and the form of appointing and dismissing the OSSB were also defined. The potential Strategic Safety Network Operator must agree to assume this role. Until the Operator of the strategic security network reaches full operational capacity to provide services, the entities referred to in the

Act may also conclude contracts for the provision of services with other telecommunications operators. Another significant change is the imposition of a statutory obligation on the network operator (telecommunications undertaking or entity performing tasks in the field of public utility) to provide OSSB with paid access to technical infrastructure. In the event of refusal to grant access to the technical infrastructure by the network operator, the President of UKE issues a decision on access at the Operator's request. The new draft also includes an obligation for private property owners or managers to provide OSSB with access to it and to enable the placement of telecommunications infrastructure on it.

Specific national regulative relevant for DigiPsyReSNetwork in Italy

Italy, as one of the EU members, has also incorporated elements of Regulative (2016) in the national laws. With the publication of the new Regulation, NIS2 (2023), it is expected that laws will be updated within two years.

The Law on personal data is aligned with the GDPR Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016.

In 2018, a proposal for the draft UNI 1605227 standard on Counselors was presented at UNI (the Italian standards body). However, the CNOP (National Council of Order of Psychologists) expressed its opposition to this draft standard through Resolution 45 on November 24, 2018. In their resolution, CNOP identified counseling as an activity that cannot be recognized for unregulated professions, in accordance with paragraph 2 of Article 1 of Law 4/2013.

Furthermore, the Order of Psychologists of Lazio, in Note No. 7153 dated October 18, 2018, notified the Ministry of Health about its adoption of the draft standard No. 1605227 related to the Counselor's role within UNI. In response to these developments, the General Directorate of Health Professions and Human Resources of the National Health Service, under the Ministry of Health, expressed its opposition on January 18, 2019 (Ministry of Health DGPROF 0003023-P-18/01/2019):"[...] the draft UNI standard No. 1605227 places the figure of the Counselor non-psychologist in blatant overlap with those of the psychologist, psychologist psychotherapist, doctor of psychological techniques, doctor of medicine, psychiatrist, medical psychotherapist, in analogy with the previous UNI project 08000070 on "Relational Counseling," the addition of which was already suspended by intervention of this Office" [...] the activities therein attributed to counseling, as repeatedly reported, are fully among the typical activities of the profession of psychologist. With this opinion, finally, the Ministry of Health asks UNI to suspend operations on the draft standard No. 1605227 on the figure of the Counselor.

In conclusion, as of January 18, 2019, counseling is definitively recognized among the techniques, among the typical acts of the psychology profession and CANNOT be nor can it become a separate profession. Doing counseling without being registered with the Order is doing ABUSE of the profession and this is thanks to a long strategic battle that at the right time, after political and institutional work, saw a solid and strong stance of the CNOP, the representation of our profession in Italy, which closed the game once and for all.

Specific universities regulations

The universities maintain a positive, inclusive and supportive teaching, learning, researching, collaborating and living environment for all.

Specific regulations relevant for DigiPsyResSNetwork at the University of Kragujevac

University of Kragujevac defined its ruleset on students' support and data protection, aligned with the Low of higher education, Statute of the University of Kragujevac (University of Kragujevac, 2022) and Law on personal data protection (Law, 2018). Similar documents are also approved at several member faculties. The faculties' regulations are based on the university's act. Professional psychological student support is not unified at the faculties and departments of the University of Kragujevac.

Specific regulations relevant for DigiPsyReSNetwork at The Kazimierz Wielki University in Bydgoszcz

Rzecznik Praw Pacjenta, literally *Advocate for Patients' Rights*, in the Report on Mental Health at Polish Universities (2020) pointed to the autonomy and voluntariness of HEIs in developing and offering various forms of psychological support to students. There was wide variation in the activities undertaken by HEIs to organize psychological care and support for students. It is an additional and non-obligatory activity. This is in contrast to the didactic activity, which is crucial for the functioning of HEIs. Therefore, psychological assistance to students is not unified and is part of the area of autonomous activities of rectors - according to Article 23. 1. The tasks of the rector include matters concerning the university (Legislation - Law on Higher Education and Science, 2018, p. 5).

KWU regulates the protection of personal data on the basis of national and European regulations. Rector's Ordinance No. 31/2019/2020 on amending the instructions regulating the issues of personal data protection and work in IT systems used to process personal data at KWU was adopted on the basis of Art. 23 sec. 2 point 2 of the Act of 2018 Law on Higher Education and Art. 24 sec. 2 of Regulation (EU) 2016/679 of the European Parliament and of the Council on the protection of individuals with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation). On the basis of the ordinance, the "Personal data processing security policy at KWU" and the "Instruction for managing IT systems used to process personal data at KWU" were introduced (University of Kazimierz wielki, 2020).

Psychological support at KWU is provided by the Rector's Plenipotentiary for Psychological Support who is appointed under the Ordinance No. 26/2017/2018 of the Rector of the KWU.

The activities of students' organizations at KWU are regulated by the Statute of KWU, (as well as the Ordinance No. 47/2021/2022 of the Rector of KWU (University of Kazimierz Wielki, 2022)on the introduction of the Regulations for the registration and operation of student organizations of the KWU students' organisations. The regulation recognizes that KWU students have the right to associate in student organizations. It defines the registration procedure; updating organization data, adopting resolutions; organization activities and funding; representation of the University; reporting and accountability; suspension, reactivation of the organization's activities, dissolution of the organization and the obligation to have an organization supervisor.

Example Kazimierz Wielki University

KWU implementing the Personal Data Processing Security Policy, takes special care to protect the interests of data subjects, and in particular ensures that these data are: 1) processed in accordance with the law, 2) collected for specified, lawful purposes and not subject to processing inconsistent with these purposes, 3) factually correct and adequate in relation to the purposes for which they are processed, 4) stored in a form that allows identification of the persons they concern, no longer than it is necessary to achieve the purpose of processing. Only persons authorized to process personal data on the basis of the Rector's authorization may be allowed to process personal data. The Data Protection Officer keeps a register of authorizations granted by the Rector. Before allowing the processing of personal data, an employee of the University (or a person cooperating with the University) must be trained in the legal provisions on the protection of personal data and the principles of personal data protection applicable at the University.

Each person whose personal data is to be processed at the KWU must be informed by the data controller (University) about: 1) the address of the seat of the University and its full name, 2) contact details of the Data Protection Officer, 3) the purposes and legal basis for data processing,) legitimate interests pursued by the University (if applicable), 5) known or potential recipients of data, 6) where applicable - the intention to transfer personal data to a third country (outside the European Union) or an international organization, 7) the period during which personal data will be stored, and if this is not possible, the criteria for determining this period, 8) the right to request from the University access to personal data of the data subject, rectification, deletion or limitation of processing or the right to object to processing, as well as the right to transfer data, 9) if the processing is based on the consent of the person - the right of the person to withdraw consent, 10) the right to lodge a complaint with the supervisory authority, 11) whether the provision of personal data is a statutory or a condition for concluding a contract, and whether the data subject is obliged to provide them and what are the possible consequences of not providing data, 12) automated decision-making, including profiling, 13) if personal data have not been obtained from the data subject – the source of the personal data and, where applicable, whether they come from publicly available sources.

In the case of students, it is recommended that, at the beginning of each academic year, the leader of the group be authorized by other students in a given year to access their personal data, including the collection of documents containing data.

The personal data processing security policy also specifies the rules of admitting persons to the processing of personal data; personal data security training; rules applicable to data collection; personal data protection principles; sharing personal data; entrusting the processing of personal data; threat monitoring, risk analysis and implementation of risk minimization solutions; rules for registering data sets in the register of activities and in the register of categories of activities; video surveillance; description of events violating the protection of personal data and the rules of conduct in the event of a breach of personal data protection; checks.

Instructions for managing IT systems used to process personal data at KWU defines the procedures regarding the rules of work and maintaining security in IT systems used at KWU, as well as the processing of personal data in them.

Specific regulations relevant for DigiPsyReSNetwork at the University of Foggia

University of Foggia regulation on data protection is aligned with the EU DGPR 2016. The "owner" of the processing of data, relating to identified or identifiable persons who access this Site is the UF, with registered office in Foggia, in the person of its legal representative, the Rector. The Data Protection Officer is domiciled at the offices of the UF. The purposes of data processing, the data processed and security measures, the rights of data subjects as well as the rights of complaint can be found on the permanent webpage (University of Foggia, 2003).

The UF provides a totally free Counseling Service for Students, Academic Staff and Administrative Staff. The Counseling Service is provided by psychologists and/or psychotherapists, according to the Italian Law 4/2013: it recognizes the Counseling as a support activity that cannot be recognized to an unregulated profession.

Rules of personal data protection

Within student peer support networking, it is important to provide an environment where students feel welcome, safe, and respected. Student peer supporters should be able to "just listen" and attend to the peer emotions. Confidentiality was also highlighted as a key component of successful networking sustain, as students want to make sure their personal information is kept private.

The main framework for the networking support include: psychological resilience as framework; digital resilience as framework, and digital and psychological resilience support networking.

3. Stakeholders of the students' support network: responsibilities and obligations

The role of universities and other stakeholders in the network
University support to network sustainability.
University staff as support.
Financial support.

