Manual for Programme: Step by Step from Trainees to Trainers and Supporters in Student Peer Support Network

Kragujevac, 2024

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Manual for Programme: Step by Step from Trainees to Trainers and Supporters in Student Peer Support Network

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

"Manual for Programme: Step by Step from Trainees to Trainers and Supporters in Student Peer 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.

The Manual for Programme: Step by Step from Trainees to Trainers and Supporters in Student Peer Support Network is a comprehensive document collaboratively designed by the experts and practitioners from the three partner universities to guide users through the functions and objectives of the DigiPsyRes Network. It serves as a reference guide for students involved in digital and psychological resilience training and networking. As a supporting referential resource that helps students implement the training programs for their peers, this Manual provides detailed instructions on how individuals can be involved in peer support networking.

Before this Erasmus + project implementation, the three partnering universities (did not offer a peer support network for students at the university level and they did not have a university team of support established. Introducing the DigiPsyRes peer support network and training supportive teams (students and staff) is, in that sense, a novelty for all three HEIs that brings added value to the modernization and innovation of student-oriented services that will enhance the well-being of the student population in three different European contexts.

The development of this Manual is a response to the following specific goals of the project, basically aimed at creating a more resilient student population in digital environments during crises at the three partner 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.

In the long term, this project aims to device a way for students to become more resilient, empowered to face difficulties and crises and overcome them, empowered and ready for new challenges, to take care of their own mental health and the mental health of others, and more skilled in moving through digital space. The project encourages students to communicate more freely, to learn how to be safe but open at the same time, and to accept new digital patterns of behavior as part of their daily life and work, but also to strengthen support communication through digital means.

We hope that this *Manual* will be a valuable resource not only for students and employees of the three partner universities that developed the DigiPsiRes network, but also for other higher education institutions, and that it will provide everyone who needs it with the necessary tools to enhance the psychological and digital resilience of students and establish robust peer support networks.

DigiPsyReS team

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Introduction to the Manual

"Manual for programme: Step by Step from trainees to trainers and supporters in student peer 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 goals of *The Manual: Step by step from trainees to trainers and supporters in student-peer support network*

DigiPsyRes Manual entitled "Step-by-step from Trainees to Trainers and Supporters" is an operational document that provides general information about the DigiPsyRes Network and about programme for training for participating in the network.

The Manual includes the following: definitions of the key terms/fields of intervention that the DigiPsyRes network addresses; goals and descriptions of the training programs A, B and C; content and outcomes of the training programs A, B and C; detailed scenarios for programs delivery; general and overall instructions and recommendations; plans and timeframes for program realization; general instructions on how to establish and sustain the support network; detailed teaching/training methodology; rules for training selection, participation and delivery; communication procedures and rules; examples of best practices, suggested resources and literature; appendix with protocols, the instruments for (assessment/evaluation procedures), and resources (learning-teaching materials).

The Manual serves as a comprehensive resource to facilitate the effective implementation and delivery of digital and psychological resilience training within the DigiPsyRes Network. The key importance of the document is to contribute to students by providing peer support and providing training to future supporters, and for the university staff to support this networking by supervising and managing the network of support.

The Manual Step by step from trainees to trainers and supporters in the student peer support network and *Guide for DigiPsyReSNetwork* are mutually complementary documents.

The Guide for Digital and Psychological Resilience Support Networking (Guide for DigiPsyReS Network) focused on the organization DigiPsyReS network.

The Manual focused on the preparation of peer supporters and peer trainers. I

1. Conceptual framework for training: resilience and support

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 (i.e., 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 issueof 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.
.

Psychological resilience as a framework of DigiPsyRes project activities

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".

There are diverse definitions of resilience which describe resilience as a set of traits, an outcome, or a dynamic process that involves exposure to stress or adversity, followed by successful adaptation (Pidgeon, Rowe, Stapleton, Magyar & Lo, 2014). The construct of resilience is "dynamic, complex in nature, and conceptualized as multidimensional" (Hascher, Beltman & Mansfield, 2021, p. 2). Some definitions of resilience are considered:

[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".

- resilience is "the capacity to overcome personal vulnerabilities and environmental stressors, to be able to bounce back in the face of potential risks, and to maintain well-being" (Oswald et al., 2003, cited in Beltman, Mansfield, & Price, 2011);
- resilience is "using energy productively to achieve school goals in the face of adverse conditions" (Paterson et al., 2004, cited in Beltman et al., 2011);
- resilience is the "capacity to continue to bounce back, to recover strengths or spirit quickly and efficiently in the face of adversity" (Sammons et al, 2007, cited in Beltman et al., 2011);
- resilience is "a mode of interacting with events in the environment that is activated and nurtures in times of stress" (Tait, 2008, p. 58);
- resilience is "the capacity to "overcome odds" and demonstrate the personal strengths needed to cope with hardship or adversity'' (Boniwell& Ryan, 2012, cited in Brouskeli et al., 2018, p. 43).
- "the ability to cope with difficulties and recover from stress" (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008).

Some of the indicators of a resilient person 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 / 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. (3)
- 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 DigiPsyRes project activities

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 et al., 2022).

Antecedents related to digital resilience:

- deviant use of technology, digital burnout, webinar fatigue [7],
- external factors such as environmental facilities and barriers (Eri, Gudimetla, Star. Rowlands, & Girgla, 2021),
- national and international policies (Hammond & Cooper, 2015);
- institutional and non-institutional support (Kaewseenual, Thampanya & Chittakuttanon, 2021);
- individual factors such as digital literacy (Reynolds & Parker, 2018), self-control (Bluteau & Bluteau, 2020), self-efficacy (Budak et al., 2021), and self-esteem (Kaewseenual et al., 2021).

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 et al., 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).

Professional psychological support versus non-professional peer social and psychosocial support

Psychological support in the context of DigiPsyRes networking project is basic concept of the project.

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.