Top stakeholders

Top stakeholders of DigiPsyReSNetwork are:

- Universities (project consortium): University of Kragujevac, Serbia; Kazimierz Wielki University at Bydgoszcz, Poland, and University of Foggia, Italy;
- Departments (faculties) of social sciences: departments of psychology, departments of educational sciences (and similar):
  - at the University of Kragujevac: Department of Psychology in Kragujevac, Department for Educational Sciences in Užice; Department of Social Sciences and Humanities at the Faculty of Technical Sciences in Čačak;
  - at Kazimierz Wielki University: Faculty of Psychology, Faculty of Education;
  - at University of Foggia: Department of Humanities (Pedagogy, Psychology, Social Sciences, Languages).
- Specialized services at the universities: centers for career development, services for psychological support; educational tutoring services:
  - at the University of Kragujevac: Center for Career Development; SOS service; University Clinic for Psychiatry;
  - at Kazimierz Wielki University: College of Professional Training – The Careers Centre – Biuro Karier; Rector's Plenipotentiary for Psychological Support;
  - at the University of Foggia: University Psychology Counseling, Peer Tutoring, SOS exam service.
- IT departments:
  - at the University of Kragujevac: Department of IT at the Faculty of Technical Sciences in Čačak and University IT Centre – UNIC;
  - at Kazimierz Wielki University: Faculty of Informatics;
  - at the University of Foggia: IT Administrative Staff in the Humanities Department.
- Specialized IT services for student support;
- Administrative services for students;
- Students' organizations: the Student Union of the University of Kragujevac. the Association of Students with Disabilities in Kragujevac, Student organization at University Kazimierz Wielki;
- Coordinators of specific (relevant) activities at the universities;
- External provider of the support.

University participation in the network sustainability

The universities as project partners are responsible for the network sustainability during the project.

Overall organization of the student support network: The organization of the DigiPsyRes student network is critical to the success of the project. It is essential that all the stakeholders are involved in the design and implementation of the network, including students, faculty, staff and community partners. Clear and regular communication and collaboration among these groups is necessary to ensure that the network is operating in the desired manner. Regular assessment and evaluation of the network's effectiveness are also essential to ensure continuous improvement and optimization of resources.

Portal for networking and support is the part of official project web site and English version of the networking portal is financed from the PMI budget of the project.

After the project, funds for the networking sustainability should be provided.

- funds of students' organization,
- funds from the national government subsections (ministry for the youth, ministry for the higher education, ministry for social affair, ministry for health, etc.).

University staff as support for the students' support network

- Heads of the Department of Psychology/Mental Health;
- Heads of the medical services;
- Students' representatives in the University management (in the rectorate);
- Managers of Digital&IT services at the University;
- Coordinator of the DigiPsyReSNetwork;
- Editor of DigiPsyReSNetwork magazine;
- Administrator of the network;
- Heads of the relevant offices and services (Carrer Centers, Tutoring Services, Counseling Services).

University organizational support for the students' support network

University organizational support for DigiPsyReSNetwork includes the following organizational parts of the university:

- the relevant departments at the university (department of IT, department of Psychology, department of education and teacher education, department of medical sciences…);
- the separate independent services for student support at the university:
- students' organizations;
- students' representatives at the University Rectorate and at the faculties.

University financial support for the students' support network

The University of Kragujevac, as the project coordinator, is committed to providing extensive support to the DigiPsyReSNetwork. One crucial aspect of this support is the financial backing that the university pledges to offer. Specifically, the University of Kragujevac will ensure the availability of the platform on the web, along with all the relevant materials and documents, throughout the duration of the project.

The financial resources necessary to sustain this initiative will be secured from PMI, ensuring the platform's viability and accessibility. As part of their commitment to the project, all three participating universities are obligated to maintain updated public contact information of their respective faculties/institutes/universities for a minimum of three years following the completion of the project. This information includes their addresses, phone numbers, and websites, as well as links to Psychology Departments in their institutions. By doing so, the universities ensure that stakeholders and the wider audience can easily access and connect with them regarding the project or related inquiries.

In addition to its financial commitment, the University of Kragujevac will actively contribute to the sustainability of the DigiPsyReSNetwork through its further dissemination activities. The university's faculty members and researchers will actively engage in knowledge exchange activities, collaborative research projects, and training initiatives aimed at advancing the field of digital psychology research.

Furthermore, the results and outputs generated throughout the project, such as handouts, guides, manuals, and publications, will be made available to the public online. These valuable resources will be accessible through the project's website, as well as in the libraries' depositories of the participating universities, ensuring widespread dissemination and knowledge sharing.

Moreover, to enhance accessibility and promote learning, the e-courses developed within the project will be accessible on the project's platform. Additionally, these e-courses will also be made available to the universities' students through platforms such as Moodle and Teams. This multi-faceted approach to distribution enables both the wider audience and the universities' students to benefit from the educational materials and engage in digital learning opportunities facilitated by the project.

The overlaps, limitations and risks

The overlaps and limitations of students support networks and established university services for students' support.

- The role of specialized university staff for mental health in the network.
- Lack of interests in the institutions, lacking of motivation in students in engaging themselves in the networking; overlap: the students don't have to become peer-supporters, they must remain advisors/helpers and give advice on the counseling possibilities
- Risk: financial support, how to get the network sustainable in future.

4. Student peer support network

This section of the Guide deals with the student support network and describes the overall aims of the network, its structure, technical framework.
Overall organization of the network.
Guidelines for participations.

Student support networks have always emerged as a critical aspect of student success in higher education as they involve academic staff, student services offices, community organizations to provide various forms of support.

The DigiPsyRes network is designed to provide students with the resources and support that they need to build both digital and psychological resilience. The network is established and sustained by the three universities, so they all make sure that specific student populations, such as first-generation students, students with disabilities, and international students are included. This allows for more targeted support and ensures more targeted support is enabled.

The framework for DigiPsyRes student support network

A student's support network, as a mode of peer support, provides an opportunity for mutual learning and growth. Student peer support can help students develop problem-solving skills, decision-making skills, and coping and stress management skills. They can also provide advice on interacting with health professionals, accessing health and social services, and managing physical limitations.

According to the wider principles of mental health organization, the peer support is (Canadian Mental Health Organization):

1. Relational:
    - Mutual, two-way relationships that encourage self-responsibility – both giving and receiving as we all have something worthwhile to contribute.
    - Reciprocal – relationships about sharing and exploring different worldviews and creating solutions together.
    - Safe – negotiating emotional safety, confidentiality, compassion, authenticity, honesty and non-judgement attitudes.
2. Learning focused
    - Non-clinical – each of us own, understand and learn from our experiences, thoughts and feelings.
    - Trauma informed – focused on understanding what has happened rather than what is "wrong". Challenging how normal responses to trauma and adversity end up being labeled as abnormalities.
    - Explores how we have come to know what we know – how we have come to see ourselves and the world around us.
    - Avoids advice giving and problem solving – based on re-framing and re-defining our experiences.

3. Purposeful:
    - Purposeful support - directed towards learning new skills, developing new resources and reframing challenges as opportunities.
    - Recovery and discovery focused – purposeful relationships are those that inspire hope, generate belief, energy and commitment. They are taking back control of challenges and defining our own destiny.
    - Strengths based - it is a relationship where the peer supporter is not afraid of being with someone in their distress but seeing that distress creates possibility and self-belief. It explores what someone has gained from their experiences, identifies survival skills and celebrates all changes, no matter how small.

Two forms of peer support provided by DigiPsyReS network are peer tutoring and peer counseling. Peer tutoring involves students helping each other learn and grow. Peer counseling is different from seeing a therapist. Therapists are licensed professionals who have been extensively trained to help you learn coping skills and new behaviors to improve your mental health. When you choose peer counseling, there will often be trained listeners or moderators, and group chats or sessions will include people like you who are looking for help.

Some types of peer support include:

1) support groups or self-help groups; these are run by trained peers and focus on emotional support, sharing experiences, education and practical activities;
2) one-to-one support sometimes called mentoring or befriending; You meet someone to talk about how you are feeling or to set goals, for example.
3) online forums and workshops.

DigiPsyReS peer support can be provided as synchronous or asynchronous communication through different network channels (in person, online, or over the phone).

Informal peer support does not use formal structures, trained group leaders or facilitators. It has limited or no involvement of health professionals and focuses on providing mutual support between people with shared experiences. Common types of information peer support include social media groups, blogs, community meet-ups, online forums and email or phone-based support.

The core principles of peer support implemented in DigiPsyReSNetwork are following:

- Selection of support providers based on the clear criteria;
- Inclusion of the prepared and trained peer supporters (mentors and mentees);
- Focus on the relationships: building trust to create space for change;
- Engaging the people to seek the support;
- Be safe and boundaries: ensure mentors are adequately trained and supervised.

Goals and aims of DigiPsyRes student support network

Student support network offers emotional, social, and informational support to students who share similar experiences.

The goals of peer support networking are based on the requirements that are placed before peer supporters are:

a) provide an empathetic, listening ear;
b) provide low level psychological intervention;
c) identify colleagues who may be at risk to themselves or others; and
d) facilitate pathways to professional help.

The overall aim of the student support network DIGIPSYRES is to ensure that every student has access to the support they need to enhance their psychological and digital resilience. The goal is to create a comprehensive system that addresses various students' needs and supports their success throughout their academic career. At the same time, that students gain the skills and resources they need to navigate the challenges of the digital age and maintain their well-being. This involves providing students with education and training on online safety, digital citizenship, responsible use of technology, as well as offering counseling and other forms of psychosocial support.

Peer support is based on trust, equality, shared understanding, respect and mutual empowerment between people in similar situations. The most effective peer relationships are between people with other things in common.

Core elements of peer support network include:

- Training, supervision, and monitoring;
- Providing social connection and support;
- Creating a safe environment;
- Ongoing engagement of peers and participants;
- Recruiting peer workers with specific peer characteristics.

The specific objectives of the DIGIPSYRES network include:

1. Promoting awareness and education related to digital and psychological resilience to student population in three universities, to reduce stigma and to encourage students to seek help when needed:
2. Offering individual and group counseling, as well as online resources and self-help tools, to support to support students who are struggling with psycho-social issues and those related to the use of technology;
3. Developing and implementing e-courses and other educational programs to promote positive digital habits and healthy behaviours, and providing systematic guidance on how to manage stress, anxiety, depression aroused in university settings;
4. Providing training and support for student trainers and educators (faculty staff) to recognize and respond to students who may be struggling with psycho-social challenges;
5. Encouraging collaboration with university services and external partners who might provide additional support and a more holistic range of support services for students.

Technical framework of the DigiPsyReS network

Technical characteristics of the peer support network (platform) should include different ways of presenting information and activities in order to achieve effective collaboration and learning.

Content should be presented in interactive forms supported by diverse multimedia. Video materials, animation, interactive lessons with quizzes, discussion forums, brainstorming activities, tests, interactive group workshops are planned resources.

DigiPsyReS portal, as a part of the DigiPsyReS Network will be supported by the learning management system Moodle and MS Teams (video call), and Zoom platform.

Platform gives opportunities for synchronous and asynchronous communication between participants. Network online is available 24/7 so participants can access whenever they want.

Fig. 2. Platform DigiPsyReS: Resilience peer support https://studentresnet.kg.ac.rs/

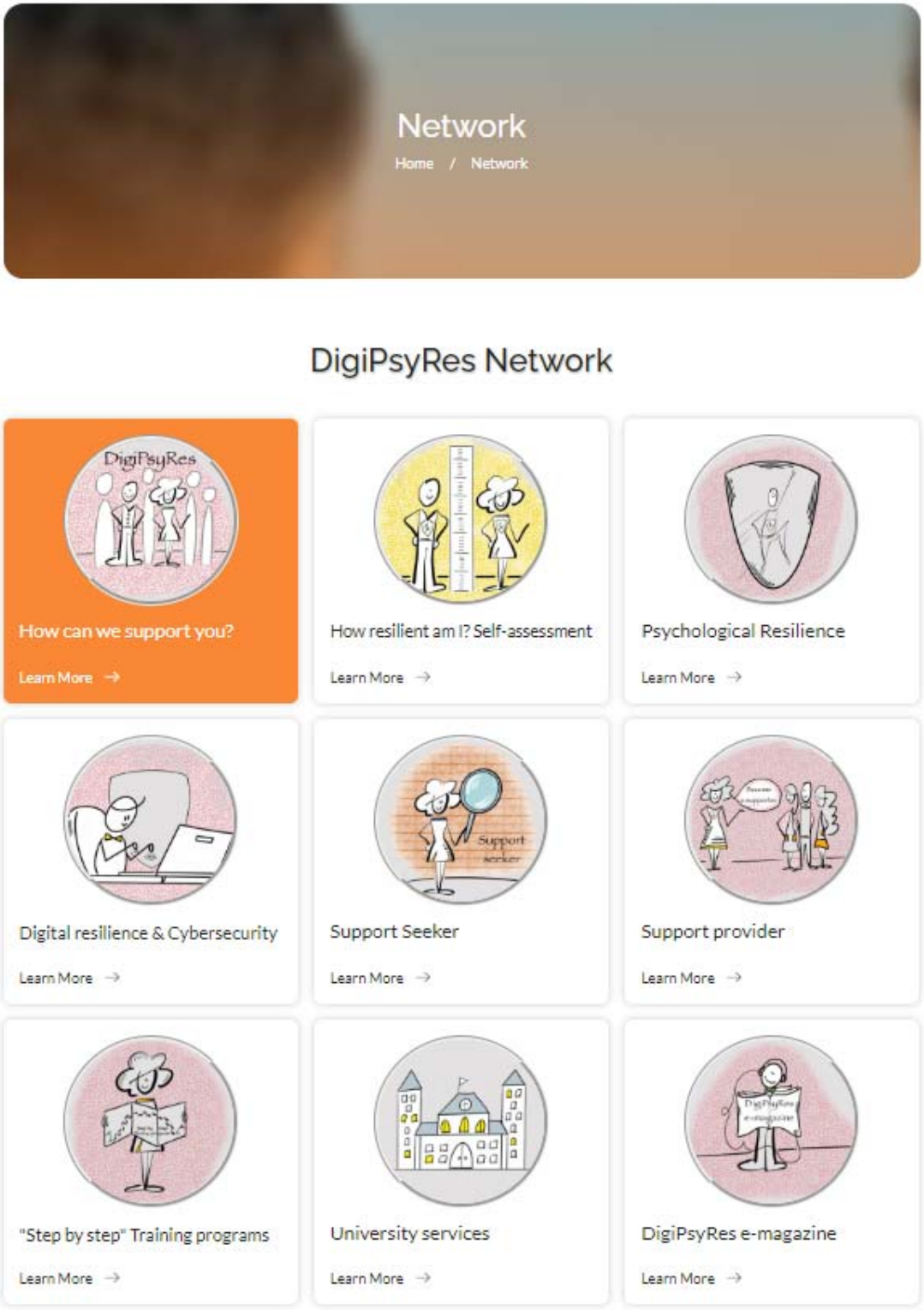

Fig. 3. DigiPsyReSNetwork https://studentresnet.kg.ac.rs/network/

Organization of the student support network: DigiPsyReSNetwork

Student support network exists within the universities that participate in this project. The network, as an institutionalized system and the main access point for students who need support, consists of:

1) group of students trained to provide support (first respondents);
2) university staff trained to provide support to first respondents and conduct supervision and monitoring of the network; and
3) the DIGIPSYRES platform.

Within each university there are premises (with clearly visible signs DIGIPSYRES) where the network operates on a regular basis, and where students can access for more information or actual support. This access point has regular working hours once or twice a week, in previously established days.

There are several pillars of the DIGIPSYRES organization:

1. Leadership

   The network is led by a team of students who are passionate about promoting mental health and digital well-being within the student body, and who have undergone a selection process and completed the necessary training programs. These leaders oversee the organization and management of the network, ensuring that it runs smoothly and effectively. They report (in person and in written reports) to the DIGIPSYRES university staff every month or more frequently, if necessary.

2. Peer Support

   The network is made up of student volunteers who have undergone training to provide peer support to their fellow students. These peer supporters are available to listen, provide emotional support, and offer practical advice to students who are experiencing difficulties related to their mental health or digital well-being.

3. Workshops and Events

   The network offers regular workshops and events to help students develop the skills and knowledge they need to manage their mental health and digital well-being. These events may include mindfulness sessions, stress management workshops, and online training programs.

4. DIGIPSYRES PLATFORM and ONLINE MAGAZINE

   The network also provides additional services for students who require professional help for their mental health or digital well-being. The network maintains a list of trusted professionals who can provide further support to students in need. Additionally, DIGIPSYRES PLATFORM and ONLINE MAGAZINE provide extra support for support seekers. Both the PLATFORM and the MAGAZINE contents are updated every two months with new articles. The editors are selected from all three universities, both staff and students' groups.

Participation Guidelines for the DigiPsyRes Student Support Network

We are committed to creating a safe and supportive environment for all students who participate in the Student Support Network. In order to ensure that the network is a positive and productive experience for everyone, we have established the following guidelines for participation:

Student Verification:

The DIGIPSYRES Student Support Network is only open to currently enrolled students in the three universities. To participate, they must provide proof of their student ID number. They log in after registering, with their student ID.

Privacy and Confidentiality:

All members of the DIGIPSYRES Student Support Network are expected to respect the privacy and confidentiality of their fellow participants. Any personal information shared within the network must be kept confidential, and participants should not share any information about others outside of the network. All discussions and activities within the network should be kept confidential, and members should not disclose any information about the network or its members to anyone outside the network.

Precondition for Good Behavior:

All members of the Student Support Network are expected to behave in a respectful and appropriate manner (non-judgemental) at all times. This includes being respectful of others' opinions and perspectives, refraining from discriminatory or offensive language or behavior, and avoiding disruptive or inappropriate behavior during group activities.

Online Activities:

When participating in online activities or discussions, all parties must ensure that they are in a quiet and private location where nobody will be disturbed. Recording of any kind is not permitted without the express permission of all participants, and screenshots of any conversations or activities within the network are also prohibited.