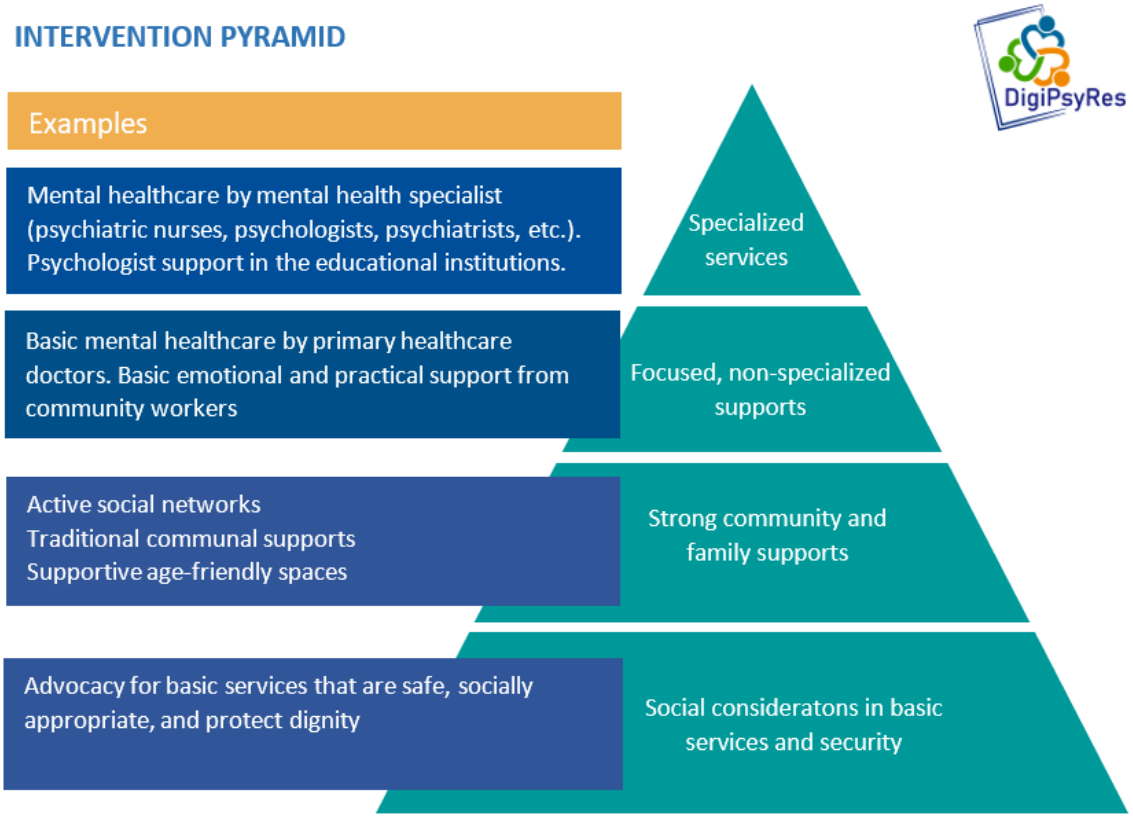

Fig. 1.. From principles to practice: Examples of psychosocial interventions in the education sector (adaptation based on IASK, 2007, according to McNatt et al., 2018, p. 18)

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.

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 as 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).

Peer Support – A supportive relationship between people who have a lived experience in common in relation to either their own mental health challenge or illness or that of a loved one (Sunderland et al., 2013, p. 46).

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.

Five facts about peer support (adapted from the Canadian Mental Health Association):

1. Most people want to connect with someone who understands them. That understanding often comes from similar experiences and can be reassuring when someone is stressed or uncertain. Peer support is rooted in the belief that everyone can recover from trauma, mental health or addiction issues, mistakes, burnout, depression, and other concerns.
2. Peer support starts with an authentic human connection. Peer supporters share their own stories of similar experiences and how they got through them. They walk beside someone — not directing, but listening to and validating their feelings.
3. While peer support complements clinical approaches, it is not clinical. Peer supporters do not provide diagnoses, recommend specific treatments, or give other medical advice. They help colleagues discover and build on what works for them.
4. Peer support improves outcomes. People who use peer support show improved coping and self-management skills, have stronger social networks, and tend to be less isolated. Their symptoms are reduced, they use substances at a lower rate, they require shorter and fewer hospitalizations, and they have less need for intensive services.
5. Peer support is growing and formalizing. More services are employing peer workers as a part of interdisciplinary care teams, and peer-led services continue to grow.

Practical example to differ when psychological professional support or non-professional peer support is needed/useful

“Sometimes there is a voice inside us prompting: "I don't know / understand anything / I feel bad". This voice is sometimes loud and we hear a clear "Help, help!", sometimes it whispers quietly and with doubt: "I want things to be different. Can it be different?” We usually try to help ourselves first, but when our efforts yield nothing, we go into the world with the problem. And then we can use various forms of non-professional and professional psychological help.

Most often we turn then to acquaintances, friends, family or even bartender, hairdresser or beautician. Those people help us primarily through empathy and emotional and practical support. More often than not, they perceive the world in a similar way to us. They listen to us, encourage us and clearly take our side. For example, they say: ‘He's acting like a cad!', 'do so-and-so', 'don't give up', 'you can do it, I believe in you' or ‘Well, it'll work out somehow’. We can also expect specific in-kind or information assistance from such people, for example in dealing with an issue or helping us to make a decision. This kind of help can enable you to sort out your thoughts and experiences in the presence of a friendly person, give you the strength and motivation to go on and cope with your troubles.

However, it may be that we feel misunderstood, receive quick, ill-considered advice or are comforted in an irritating way ('it will get better', 'don't worry' or 'others have it worse'). When help from relatives and friends is not helpful, inadequate or insufficient, we seek specialist help. Professionals are people prepared to help. These may include psychologists, psychiatrists, counsellors, social workers, pedagogues.

The main difference between professional and non-professional assistance is objectivity towards the person seeking help. 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.

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Table 1 – Six core principles of peer support (Power of Peer Support – NZ Mental Health Commission, cited in TTA, 2023, p. 4-5)

Experiential knowledge	Peer support provides access to the essential learning, knowledge, and wisdom that comes from sharing personal lived experience
Authentic relationships	Peer support relies on authentic trust-based relationships between people through "the kinship of common experience" – close, supportive, and nurturing connections, that enable peers to share their experience in a way that is mutually beneficial.
Potential for change	It is a fundamental principle of peer support that everyone has strengths and potential to build a meaningful life. Accessing this potential is an essential part of our journey to live life with more purpose, clarity, and passion.
Collaborative learning	An essential aspect of peer support is the opportunity it provides for peers to learn from and with each other, to learn from sharing past experiences, and to learn to work together to practice new ways of relating to each other and the communities we interact with.
Self-determination	Peer support recognizes the right of people to make free choices about their lives and to be free from coercion on the basis of their mental distress or victimisation.
Equity, fairness, and inclusion	Equity recognises that everyone doesn't begin in the same place in society. Some of us face adverse conditions and circumstances making it more challenging with the same effort to achieve the same goals. Equity seeks to provide all individuals an equal opportunity, to let them attain their maximum potential.

Different names for peer support

"People use many different words to describe peer support, like self-help group, support group, or mentoring. You also might find that there are some groups or individuals who use the same terms to describe different things. If you want to know more about what to expect from a particular type of support, you could ask someone who helps run the support to explain how it works." (About peer support)

Networking in support of enhancing digital and psychological resilience

Why the networking support for digital and psychological resilience is on the focus of our project?

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 DigiPsyReSNetwork consists of:

- peer support volunteers (peer support providers) that undergo specialized training and assessments to be able to support students during the academic year;
- peer-trainers that undergo specialized training and assessments to be able to train the other students to be peer supporters.

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.

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.

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.