Different rules apply for support seekers and support providers, but they all need to be active students of the three universities.

5. Supporters: Student support providers in the network

The rules for participating in this network.
The prerequisites for students' engagement to support other students in the network.
Mandatory/required training for students to join the network as support providers.
Procedures to include students to network as support providers

Mandatory conditions for students' engagement as support provider

Based on the cascade model of students' preparation to be providers of the support in the networking, participants will be selected from groups of students who have completed mandatory training as trainees. Selection of the students-support provider at the networking is a Step by step process.

Selection of Peer Supporters: In order to become a peer supporter, the individual should:

a) be a member of the 'target population',
b) be someone with considerable experience within the field of work of the target population,
c) be respected by his/her peers (colleagues), and
d) undergo an application and selection process prior to appointment that should include interview by a suitably constituted panel. Definition of the criteria for the involvement of students (from trainees to trainers).

Student peer supporters should also understand the values, philosophy, and standards of peer support services and have the competencies required to be an effective peer worker, including active listening.

Core competencies for peer support provider are:

Recovery-oriented

Peer supporters hold out hope to those they serve, partnering with them to envision and achieve a meaningful and purposeful life. Peer supporters help those they serve identify and build on strengths and empower them to choose for themselves, recognizing that there are multiple pathways to recovery.

Person-centered

Peer recovery support services are always directed by the person participating in services. Peer recovery support is personalized to align with the specific hopes, goals, and preferences of the people served and to respond to specific needs the people have identified to the peer worker.

Voluntary

Peer supporters are partners or consultants to those they serve. They do not dictate the types of services provided or the elements of recovery plans that will guide their work with peers. Participation in peer recovery support services is always contingent on peer choice.

Relationship-focused

The relationship between the peer supporters and the peer is the foundation on which peer recovery support services and support are provided. The relationship between the peer worker and peer is respectful, trusting, empathetic, collaborative, and mutual.

Trauma-informed

Peer recovery support utilizes a strength-based framework that emphasizes physical, psychological, and emotional safety and creates opportunities for survivors to rebuild a sense of control and empowerment.

Mandatory conditions to be a student-support provider at the DigiPsyRes Network:

- ✓ student's application to include in the network as support provider (CV, motivation letter);
- ✓ completion in the training;
- ✓ recommendation from the SP and specialized teaching staff;
- ✓ completion of interview;
- ✓ communication skills and developed network behaviour.

Mandatory training for students as support provider on the network

Training and Accreditation: Peer supporters should: (a) be trained in basic skills to fulfill their role (such as listening skills, psychological first aid, information about referral options); (b) meet specific standards in that training before commencing their role; and (c) participate in on-going training, supervision, review, and accreditation.

The training for peers' support to improve psychological and digital resilience by peer networking "Step by step from trainees to trainers and supporters" consists of three parts (Table 1):

- ➢ A programme: Psychological resilience, wellbeing and support; programme leader Kamila Litwic-Kamińska;
- ➢ B programme: Digital resilience and networking; programme leader Marjan Milošević;
- ➢ C programme: Horizontal psychological support in the digital network and ethical framework; programme leader Ivana Krsmanović.

Table 1 – Structure of the programme „Step by step from trainees to trainers and supporters

Programme Step by step	E-course		Training workshops
Pre-training activities	e-course Pre-training day:	3 hours	
A programme	e-course A:	3 hours	6 hours
B programme	e-course B:	4 hours	6 hours
C programme	e-course C:	8 hours	6 hours
Post-training activities	e-course Post-training: assessment and evaluation 4 hours		
Total hours: 40		22 hours	18 hours

The training is elective for students who want to be included in the DigiPsyReSNetwork as support seekers.

This training is **obligatory** request for student participation in the network as:

- Trainers for the other students' groups;
- Support provider – peer counselors and personal trainers.

The students who finished the programme have a chance to be selected for support providers at the network OR for the peer-trainers for the other students' groups.

The main goals of the training programme: Step by step from trainees to trainers

- The introduction of a peer support network and the training of teams for support (students and staff).
- Extended support to the students to develop and implement the students' peer support network in resilience development.

Details of the programmes (e-courses plus trainings) in the Manual "Step by step from trainees to trainers and supporters: Training for peers' support to improve psychological and digital resilience by networking"

Guidelines for Participation as Support Providers in the DigiPsyReSNetwork

When selecting support providers (peer advisors), preference is given to students who are studying Pedagogy, Psychology, Educational Sciences, Social Work, Teaching, as their educational background naturally equips them with the necessary skills and knowledge for these positions.

Peer supporters, both undergraduate and graduate students who have undergone training and selection, provide personalized and group advising and support to other students within the DigiPsyReSNetwork. They operate both under supervision and autonomously.

Communication rules

Respectful Communication

All communication within the support network should be respectful and non-judgmental. Offensive or discriminatory language will not be tolerated.

Active Listening

All participants should practice active listening skills, paying attention to what others are saying without interrupting or talking over them.

One Speaker at a Time

During group discussions, only one person should speak at a time. This ensures that everyone has a chance to be heard and prevents the conversation from becoming chaotic or disorganized.

Constructive Feedback

If you have feedback for someone else within the support network, it should be delivered in a constructive and respectful manner. Avoid using accusatory or confrontational language and focus on providing feedback that is helpful and supportive.

No Disruptive Behavior

Disruptive behavior, such as shouting or making inappropriate jokes, will not be tolerated within the support network.

Student peer supporters need to be able to stay connected, share concerns, and learn from each other, while staying up to date on upcoming events or activities. Regular and ongoing communication with peers, including weekly teleconferences and e-newsletters, are ways to keep peer supporters engaged.

Successful student peer support network also engages participants proactively through strategies such as face-to-face contact and active initiation of support. Peer support networks should consider engaging with groups who are not well-connected to health services, such as ethnic minorities or people with socioeconomic challenges. Peer support may be even more successful with these groups.

Peer support rules

Confidentiality

All conversations and information shared in the Peer Support section must be kept confidential. This includes not sharing any identifying information about other users outside of the network.

Respectful Communication

All communication in the Peer Support section must be respectful and non-judgmental. Offensive or discriminatory language will not be tolerated.

No Medical Advice

The Peer Support section is not intended to provide medical advice or treatment. If you or someone you know is experiencing a medical emergency or requires medical attention, please contact your local emergency services or seek medical attention immediately.

No Solicitation

The Peer Support section is not to be used for the solicitation of goods, services, or funding.

Limitations of Peer Support

The Peer Support section is not a substitute for professional counseling or therapy. If you require professional support or have concerns about your mental health, please seek the advice of a qualified mental health professional.

Activities of the network peer-supporters

Trained supporters (peer support providers/peer advisors) can do the following activities and tasks:

- Participating as a team member in development of workshop and realization of the workshop with students' groups (team work under the supervision);
- Organizing and implementing the programme "Step by step from trainees to trainers nad supporters" with new groups of students;
- Writing text for the DigiPsyReSN Magazine and for the blog on the portal;
- Managing DigiPsyReSNetwork;
- Communicating with individual student support seekers;
- Organizing network meeting with the registered students;
- Giving advice to the support-seekers /nonprofessional peer advising; it is realized under the supervision on the network;
- Providing personalized advising and support for students registered on the DigiPsyReSNetwork.

Becoming a Peer Supporter is a great opportunity to develop communication, problem solving, and critical thinking skills, all while helping other university students>

- Communicating with the group of support-seekers (grouping based on the same problem);
- Connecting support-seekers with the professional support services (psychotherapy and psychological counseling; mental health medical institutions; career development centers etc.)
- Writing bimonthly report for the coordinator, and for the DigiPsyReSN University Committee.

Procedures to include students in the network as support providers

I The University team for DigiPsyReS Network announces a call for students to apply for volunteer work within the network as supporters.

II Students apply and attach the following:

- ✓ confirmation that they are a student (organizational unit/faculty, department/study program, study year);
- ✓ motivational letter;
- ✓ CV;
- ✓ Additional training in the field of peer communication, peer support, pre-training for the other forms of psychosocial support;
- ✓ Voluntary activities.

III Students are selected for the training “Step by step from trainees to trainers and supporters”.

IV When the training is completed, an additional selection is made.

V Trained students are included as trainers for the other student groups or as supporters.

VI The activities of trained support providers are monitored.

Monitoring and evaluation of the student support providers

Monitoring and evaluation of the student supporter can be conducted on different levels. It can include:

- technical aspect of monitoring (all resources function properly, back up of information),
- application of data protection rules for all participants,
- monitoring how peer supporters perceive and understand users’ needs and match goals of program support,
- monitoring in which way support providers encourage help seekers to participate in the right way, how support providers manage potential conflicts between the participants and solve problems,
- monitoring in which participants communicate, how supporters give feedback, as well as aspects of effective administration.