For complete information about DigiPsyReSNetwork read the Guide for DigiPsyReSNetwork and see the portal of DigiPsyRes Network https://studentresnet.kg.ac.rs/

Fig. 2. DigiPsy85ReS portal https://studentresnet.kg.ac.rs/

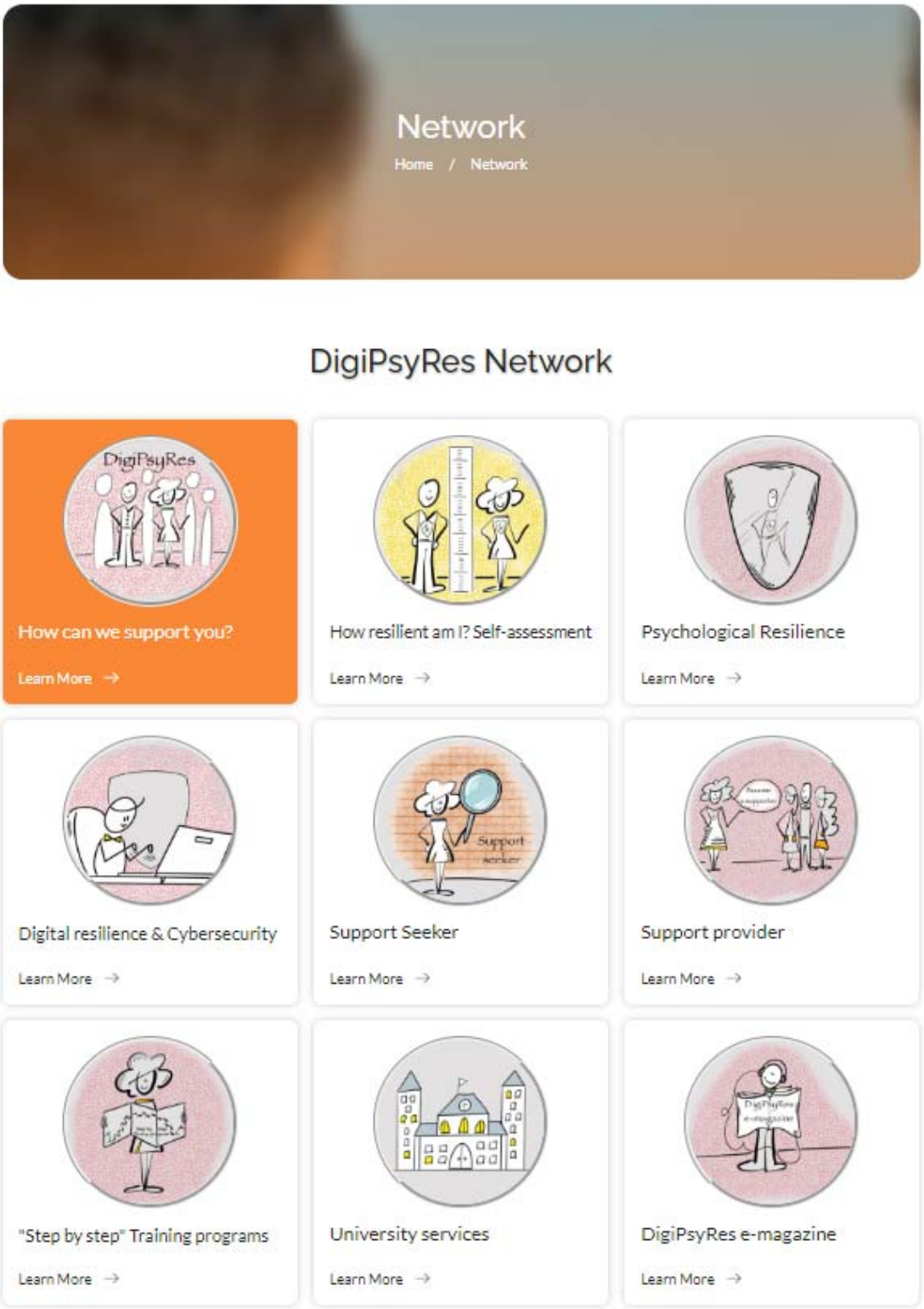


Fig. 3. DigiPsyReS Network: https://studentresnet.kg.ac.rs/network/

2. The structure and organization of the programme "Step by step from trainees to trainers and supporters in student peer support network

Training and Accreditation: Peer supporters and peer trainers 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 main model of the training: experience – reflection – conceptualization – implementation.

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

- 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.

Structure of the training

The training "Step by step from trainees to trainers and supporters" is mandatory training for students as support provider on the network and for students as trainers

The training for peers' support to improve psychological and digital resilience by peer networking "Step-by-step from trainees to trainers" consists of three parts (Table 2.1.1):

- A programme: Psychological resilience, wellbeing and support;
- B programme: Digital resilience and networking;
- C programme: Horizontal psychological support in the digital network and ethical framework.

Table 2. – Structure of the programme „Step by step from the trainees to the 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	
40 hours		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:

- Peer trainers for the other students' groups;
- Peer 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.

Duration of the training

All activities included in the programme "Step by step from the trainees to the trainers and supported" demands 40 training hours.

The training is supported by five e-courses.

The duration of the training:

- Pre-training days for participant to review open introductory content on the e-courses - week before main training (pre-training – 3 hours, e-courses A – 3 hours, B – 4 hours, C – 8 hours); sum: 18 hours;
- The main training will be realized during three days (one day for one programme) – 18 hours;
- Post-training assessment day after the main training (ABC) – week after the main training – 4 hours;
- Total duration: 18 hours of three trainings at the universities + 22 hours of activities in e-courses – complete programme - 40 hours.
- Delivery method – three forms:
  - as an online training, asynchronous mode, in the preparatory phase and finishing phase;
  - as an online training, in synchronous mode, in real time;
  - direct in site training at the university.
  - The organizers of the training select the most suitable way of realization for each group.
  - Important: Training can be organized in hybrid mode.
- Assessment method: tests, group workshops, demonstrations of acquired skills.

It is necessary to clearly familiarize future participants with the structure of the program:

I first, they should realize pre-training activities within the e-course for pre-training, the e-course for the A program, e-course for the B programme, and e-course for the C programme – 18 hours or three days;

II than, they should participate in the trainings – A training, B – training and C training – 18 hours or three days;

III finally, they should do the tasks in the post-training e-course (assessment achievement and evaluation) – 4 hours.

Participants – selection peer-supporter and peer trainer

Import from the Guide: 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.

Mandatory conditions to be a student-support provider and student-trainer 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.

See in the Guide: Procedures to include students in the network as support providers 5.4.

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…..".

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.

University staff as participant of DigiPsyReS Network

The roles of the university staff in DigiPsyReS Network

DigiPsyReS Network includes the university staff. The university staff from DigiPsyRes project team is initial university team for support and provide sustainability of the network. The university staff team is increased by inclusion the staff who complete the training.

The main roles of the DigiPsyResN university teams are the following: supervisiors, evaluator and professional support.

The training for university staff: participants as supervisiors, evaluator and professional support is the part of the programme “Step by step from the trainees to the traniners”.

The university staff is the participants in the training in two project phases: Result 6 – inverntational pilot traning, and Result 7 – national traning.

Training groups consist of the students and university staff. The programme focused on the collaborative works as the main manner to develop supportive university communities.

3. E-courses

The Moodle system is mostly used for pre-training and post-training activities in asynchronous mode: before and after the training days. Also, it is used on the training days, especially for the Program B, for forum discussion, chat and quiz activities.

E-courses developed and posted at the LMS Moodle at the Faculty of Technical Sciences in Čačak, University of Kragujevac: https://eucenje.ftn.kg.ac.rs/course/index.php?categoryid=36

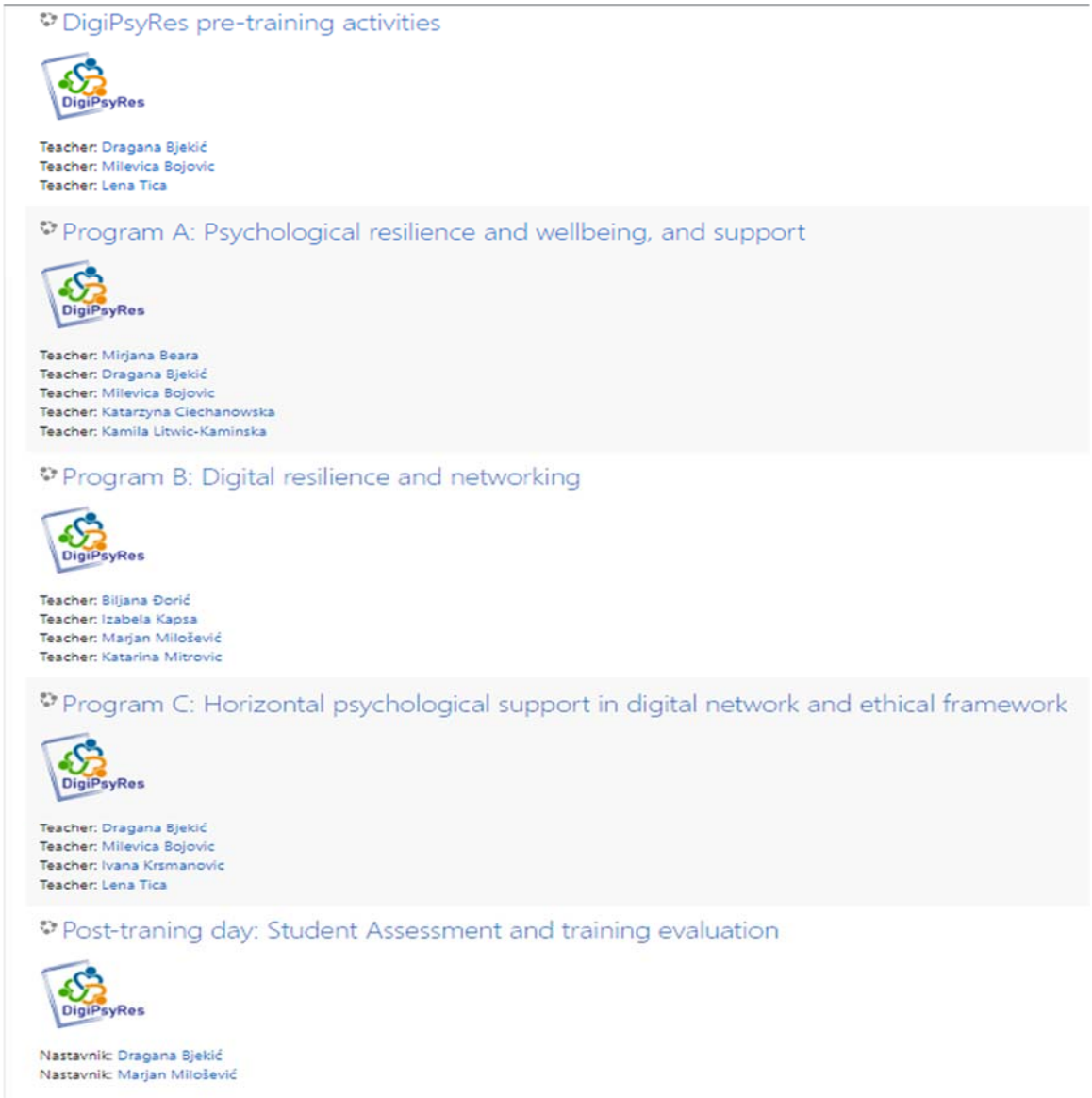


Fig. 4. Front pafe of the section: DigiPsyRes e-courses.

4. Organization and realization training programme “Step by step from trainees to trainers and supporters”

Phases of the training organization and realization:

The first general scenario:

I Selection of the participants.

II Enrollement participants into the e-courses in Moodle system.

III Time for pre-training activities and read lessons and complet tasks in e-courses:

- for Programme A,
- for Programme B,
- for programme C;

IV Realization of the A-training.

V Realzation of the B training.

VI Realization of the C training.

VII Time for post-training activities – finishing tasks in the A, B, C e-courses, testing (Test/quiz A, test B, Test C) and training evaluation.

The second general scenario:

I Selection of the participants.

II Enrollement participants into the e-courses in Moodle system.

III Time for pre-training activities and read lessons and complet tasks in e-course Programme A.

IV Realization of the A-training.

V Time for read lessons and complet tasks in e-course for Programme B.

VI Realzation of the B training.

VII Time for read lessons and complete tasks in e-course for Programme C.

VIII Realization of the C training.

IX Time for post-training activities – finishing tasks in the A, B, C e-courses, testing (Test/quiz A, test B, Test C) and training evaluation.

5. Realization of the pre-training activities – Pre-training e-course

The Moodle system is mostly used for pre-training activities in asynchronous mode.