Monitoring and evaluation can be on-going during the training and summative at the end of some part of training. On-going monitoring can be organized through the supervisors and support providers meetings, or synchronous way of communication, check protocols etc. Also, supervisors can collect data on how help seekers perceive the training, their satisfaction, suggestions how to improve some aspect of training etc. (questionnaire, focus groups). Supervisor can be "head peer supporter"

Evaluation of the training and trainees

A very important element in the DigiPsyRes project is to conduct an evaluation and assess the effectiveness of the implemented training. For this purpose, the four-level evaluative model can be used (model of Donald L. Kirkpatrick). It consists of:

- Level I – response level. This level examines how participants evaluate the training. The survey is conducted immediately after the training and usually takes the form of an evaluation survey.
- Level II – the level of learning. At this stage, the level of knowledge gained by the trainees is checked. The knowledge gain of each participant is assessed, and sometimes also the skill gain. Using knowledge tests, the pre- and post-training knowledge levels are compared. As with knowledge, the pre-training skill level is compared with the post-training level.
- Level III – behavioral level. It is assessed whether the participants apply the acquired knowledge and skills in practice. It is usually assessed by means of special Observation Sheets, which are filled out by direct supervisors during the work of those observed. This is a form of audit that evaluates the transfer of knowledge to the level of each participant's daily work.
- Level IV – performance level. An assessment is made of how the translation of each trainee's knowledge and activities changes the university's Key Performance Indicators. Usually assessed on the basis of pre-determined Key Performance Indicators, the pre-training results are compared with post-training results.

Table 2 – Evaluation of training programme (levels of evaluation)

Levels	Questions
Level I	Did the participants enjoy the training? What do they plan to do with the knowledge acquired at the training? Did the participant experience positive emotions during the implementation of the activities?
Level II	Were knowledge and skill gains observed? [Procedure 1 pre and posttest] What did the trainee learn? Have the trained person's attitudes changed? How have they changed?
Level III	To what extent has the efficiency of the student, individual activities improved? Does the trainee have the ability to use the acquired knowledge and skills at the University? Are behavioral changes a result of the training?
Level IV	N/A

Details of evaluation and monitoring training and trainees and training effects measurement (instruments used for R1 and R2) are in the Manual.

Pre- and post-test

Training courses conducted within the framework of the DigiPsyRes project, are evaluated in terms of whether they have succeeded in improving the competencies of their participants. This is done by comparing the level of knowledge and skills of participants before and after the course (pre-test and post-test). Each course instructor is required to conduct such a comparison for all course participants.

Before starting the training in the DigiPsyRes project, it is necessary to identify some of the most important competencies that will be trained in the project. These are knowledge and skills, as well as the so-called technical competencies that will be developed in the classes.

Details of evaluation and monitoring training/courses and instruments for training effects measurement (instruments used for R1 and R2) are in the Manual.

Determining special causes and/or common causes

In order to evaluate the effectiveness of students support services the "Plan-Do-Check-Act (PDCA) cycle of observations may be implemented. This can be very helpful when dealing with administrative problems but not only. The dynamics of the student support services system are based on student interactions (peer contact, support agents/coaches, etc.), their access to additional materials (i.e., notes and guides); and the reliability of the room, equipment and communication networks.

Data download monitoring

Monitoring and analysis of data on the use of student support services, i.e., analysis of the number of downloads [files, programmes, virtual textbooks, course literature] directly from websites.

Records and visibility of student engagement in the student support network

Visibility of student engagement as support provider as their voluntary activities in diploma supplement, practices etc.

Records of student engagement in the student support network (as voluntary activities) in the diploma supplement: provide some "credits" to involve students and make them providers (extra CFU).

How to acknowledge their involvement and certification even before the graduation – how to do that?

The Student Support Network is an important resource for students who are navigating the challenges of the digital age and seeking mental health support. While the network is primarily designed to provide support to students, it also offers an opportunity for students to take on a more active role in supporting their peers. The three universities agree on how the engagement of students who are support providers will be valorized during their studies. As per agreement, the diploma supplement will include records of student engagement in the Student Support Network as voluntary activities. Additionally, it's worth noting that the Student Parliament organization may provide certificates of participation to students who have been actively involved in providing support within the network. These certificates can serve as a valuable addition to a student's resume, highlighting their commitment to supporting their peers and contributing to the overall well-being of the student community.

Student support providers can earn additional points in competitions for Erasmus mobility (based on the supervision of their peer support activities).

Ongoing supervision and monitoring are an important success factor for student peer support networking. A network support team could oversee peers and help identify training and capacity-building opportunities. Student peer support network should also have close partnerships with health professionals who can step in when a client needs their help.

Support provider

Learn More →

6. Student support seekers in the network

The rules for participating in the network (communication, network access, peer support rules)
Student-support seekers expectation from the network.
Recommendation to support seekers
Support seekers registration access to the network.

Who is a support seeker in this university peer support network?

A support seeker in the university peer support network for psychological and digital resilience is a student who is experiencing difficulties related to their mental health or digital well-being. They may be seeking guidance, advice, or emotional support from their peers within the network. This could include issues such as stress, anxiety, depression, or struggles with digital technology or online communication. The support seeker is encouraged to reach out to the network for help, and can feel reassured that they will be met with a safe and supportive environment.

A support seeker is the enrolled student (all study levels) at one of the three universities.

What can the students (seekers of support) expect from this support network?

Students who seek support from this university peer support network for psychological and digital resilience can expect a safe and supportive environment where they can discuss their concerns with peers who understand what they are going through. The network is designed to provide a space for students to receive emotional support, guidance, and advice from their peers who have undergone similar experiences.

The support seekers can expect confidentiality and a non-judgmental approach from their peers. They can expect to be treated with empathy and respect, and to receive practical advice and guidance from other students who may have encountered similar challenges.

Furthermore, the support seekers can expect access to a range of resources, such as self-help materials, workshops, and referral services if their concerns require professional attention. The aim of this network is to empower and support students in managing their mental health and digital well-being, and to promote a sense of community and mutual support among the student body.

The benefits of student support networking

- Feel less lonely.
- Express her/his own feelings.
- Learn new coping mechanisms.
- Stay motivated and accountable.
- Understand her/his condition.
- Get feedback from peers.
- Help people self-advocate.
- Connect people to resources and work.
- Set goals.
- Facilitate support groups.
- Outreach and engagement.
- Face-to-face recovery coaching.
- Learn helpful information.
- Gain hope.
- Help others.
- Affordability.

Recommendation for the support seekers

Students support seekers can turn to peer-supporter to talk about:

- Connecting with the other students.
- Developing skills for effective peer communication.
- Recognizing problems.
- Personalized problems.
- Delivering some stressful experiences.
- Participating in the network thematic group.
- Connecting with the specialized university support services.
- Developing a greater sense of independence and problem solving.
- Exploring and clarifying academic interests and career goals.
- Matching interests and goals with an appropriate academic focus.
- Connect with the many resources and opportunities that the University offers.
- Making the transition from high school to college.
- Navigating the process of registering for classes.
- Needing first-hand information about specific courses, departments, and instructors.
- Using university technology services.
- Assessing to the university professional support services.
- Finding interesting ways to get involved on campus.
- Discovering unique things to see and do in the city.
- Maintain and increase motivation for learning.
- Learning skills that are effective in different types of academic disciplines.
- How to identify own academic and personal strengths and develop them; how to minimize weaknesses.
- How to overcome procrastination.

Rules of registration and access to DigiPsyReSNetwork

Students register on the network according to the procedures on the portal.

After registrations, the student:

- reviews the portal, instruction for the at the network, and specific portal part;
- reviews/reads popular text on the personal problems, interesting psychological topics, interesting educational topics;
- accesses the self-assessment questionnaire;
- selects the type of the supports;
- selects the peer-supporter from the list of trained supporters;
- accesses a selected support group within the DigiPsyReS Network;

- finds services related to the network for external support (specialized professional psychological services; university clinic for mental health and/or psychiatric disease, career development center; educational tutoring services etc.).

Peer communication rules for support seekers

Respectful Communication

All communication within the support network should be respectful and non-judgmental. Offensive or discriminatory language will not be tolerated.

Active Listening

All participants should practice active listening skills, paying attention to what others are saying without interrupting or talking over them.

One Speaker at a Time

During group discussions, only one person should speak at a time. This ensures that everyone has a chance to be heard and prevents the conversation from becoming chaotic or disorganized.

Constructive Feedback

If you have feedback for someone else within the support network, it should be delivered in a constructive and respectful manner. Avoid using accusatory or confrontational language and focus on providing feedback that is helpful and supportive.

No Disruptive Behavior

Disruptive behavior, such as shouting or making inappropriate jokes, will not be tolerated within the support network.

Networking access rules for support seeker

Students register on the network according to the procedures on the portal.

What are mandatory identification elements to register as support seeker?

Conditions to register on the network: status of UNIKG/UNIKW/UNIFG student.

ID – student identification card. Confirmation from the university network administrator.

Support Seeker

Learn More →

7. University services for student support in the network

The list of specialized university services for different support (map of the support services)
The role of specialized university staff for mental health in the network
The role of centres for career development.
Tutoring and mentoring university's services.

The roles of specialized university staff members within the network include expert psychologists, who can be university staff from the fields of psychiatry, psychology (mental health), or pedagogy (educational field), as well as individuals from the administrative staff, such as career advisors.