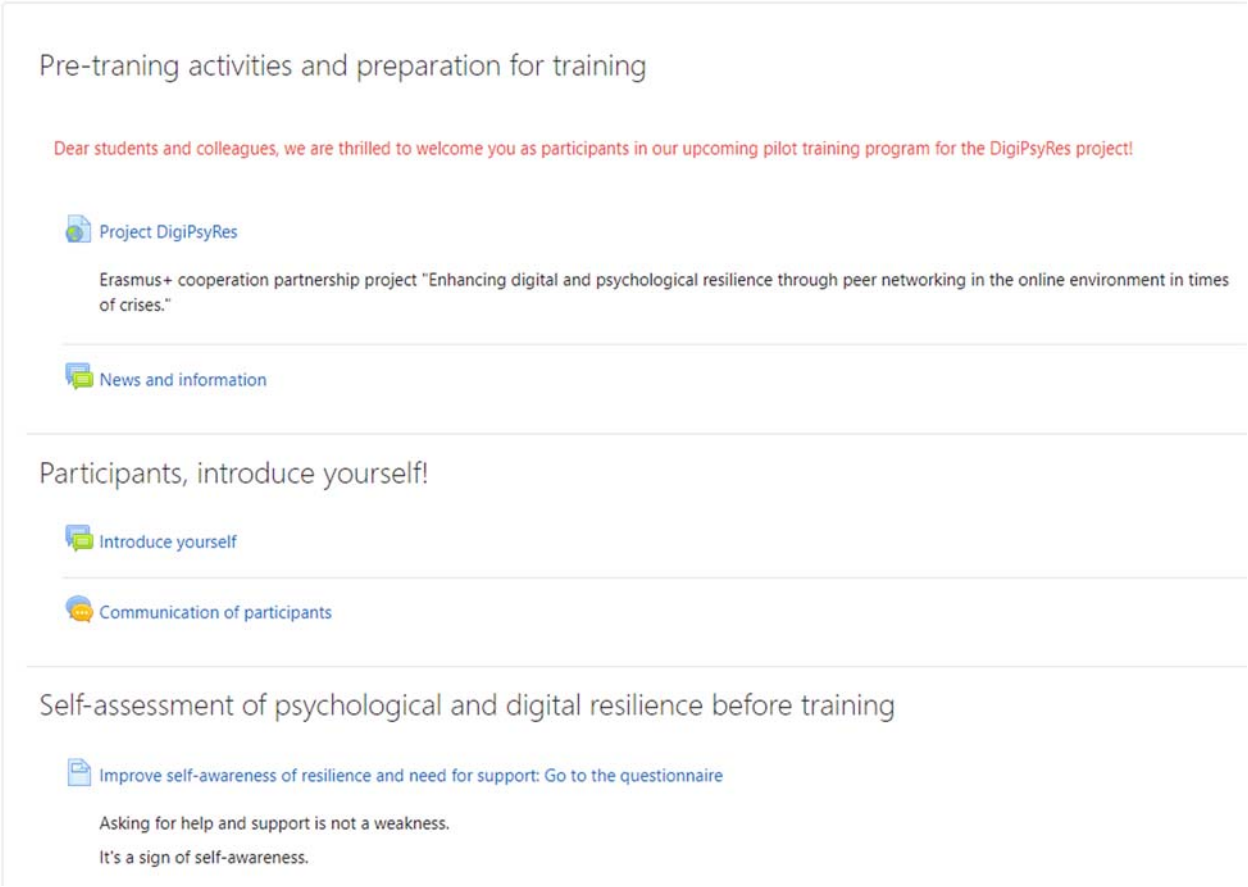


Fig. 5.a.First page of the e-course Pre-training activities

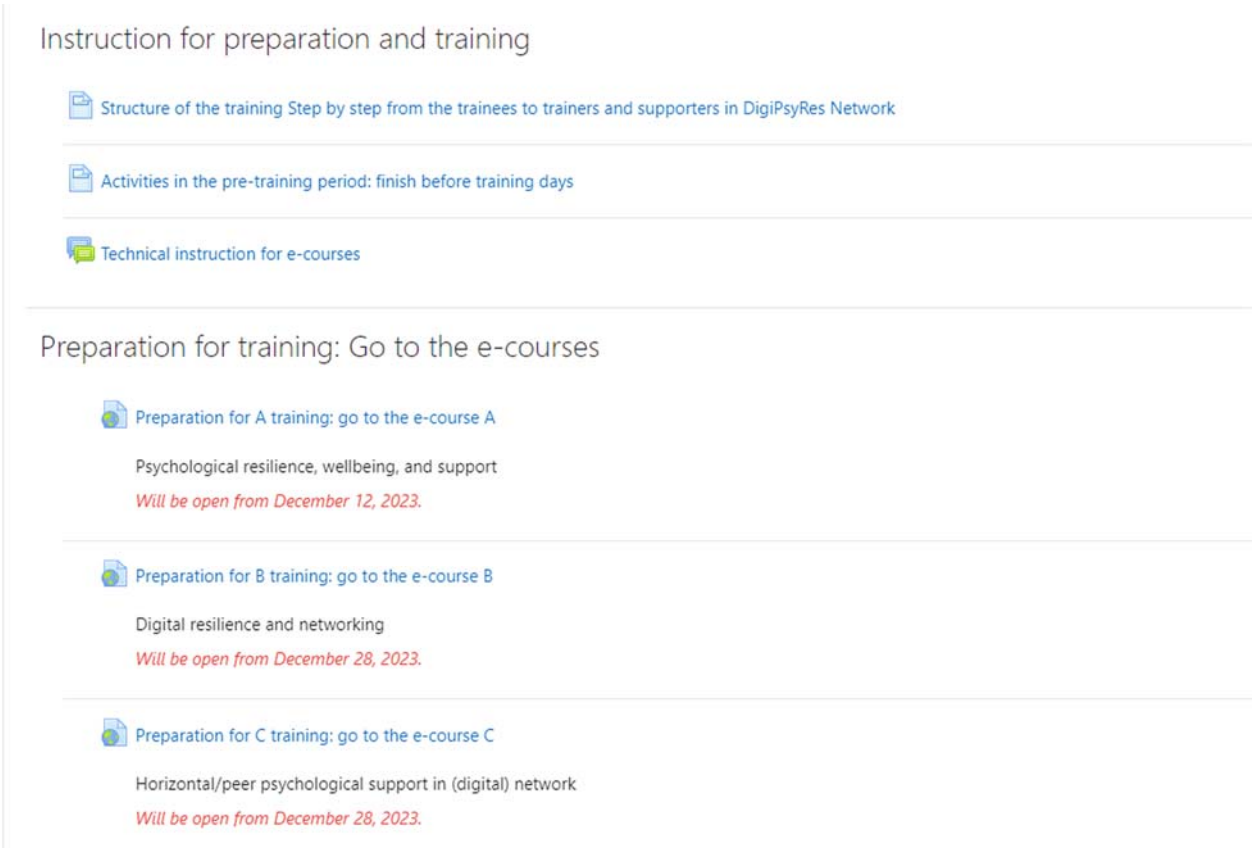


Fig. 5.b.First page of the e-course Pre-training activities

6. Realization of subprogramme A: Psychological resilience, wellbeing, and support

Psychological resilience, in short, is the capacity to overcome unfavorable life circumstances and situations. Resilience research shows how individuals develop successfully despite the risk for mental illness and adverse living conditions. It is very important trait, that could be inherited or learned, and it was shown in the research that it is correlated with higher sense of wellbeing and life satisfaction. Psychological wellbeing could be explained through several philosophical and theoretical frameworks, but for this purpose, we will define it as a combination of two mutually overlapping perspectives: hedonic and eudemonic. According to the hedonic approach, a person has high subjective well-being if dominantly experiences positive moods and emotions, and less often unpleasant emotions, and vice versa; the person has low subjective well-being if rarely feels happiness, but often experiences negative emotions. Eudemonistic conception of psychological well-being emphasizes the need for people to live in accordance with their true nature, to grow, develop and realize own potentials.

Certain authors in their research have come to the conclusion that most people has a certain, basic level of positive mood to which it returns after positive or negative events. They offer a formula whereby 50% individual differences in the feeling of happiness can be explained by innate predisposition for a certain level of positive affect, 10% individual difference depends on life events, while the other 40% depends on our behavior (Lybomirski, Dickerhoof, Boehm & Sheldon, 2011). Activities that can cause a feeling of happiness are activities in which we strive to fullfill meaningful goals, invest in relationships with others, developing coping mechanisms, etc.

Psychological resilience is a very important life skill for young people to be happy and mentally healthy, and peer support is a potent tool for its development. By learning coping strategies, setting meaningful goals, nurturing emotional connection and fostering social skills, peer support could enable students to adapt and use their strenghts in adverse situations and in an ever-changing world.

Description of the programme A: aims, objectives and outcomes

Aims: to introduce students to key features of psychological resilience, wellbeing, and support focused on peer networks.

Objectives: To introduce the constructs of psychological resilience, wellbeing, and support, their place in general psychological and social functioning, and the ways to enhance them; to develop self-awareness in terms of self-resilience, stress and coping, as well as seeking social support.

A course outcomes - after completing this training, a student is expected to be able to:

- explain the terms of psychological resilience, wellbeing, and support,
- assess the level of resilience,
- explain the most frequent stress sources, both in real and virtual life,
- recognize reactions to stress (physiological, emotional, cognitive, and behavioral),

- apply strategies for coping,
- identify the sources and types of social support, self-awareness of impact of social support on general functioning,
- check the content based on used references.

Structure and content of the programme A

The structure of the A programme – the course comprises four parts:

- Psychological resilience, wellbeing, and mental toughness,
- Stress;
- Wheel of life;
- Social support.

Duration: 6 hours. Plus preparatory activities and tasks in e-course A (3 hours). Sum: 9 hours.

E-course A in English: Moodle LMS, Faculty of Technical Sciences Čačak, University of Kragujevac