Professional psychological counseling service at the university

The main work of a counseling service is to focus on limited and specific problems to achieve precise and concrete goals. Such intervention is based on the encounter, communication and relationship between two people. It is health-oriented rather than pathology-oriented and aims to improve the life of the client who is experiencing difficulties at certain periods of his or her life.

Description of the psychological counseling service at the university

Psychological counseling aimed at subjects on an individual basis is on the borderline between health education and psychotherapeutic approaches. It involves interviews in which the subject is "helped to help himself" by learning to recognize his own resources and use them functionally.

During counseling, person learns coping skills based on:

- self-perception,
- emotional awareness,
- self-control and the ability to regulate emotions,
- self-determination.

The following actions will be used to achieve these goals:

- Understanding of sense-making processes;
- Attention to emotions;
- Relationship work;
- Ad hoc therapeutic techniques and strategies.

The service is dedicated to helping students with personal, emotional and psychological concerns. It is free to undergraduate and postgraduate students registered at the university (UKG/UKW/UFG).

The service is intended to provide free short-term counseling, single session therapy, psychiatric support and group workshops to help students to manage a range of personal, emotional and psychological concerns.

Psychological help addressed to students includes support and help (based on UKW service):

- in difficult and crisis situations,
- in terms of educational difficulties, time management, interpersonal difficulties, acquiring social competences, coping with emotions and stress,
- in a situation of mental illness,
- in coping with disability,
- in academic adaptation.

The goals pursued by the psychological counseling services at the university (based on UF service):

- To clarify the difficulties shown;
- To redefine the situation lived;
- To favor the creation of a new perspective fostering personal empowerment for a growth in quality of life.

Organization of the psychological counseling service

The psychological counseling services – services for professional psychological support (counseling and psychotherapy) at three universities are organized differently, according to university rules.

The psychological counseling service at the University of Kragujevac

Psychological support for students at the University of Kragujevac is primarily provided through the voluntary and enthusiastic involvement of university teaching staff in psychological sciences and the activities of student organizations.

Specialized support for the students started in June 2023. It is phone counseling called “Korak” (Step). The trained psychology students provide support for the other students three days a week, under the professional supervision of the psychologists from the medical institutions in Kragujevac.

Psychological support offered within these faculties is based on the following:

- Psychological courses as a basis for the mental health and well-being empowering/establishing;
- Psychological courses as a supportive educational setting within the offered study programs;
- Individual forms of support;
- Intervention in the crisis time;
- Voluntary engagement of the teachers of psychology to support and offer counselling to students in need.
- Psychomedical treatment offered at the Clinic for Psychiatry in Kragujevac.

The psychological counseling service at the Kazimierz Wielki University

Rector’s Plenipotentiary for Psychological Support is on duty at designated times, and it is published on the website.

Psychological support at Kazimierz Wielki University is provided by Dr. Kamilla Komorowska who is appointed as the Rector's Plenipotentiary for Psychological Support. She is also a Psychologist in the Department for Persons with Disabilities and an employee of the Faculty of Psychology at KWU.

The tasks of the Rector's Plenipotentiary for Psychological Support are as following:

- Psychological help addressed to students includes support and help:
  - in difficult and crisis situations,
  - in terms of educational difficulties, time management, interpersonal difficulties, acquiring social competences, coping with emotions and stress,
  - in a situation of mental illness,
  - in coping with disability,
  - in academic adaptation.
- Psychological assistance addressed to university employees includes:
  - supporting in difficult relationships with students,
  - supporting in work with mentally and physically disabled students,
  - ad hoc training in working with students with various disorders and diseases,
  - consultations.

Example from the Kazimierz Wielki University (next page – 54)

The Counseling Service in the University of Foggia

The service, which is aimed at the entire UNIFG community: students, faculty and administrative staff, can be accessed by sending an email. Then the process of processing the request will be activated and web-based interviews will be granted.

The Counseling Service in University of Foggia:

- Is a chance of self-knowledge and empowerment of their own life skills;
- Is a specific space where the students can promote their own balance;
- Is a chance to empower resilience and well-being.

The psychological counseling group fits in as a hub designed to foster both person- and organization-centered interventions. Person-centered interventions involve the following practices:

- Directing action and the achievement of specific and limited goals by stimulating self-determination in the patient;
- Promotion of a psychological culture in the area;
- Prevention in order to prevent any states of psychological distress from turning into psychopathology;
- Diagnosis;
- Connecting university users with territorial services in cases of more specific needs.

Example from the University of Foggia (page 55)

Example from the University Kazimierz Wielki University (Kazimierz Wielki University)

During the COVID-19 pandemic the Rector's Plenipotentiary for Psychological Support carried out the following tasks:

- ✓ As part of psychological support, she (and some additional employees) was on duty by phone and on the MS Teams platform (video calls).
- ✓ Information about the on-call calls was published at www.pomocpsychologiczna.ukw.edu.pl and on Facebook Fanpage of Student Government.
- ✓ Support was implemented for students as well as university employees.
- ✓ Delivered online lectures on mental health prevention to students in cooperation with the Student Government.
- ✓ Conducted meetings on MS Teams with academics, the Rector's Plenipotentiary for Persons with Disabilities to solve problems, support in educational difficulties of students.
- ✓ Organized a "Santa Claus online Meeting" consisting of recollections of previous events by the rectoral authorities, academic staff and students related to the celebration of Christmas at the University.
- ✓ Conducted ON-LINE meetings "Students for students - Interviews during a pandemic" on Facebook of the Student Government with other psychologists and experts, other psychologists and experts, where interviews were conducted and advice was provided on how to:
  a) How to cope with stress and anxiety during a pandemic?
  b) How to take care of yourself in a pandemic?
  c) How to motivate yourself to work?
  d) How to deal with examination stress?
  e) What does it mean to be happy?
  f) Why do people use drugs?
  g) Is a psychiatrist needed immediately?
- ✓ Conducted a campaign Psychologist advises - online posters addressing pandemic issues and how to solve them – published on Facebook Fanpage of Student Government.
- ✓ Conducted on-line trainings.
- ✓ Conducted meetings on MS Teams at the request of students' supervisors to support students in the situation of the suicide death of a female student.
- ✓ Carried out individual work - psychological help for students and employees.

Organization of the psychological counseling service at the KWU university:

Additionally, psychological support staff take actions in response to the current demand reported by students and university employees; cooperate with student government in organizing and publishing information about meetings, training and lectures; conduct training for students and employees.

As part of on-line lectures in the field of mental health prophylaxis for students entitled "Who needs a psychologist?", in cooperation with the Student Government, the following issues were implemented:

- What is mental health?
- What are the symptoms of reduced quality of life?
- Sensitizing students to symptoms that may arise in other students when their mental health deteriorates in order to respond effectively.
- Learning how to react and support in crisis situations (as part of peer competences).
- Brief characteristics of mental disorders.
- Providing information on where to look for support and help.
- Informing how to react when someone tells us they want to take their own life.

Example from the University of Foggia (Universita Degli Studi Di Foggia)

Organization-centered interventions will focus on designing healthy relational environments whose management of interactions respond congruently with the needs of people and the organization. The first type of interventions aims to promote individual processes that strengthen self-affirmation, emancipation, and self-determination. In contrast, the second type focuses on analyzing and restructuring relational environments to align them with the evolving needs of individuals within the organizational context. The intervention provided to students at the Psychological Counseling Service of the University of Foggia looks beyond the symptom and is aimed at solving problems at various levels.

The psychological interventions proposed are part of an integrated mind-body approach with strategic orientation (Watzlawick et al. 1974; Haley, 1985; Rossi et al., Cozzolino et al. 2021; Cozzolino, Celia, 2021). This approach stems from the need to convey, in a coherent and organized way, the contributions of several schools of thought in an operational, flexible, effective, efficient model (Celia, 2016). The intervention is short and focal because it affects the problem presented in 5 sessions and is also configured as a strategic process that aims to consolidate the new equilibrium reached.

How does the Service at University of Foggia work? Phases of work:

1. Definition of the problem in concrete terms;
2. Analysis of the solutions attempted to solve the problem;
3. Concrete definition of the change to be made;
4. Formulation and implementation of a change plan.

Aim of the Service: The counseling process offered by the Foggia University Service aims to offer students concrete life actions that break the mechanism of actions, feedbacks and attempted solutions, reducing the level of anxiety, stress and facilitating good emotional regulation and perspective. more balanced than time in a future key.

At the end of the consultation, users are asked to provide a Service Satisfaction.

The evaluation processes will be controlled by Prof. Leonardo Carlucci, professor of Psychometrics at the University of Foggia for a process of ongoing and final monitoring and at the longitudinal level (at three and six months) to verify the effectiveness.

Staff of the psychological counseling services

The basic staff (the psychological counselling service team): head of service, professional psychologists/psychotherapists and licensed counselors.

The scientific committee of the service: university staff – scientist in the field of psychology and psychosocial professional support, head of the Department of Psychology.