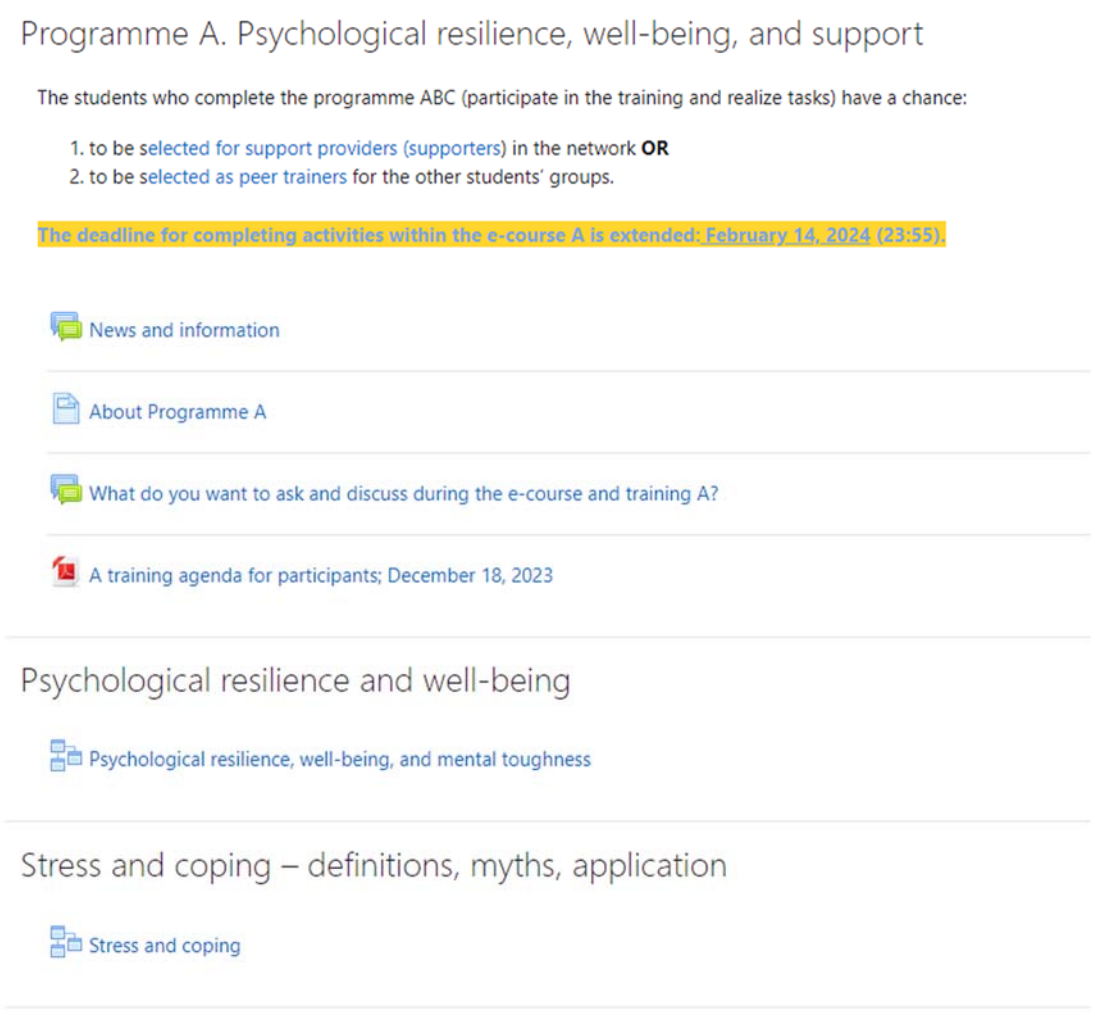


Fig. 6.a.First page of the e-course A

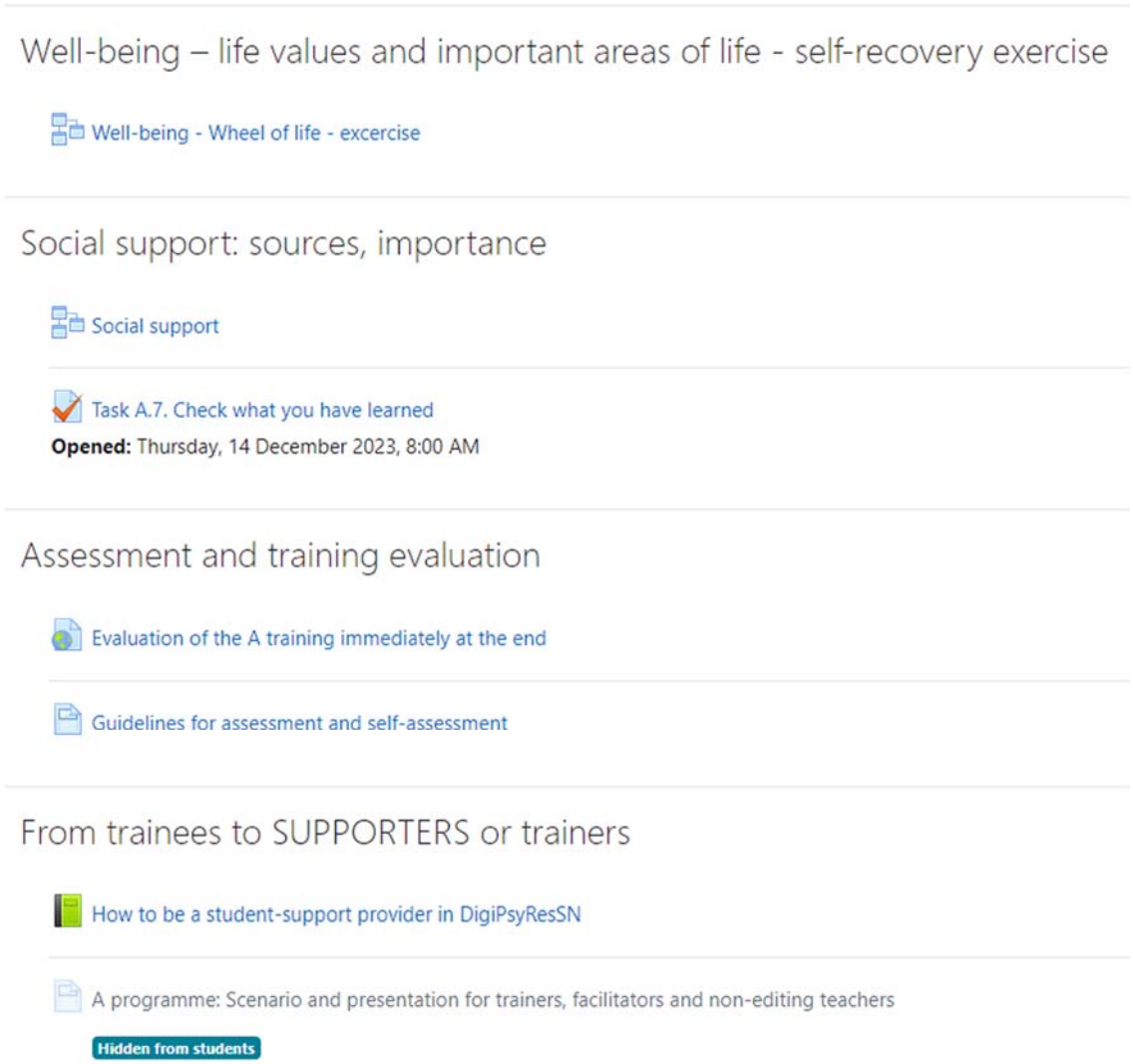


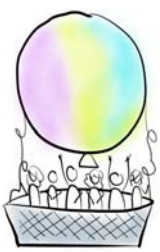
Fig. 6.b.First page of the e-course A

Programme A: scenario of training workshops

Programme A: **Psychological resilience, wellbeing and support**

- Duration: e-course (3 hours) and insite/online training 6 hours (including registration and breaks) + pre-training day 2 hours and post-training day assessment activities 2 hours.
- Delivery method: online and insite
- Training delivery: online, hybrid
- Teaching methods: monologue, discussion, self-assessment, individual and group practical work
- Assessment method: test
- A participant has successfully achieved the learning goals by gaining over 50% on e-test.

Scenarious: activities (lectures, workshops, discussion), timing,instructions….

N.	MODULE	OVERVIEW 9:00-11:10	Materials	TIME
	INTRODUCTION 40min			
1.	Greeting of participants and introduction of the Trainer and project objectives	Presentation of the general assumptions of the DigiPsyRes project.	presentation	5'
2.	Introduction of participants	A short exercise to lighten the atmosphere and welcome all participants, which requires no materials. The trainer asks various questions and asks the person who can answer them in the affirmative to stand up for a moment. "Let everyone stand up who..." e.g., got enough sleep tonight, like sport, have a dog, live in …(name of the city where the university is located), who is studying humanities, social sciences and who is studying technical subjects, who is on ... year of study, who is not yet up (to see if anyone has not been pointed out yet). In conclusion, it is worth emphasising that there are things that unite and differ us. And that, thanks to this diversity, we can learn from each other's experiences.	presentation	10'
3.	Contract 	State the principles. Principles recommended: • use of breaks • use of cell phones • communication rules (stating the message I, one person speaks the rest listen, we are talking to a person and not about a person, respect, we do not criticize, we do not judge) • confidentiality • readiness to experience, engagement • sense of humor Question to students: Is there anything else you would like to add or do you disagree with?	presentation	10'
4.	Expectations 	On a flipchart paper, the trainer draws a balloon with a travel basket and sandbags. **Instruction:** On separate sticky notes, write what your expectations and fears are for this workshop and what your resources will be used (What are you coming with? What do you give to the group from yourself?). Then stick your expectations cards in the balloon area, the resources cards in the basket and the fears cards in place of sandbags.	Printable image, sticky notes presentation	15'

		The trainer, together with the participants, analyzes and groups the cards in terms of similarities. He also tells which expectations could be realized during the training.		
	RESILIENCE 30 min			
	Battery	All participants and trainer sit in a circle. The trainer presents a sheet of paper with a battery drawn on it. **Instruction:** I have a battery symbol in my hand. I want you to think for a moment about how much energy you have for this moment to continue the workshop. Now I want you to take as much energy as you need from this battery one at a time to function well in your classes. [The trainer tears off a piece of paper and passes the battery on. The participants do the same. The exercise is carried out until the battery is exhausted i.e. it is no longer possible to share the piece of paper]. Questions to be discussed with participants: - for whom is it easy or difficult to share a card? For whom was it impossible? - How did they all feel with their situation? - Have they any expectations (e.g. did anyone wait when the card would arrive, were they worried about whether they would be able to tear it if it arrived very small, or did anyone feel disappointed that it did not arrive at all because it was too small to share?). **Conclusion:** The battery is a symbol of our energy, with which we interact with others. When we are rested, sleepy, full, have little stress or simply take good care of ourselves - then we have more of this energy and it is easier for us to interact with others. So, if we want to support the other person, we ourselves must have resources we can tap into. It is therefore worth taking care of ourselves in order to be able to support others experiencing crises.	Printable image presentation	10'
	Pillars of resilience	Mini-lecture about the defining psychological resilience	e-lessons Moodle	20’
	RSA.13, MT and BRS-6	How to identify the level of your resilience? Resilience barometer - on the scale, students indicate what their resilience score was **Discussion:** Reflect on the score you received and write out your thoughts. Here are some questions to guide you: What facets of resilience contributed to your score? What are ways you can increase your resilience or bounce back from stressful situations?	e-lessons Moodle, presentation	

	STRESS 60 min			
	Theory of stress	**Discussion:** Trainer asks the question "What do you mean stress?" On a flipchart, he creates a mind map with the participants' answers, writing them down in groups according to the categories: sources of stress, reactions to stress, ways of coping. It is useful to stimulate multiple responses from participants by asking the question, "What else?" **Mini-lecture:** In the following section, the trainer discusses the different categories by referring to existing myths about stress. Myth nr 1. „I don't stress" → The trainer explains the term of stress as something natural. He gives a definition of stress, using slides made in PowerPoint presentation (e.g., definition by Lazarus and Folkman). "Stress happens whenever your mind and body react to some real or imagined situation"(*Boenisch Ed* and C.Michele *Haney* p1	Presentation, flipchart paper, colored markers e-lessons Moodle	10'
	Sources of stress	**Discussion:** The trainer starts the discussion with a question: "What can stress a student out?" Discussion comes to explain most frequent stress sources, both in real and virtual student life. **Mini-lecture:** In the following section, the trainer discusses the Myth nr2. „If a situation is stressful, it stresses everyone equally." **Conclusion:** Giving ourselves an answer to the question "What is actually stressing me?" - allows us to become aware of and identify the cause of our current state, which in turn can help prevent us from experiencing stress or help us prepare for it.	presentation e-lessons Moodle	10'
	Reactions on stress	The trainer divides the students into two or three groups. Students are given a schematic drawing of the human figure. **Instruction to students:** "mark on the human figure all the symptoms you associate with stress" **Discussion:** participants present their works and thoughts. The trainer assigns the listed terms to the following categories: physiological, emotional, cognitive and behavioural reactions and writes them on a graph drawn on the board.	Presentation, schematic drawing of human figure, colored markers e-lessons Moodle	25'