University of Kragujevac: Psychological support staff – located in the faculties in six cities/towns:
Faculty of Technical Sciences in Čačak and Faculty of Agronomy in Čačak: prof. dr. Dragana Bjekic and dr. Milica Stojkovic, ass. prof. phone: +381932302713
Faculty of Education in Užice: prof. dr. Lidija Zlatić, teaching assistant. Faculty of Educational Sciences in Jagodina.
Faculty of Science and Faculty of Philology and Art: prof. dr. Mirjana Beara Benjak and dr. Jovana Trbojević Jocić, ass. professor. Faculty of Medical Sciences - University Clinic of Psychiatry.
Committee of the SOS phone "Korak"

Kazimierz Wielki University: The staff of the Psychology counseling service
Psychological support at Kazimierz Wielki University is provided by Dr. Kamilla Komorowska who is appointed as the Rector's Plenipotentiary for Psychological Support. She is also a Psychologist in the Department for Persons with Disabilities and an employee of the Faculty of Psychology at KWU.

University of Foggia: The scientific committee of the psychological counseling service
The committee is composed by: Dott.ssa Annamaria Antonucci; Prof. ssa Lucia Monacis; Prof.ssa Annamaria Petito; Prof. ssa Grazia Terrone. There is a member of the Counseling Service who is Giovanni Papa, a psychologist and psychotherapist.

Contact information of the universities' psychological counseling service

University of Kragujevac: Psychological support service - contact information
Students can use the following methods of contact with the professional psychological support:

- From the DigiPsyReSNetwork to this service: https://studentresnet.kg.ac.rs/8-0/, University services, Email at: studentresnet@kg.ac.rs
- E-mail (Faculty of Technical Sciences Čačak): prnk@ftn.kg.ac.rs;
- remotely on the MSTeams platform; Zoom platform.

Volunteer Centre "Korak" - Psychological support for students of UKG university (voluntary activities of the students of psychology – SOS phone), phone (+381) 0800-007-005

Kazimierz Wielki University: Psychological counseling service – contact information
All details and ways of contacting with psychological support, and every month duty hours of the psychologist, are published on the website:
https://pomocpsychologiczna.ukw.edu.pl/jednostka/pomoc-psychologiczna
https://pomocpsychologiczna.ukw.edu.pl/jednostka/pomoc-psychologiczna/informacje
Students can use the following methods of contact:

- From the DigiPsyRes Network to this service: https://studentresnet.kg.ac.rs/8-0/ University services, Email at: studentresnet@kg.ac.rs
- UKW email: pomocpsychologiczna@ukw.edu.pl
- go to the office – it is located in a dormitory, address: Dom Studenta nr 1 "Romek", ul. Łużycka 24, room no. 10.
- remotely on the MS Teams platform.

University of Foggia: Psychological counseling service - contact information
https://www.unifg.it/it/servizi-e-opportunita/servizi-gli-studenti/counseling
Students can contact the Center:

- From the DigiPsyReSNetwork to the Center: https://studentresnet.kg.ac.r/8-0/ University services, Email at: studentresnet@kg.ac.rs
- UFG email: counseling@unifg.it

To access the Service, users send an email to counseling@unifg.it An email is sent containing instructions and a form to fill out for the request and for data privacy and authorization. Once the form has been filled in, a link is sent to the first meeting. During the first session, the general state of the individual, their personal and clinical history, previous therapeutic experiences and/or past or present use of drugs and medicine are analyzed. If psychiatric problems or risks for the person arise, the therapist send to the local health service.

Centers for career development

Centers for career development are connected with the DigiPsyReS Network. The role of centers to enhance students' digital and psychological resilience is important as specialized institutional support for career development.

The aim of the centers for career development and student counseling of three universities is providing students and graduates with adequate information, counseling, training and support in realizing their career plans.

The role of the centers in the students' support networking:

- ✓ Professional staff of the centers provide professional support and counseling based on the students' request sent from the network;
- ✓ Connecting the students with the same problems or needs in the field of development professional identity and organizing/moderating online sessions/workshops, etc.

Structure of the Center staff (optimal/expected members staff): career counselors, psychologists, peer-mentors, human resource manager, public relations manager, project manager, administrative staff, office/service manager.

Organization of university centers for career development

The centers primarily concentrate on enhancing student services by offering diverse programs that support students and graduates in their career development. These programs assist them in presenting themselves effectively in the professional world and enable them to pursue further education both domestically and internationally. Through workshops and courses, the Centers aim to equip students with the knowledge and skills required in today's job market, while also facilitating connections between students and potential employers.

Providing relevant information on the scholarship opportunities, mobility options, possibilities of employment, professional development and improvement in the domain of formal and non-formal education, as well as through good cooperation with employers, the Center offers opportunities for students and graduates to gain valuable experience through participating in exchange programs, volunteering and internship programs, to familiarize themselves with the foreign academic atmospheres, business environment and in this way helps them to make the most successful step up in their careers.

Through the sessions and interviews with students individually, the centers support development of their assertive and resilient behaviour in the labor market and professional education.

Activities of the centers for career development (based on the activities of the Center at the University of Kragujevac):

- Providing information about student exchange programs, scholarships and internships, volunteer camps, training and student competitions, seminars, courses and workshops;
- Professional orientation, career fairs and recruiting days;
- Providing individual counseling: individual guidance counselling interviews,
- Helping students (organize training) to write a good CV, motivation letter;
- Providing group guidance activities; participation in seminars, career fairs and recruiting days

- Organizing various workshops to support: learning skills and strategies, competencies development, employment skills; self-marketing workshops;
- Networking and placement services;
- Organization of scholarship fairs, language courses, internships, presentations and workshops, seminars, etc.

Example: Center for Career Development and Student Counselling at the Università degli studi di Foggia

The University of Foggia offers a customized study and career guidance service capable of accompanying students throughout their studies, 'systemizing' a variety of guidance activities and services: individual guidance counselling interviews, group guidance activities, self-marketing workshops, networking and placement services, participation in seminars, career fairs and recruiting days.

It is a transversal, laboratory-based orientation pathway to traditional university courses, which is structured in 10 distinct phases - distributed between the first year of enrolment and the six months following the end of the regular course of study - and which provides, as soon as a student enrolls, for the assignment of a Personal Career Advisor (PCA) to each student, capable of supporting him or her in better understanding of themselves and their context, in every educational choice, in managing transitions (school-university and university-work) and in building a personal training and professional development project. On an experimental basis, from the academic year 2016-2017 to 2018-2019, the service was aimed exclusively at students enrolled in the three-year degree course in Education and Training Sciences. Thanks to the success of the three-year experiment with the degree course in Education and Training Sciences, designed by the Budget Laboratory team, the PCA service has become a university service. In fact, since the academic year 2020-2021, with the collaboration of the Laboratory and the Career Development Center, the PCA service has been active, thanks to which, by joining, you have a PCA at your disposal.

Peer Career Advising is in fact an innovative personalized career counselling service, conducted by senior students who accompany and support new freshmen throughout their studies in their educational and professional decisions. Career Advising activities are supervised and coordinated by the members of the University Career Development Center. The service, which is active in all Departments, is totally free of charge but has a limited number of participants. Those who complete the course will be recognized 6 CFU. The PCA service has not a single office, but it is located in every Department of University of Foggia, approximately in the Students' Peer Tutor service room. In the last call for participants, the University of Foggia asked for 30 PCA. The participation is on volunteer basis, there is no payments for students.

Contact information of the universities' centers for career development

University of Kragujevac: Center for Carreer Development and Student Counseling
This office is located in the Rectorate Building of the University of Kragujevac, Liceja Kneževine Srbije 1A.
The students can contact the Center:

- From the DigiPsyReS Network to the Center: https://studentresnet.kg.ac.rs/8-0/
- Email at: razvojkarijere@kg.ac.rs
- Call Center at +38134300425

Kazimierz Wielki University: Center for Carreer Development
This office is located in the Uniwersytet Kazimierza Wielkiego, ul. Ogińskiego 16, pok. 407 i 408 (IV piętro), 85-092 Bydgoszcz.
College of Professional Training (16 Ogińskiego Street). The Careers Centre / Biuro Karier Uniwersytetu Kazimierza Wielkiego: https://www.biurokarier.ukw.edu.pl/
The students can contact the Center:

- From the DigiPsyReS Network to the Center: https://studentresnet.kg.ac.rs/8-0/
- Email at: biurokarier@ukw.edu.pl
- Call Center at: (52) 32 36 758 (telefon służbowy)

University of Foggia: Unità Counseling e career development center
This office is located in the Piesso Ateneo, Palazzo Ateneo, Via Gramsci, 71122 Foggia.
The students can contact the Center:

- From the DigiPsyReS Network to the Center: https://studentresnet.kg.ac.rs/8-0/
- Email at: erika.ana@unifg.it
- Call Center at: +39 0881 338405

Educational tutoring service

The educational tutoring service is an externally connected part of the DigiPsyReS Network. The role of the service is to enhance students' skills for studying, learning, and passing exams.

The aim of the services at the three universities is to provide students and graduates with adequate information, training, and support in realizing their study plans. Two universities developed university services / UKW and UF, and one university doesn't have formal educational tutoring services but supports students' peer tutoring as an activity of a student' organization.

The role of the service in the students' support networking:

- ✓ Connecting the students with the same problems or needs in the field of studying (learning of university courses);
- ✓ Training students how to provide educational support to the peers;
- ✓ Organizing tutoring activities (online, face-to-face).

Organization of the educational tutoring services

The work of the educational tutoring services is focused on developing and enhancing students' learning skills and learning strategies.

The tutoring service goal is to orient and assist students, to make them more aware of the choices and opportunities that they have offered, favoring their active participation in all the studying and training stages, from the choice of the course of study, until the final graduation exam and insertion into the work market.

The tutoring offers (based on the organization at the University of Foggia):

- Support for the student throughout the course of study;
- Help to remove possible obstacles for a profitable course attendance and an active participation in the activities, both curricular and extracurricular.

Activities of the educational tutoring service (based on the organization at the University of Foggia):

- Informative: providing information about timetable, programmes, syllabus definition;
- Cognitive: practical activities, seminars about selected topics, small groups (10-20 people) interactive didactic, base course to introduce new or difficult subjects, choose of the study method, final exams simulations.

Structure of the service (optimal/expected): professional didacticians, students-tutors (students trained for peer tutoring), university teaching staff-tutors; service manager.

Contact information for the universities' educational tutoring services

University of Kragujevac: Educational tutoring service contact information
Educational tutoring activities are the activities of students' organizations, and these activities are based on peer tutoring.
The students can contact the offices of the students' organizations at the twelve faculties of the UKG separately:

- From the DigiPsyReS Network to the Center: https://studentresnet.kg.ac.rs/8-0/

Kazimierz Wielki University: Educational tutoring service contact information
The students can contact the Center:

- From the DigiPsyReS Network to the Center: https://studentresnet.kg.ac.rs/8-0/

University of Foggia: Educational tutoring service contact information
The students can contact the Center:
From the DigiPsyReS Network to the Center: https://studentresnet.kg.ac.rs/8-0/

- Email at: pca@unifg.it.
- Call Center / the Orientation and Placement Area on +39 0881 338 587 - +39 0881 338480

8. Monitoring of the students' support network

Evaluative procedure.
Monitoring of the students' support network.
Team for monitoring DigiPsyReSNetwork
Appointment of the network coordinator.

Evaluation of DigiPsyReSNetwork

Evaluation of the implementation of DigiPsyReSNetwork is designed to measure progress in achieving the goals of the Network, to recognize problems and plan future programme priorities. Adequate and precise planning is a prerequisite for meaningful evaluation. The peer support network goals should be evaluated by an external evaluator based on the qualitative and quantitative feedback from users.

Evaluative procedure consists of:

- evaluation of the programme "Step by step from trainees to trainers and supporters" for enabling student-supporters (process and effect evaluation) (see Subchapters 5.5. of the Guide and Manual);
- evaluation of the supportive network – content of the portal for supportive networking, rules of communication on the supportive network, content of supportive messages and feedback (anonymous check list for participants);
- evaluation of the student-supporters' behaviour at the network (self-evaluation, evaluation from the support seekers, supervisors' evaluation);
- evaluation of the effects of supportive networking (support-seekers self-evaluation, support-seekers' narrative description of the experience in the students' peer support networking, and evaluation of the networking);
- evaluation of the portal for supportive networking (DigiPsyReSNetwork): assessment of the quality and characteristics of the portal (check list).

Objective criteria, indicators and methods for internal, or both internal and external evaluation are defined in the Manual.

Indicators for evaluation effects of supportive networking are included in the survey which is used at the beginning of the project (investigating of the students' resilience at three universities at the beginning of the project, instruments used for Project Results R1 and R2).

Evaluation of the quality of the networking by teaching staff of the fields already mentioned with evaluation of personal efforts of the students' advisors.

Monitoring of the support networking

Monitoring involves regular collection and analysis of data on various aspects of DigiPsyReSNetwork activities. Monitoring can be done through review of reports and providing feedback on during the review meetings as well as during supervisory visits.

Monitoring of DigiPsyReSNetwork activities is carried out at three levels.

- monitoring of the trans-university network;
- monitoring of the network separately at each university by the university DigiPsyReSNetwork teaching/researcher staff;
- monitoring of different process at the university supportive network by the coordinator.

Three modes (or main topics) of monitoring:

- Technical monitoring of the network,
- Programme monitoring of the network,
- Communication monitoring of the network.

The goals of the monitoring: to provide a report of the network functioning to the stakeholders and decision makers.

The goals of the supervision in the Network: to provide evidence for improvement of the DigiPsyReSNetwork and support providers competencies, and provide sustainability of this support networking.

Supervisors: University teaching staff – trainers of the programme "Step by step from trainees to trainers and supporters" and university teaching staff educated in the first phase of training realization are the potential supervisors of the student-support providers included in the DigiPsyResSNetwork.

Supervision and evaluation of the supportive behaviour and activities of the student-support providers are described in the chapter 5 and in the Manual. Supervision is based on the quantitative measures (list of the supportive connections, satisfaction of support-seekers) and qualitative evidence (notes and/or recordings of meetings). The main topic of the supervision: supportive behaviour of the student-support providers (their competencies for dealing in the students' peer support network).

Team for monitoring DigiPsyReSNetwork

Trans-universities committee for monitoring the international DigiPsyReSNetwork in the initial (project) phase consists of the representatives of three universities: team-leaders of the Project from three universities, representatives of the students' organization from three universities, heads of the independent services included in the Network; teaching staff in the field of Psychology, Mental health, Education, and supportive professions, as teaching staff in the fields of digital security.

The structure of the monitoring team:

- Representatives of the DigiPsyRes project team:
  - ✓ Milica Stojković (UNIKG),
  - ✓ Aleksandra Blachnio (UNIKW),
  - ✓ Maria Grazia Logrieco (UNIFG);

- Representatives of the university staff:
  - ✓ Milica Spasojević (UNIKG),
  - ✓ Jakub Kopowski (UNIKW),
  - ✓ Piergiorgio Guarini (UNIFG);
- Representatives of the students:
  - ✓ Valentina Radulović (UNIKG),
  - ✓ Katarzyna Chiechanowska (UNIKW),
  - ✓ Paride Vasco (UNIFG).

Reporting:

- Reporting of the supervision after supervised activity;
- Reporting of the monitoring activity periodically (at the end of the year).

Network coordinators

The team for portal and network coordination (network management team) consists of the members of project expert teams from three universities.

Team for coordinating DigiPsyReSNetwork and DigiPsyRes portal

- Network coordinator: Ivana Krsmanović, UNIKG;
- Specialized network coordinators:
  - Specialized programme and communication network coordinators: Lena Tica, UNIKG, and Łukasz Brzeziński, UNIKW;
  - Specialized technical network coordinators: Marjan Milošević, UNIKG.
- Network coordinators at the universities:
  - University of Kragujevac:
    - Programme and communication network coordinator: Milica Stojković;
    - Technical network coordinator: Marjan Milošević;
  - University of Kazimierz Wielki:
    - Programme and communication network coordinator: Izabela Kapsa,
    - Technical network coordinator: Jakub Kopowski;
  - University of Foggia:
    - Programme and communication network coordinator: Marco di Furia,
    - Technical network coordinator: Luigi Tateo.

9. Directions for the students how to search support on DigiPsyReS Network

DigiPsyReSNetwork: https://studentresnet.kg.ac.rs/

The DigiPsyResSNetwork is a resource available to all students who are looking for support with their mental health and digital well-being. Students who are seeking support, can apply some of the listed directions to navigate the network:

1. Reach out to a peer supporter: The network is made up of trained student volunteers who are available to listen, provide emotional support, and offer practical advice. A support seeker can reach out to a peer supporter through the network's online platform or in-person events.
2. Attend a workshop or event: The network offers a variety of workshops and events focused on topics such as mindfulness, stress management, and online safety. Attending these events can help students develop the skills and knowledge they need to manage your mental health and digital well-being.
3. Explore online resources: The network provides access to a range of online resources, including articles, videos, and tools, that can help students learn more about mental health and digital well-being.
4. Seek professional help: If students require professional help for their mental health or digital well-being, the network can provide them with referrals to trusted professionals in their area/university.

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Report of the project realization available on https://digipsyres.kg.ac.rs/

Portal DigiPsyReS Resilience Peer Support Network: https://studentresnet.kg.ac.rs/

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Authors of the Guide are members of DigiPsyRes team.

CIP – Каталогизација у публикацији
Народна библиотека Србије, Београд

37.015.3:159.953.5(035)
159.953.5(035)

GUIDE to students' digital and psychological resilience support network / [digipsyres team Dragana Bjekić ... [at. al.]] ; [editor Dragana Bjekić]. - Kragujevac : University of Kragujevac, 2024 (Čačak : Impressum). - 70 str. : ilustr. ; 30 cm. - (ERASMUS+ project)

Na nasl. str.: Enhancing digital and psychological resilience through peer networking in the online environment in times of crises – DigiPsyRes. - Tiraž 25. - Str. 5-6: Preface / DigiPsyReS team. -
Napomene i bibliografske reference uz tekst. - Bibliografija: str. 65-69.

ISBN 978-86-81037-82-9

1. Bjekić, Dragana, 1965- [аутор] [уредник]
а) Педагошка психологија -- Приручници

COBISS.SR-ID 151542793