		Conclusions: Myth nr3. „Everyone reacts the same way to stress" → recognise reactions to stress (physiological, emotional, cognitive, behavioral)		
	Dealing with stress	**Mini-lecture:** Myth nr4. "I'm already like that, I get stressed" can be replaced by thinking "People are as stressed as they will allow themselves to be". **Exercise "Recharging the batteries"** The trainer recalls the battery exercise and points out that every battery needs to be charged. Participants receive worksheets in which they write down the things that recharge them (i.e. all the methods by which they take care of themselves, what makes them rested, relaxed, more emotional resources, what restores their emotional balance, etc.). Then, one by one, everyone says one thing they have written without repeating what has already been said (if possible). The trainer encourages them to add to their list if something is said that they haven't thought of, which could also be a valuable way for them to recharge. When each participant has said one thing, the trainer asks if anyone has anything in their powerbank that has not already been mentioned. **Conclusion**: Any of the ways of recharging mentioned can be good if it suits the needs of a particular person. It is good to know yourself, your needs and use this knowledge to take care of yourself.	Presentation, worksheets e-lessons Moodle	15'
	BREAK – 15' (11:10-11:25)			
		Coping – exercises Relaxation interventions are carried out to cope with stress. They can address both psychological aspects (e.g. reassessing one's competence or the difficulty of the task facing the individual) and the physiological state of the body (e.g. reducing tension). Relaxation exercises exploit the effects of relaxing muscles and calming respiratory rhythm and heart rate on the overall state of calmness and sense of mental well-being. Muscle and mind relaxation is associated with improving attention skills and increasing the efficiency of cognitive processes. Feeling calm and relaxed has an impact on various aspects related to the self, including self-image, acceptance, positive attitudes towards oneself or one's own abilities.	presentation e-lessons Moodle	75'

	Psychophysiological method (for somatic anxiety):			
	Breathing	The purpose of the exercises is to - creating an awareness of the breathing rhythm and its influence on the state of the body - showing that breathing, which is supposed to bring us peace and relaxation, is above all important to be calm and natural (in its own rhythm, without feeling out of breath) - highlight the differences in effectiveness between chest and diaphragmatic breathing - teach several techniques for relaxation through proper breathing. **Instruction:** **Step 1** Sit comfortably in a chair. **Step 2** Place your hand on your chest and stomach, and see which of your hand rises and falls as you breathe. **Step 3 "**Am I breathing fast or slow?" Have a stopwatch ready (e.g. on your phone). During one minute, breathe calmly with your natural rhythm and count all your breathing cycles (inhaling and exhaling is one cycle). **Step 4** Perform exercises, e.g.: - **Diaphragmatic breathing** - breathing through your nose, inhale into your abdomen, trying to push it outward. As you exhale, try to pull the abdomen inward. Repeat the exercise 10-12 times. - **Cleansing breath** - in a sitting position with hands on knees. Make a deep inhalation through the nose and a dynamic exhalation through the mouth along with leaning forward and saying the sound HAA! The inhalation should be longer than the exhalation. Repeat the exercise 8-10 times. - **Alternate breathing** - in a sitting position with the right hand at the nostrils. Rest your middle finger and index finger against the base of your nose. Put your thumb against the right nostril and your ring finger against the left nostril. Close the right nostril and exhale through the left nostril. Then make an inhalation through the left one and close the left one and open the right one. Make an exhalation through the right nostril, and when done, inhale through the right nostril as well. Close the right nostril and open the left nostril and exhale. This is a full cycle. We perform 10 full cycles.	e-lessons Moodle	40'

	Psychological method for cognitive anxiety:	The trainer performs one of three exercises given below depending on the size of the group and his or her own preferences.		
	1. The weight of fears 	The trainer hands out slips of paper. **Instruction:** Follow the steps of the instructions and observe what happens to your thoughts and feelings during each step. **Step 1.** On separate pieces of paper, write down your worries, fears, depressing or overwhelming problems concerning the current situation or various situations from your life (write one thing on each piece of paper). Write down a minimum of 10 examples. **Step 2** Think about each of the fears, concerns or problems you wrote down according to the following key: a) whether the written fear is realistic and concrete, or whether it comes only from your imagination (e.g., I'm afraid of the future) - if it's a product of your imagination, write on this sheet of paper: 10 kg; b) if the concern is real, but to be overcome - write next to 5 kg and list ways by which you can control this situation; c) if the anxiety or problem is real and you don't know what to do about it, write 1 kg on a piece of paper. **Step 3** Count the sum of the kilograms from all the cards. Close your eyes and imagine how you would feel carrying such a weight on your back. Would you even be able to lift it? Concerns and fears are just such a burden to the psyche. If you want to get rid of this burden, go to the next step. **Step 4** Take the 10-kilo pieces of paper, briefly review them again and destroy them by shredding them into small pieces - these are fears that it is entirely up to you to get rid of, to change your thoughts, attitudes and feelings. Say to yourself: "Stop, I don't want to bother with this anymore". Imagine the reduction of the burden you have to carry. **Step 5** Next, take the 5K cards. Read the action suggestions listed on them, think about when you can take them. Put them together and write down the tasks to be done on a separate sheet of paper and save it for later. Destroy the small pieces of paper by shredding them into small pieces - because you already know how	Presentation Small cards, A4 sheets of paper, colored pencils	35'

		to solve the problem, and it's up to you when you get around to it. **Step 6** You are left with only 1-kilogram cards. Read the concerns and problems on these cards and think about who or what can help you solve the trouble (doctor, psychologist, friend, book, etc.). Then write on your task list card when and what you will do toward fixing the issue. Destroy the small pieces of paper. **Step 7** Put the torn pieces of paper in the trash can. **Step 8:** Tell yourself: *I was carrying a huge burden. Now I got rid of it. I am light - so light that I could fly. Imagine how light you are as you fly. Breathe deeply and smile to yourself.* **Conclusion**: Every day, different events cause emotions to be aroused in us. In most cases, emotions are very necessary for us because they fulfil certain functions. For example, positive emotions make us like something and make us eager to do it. Fear, on the other hand, allows us to be sensitive to threatening situations. However, there are some emotions which disturb us or which we do not want and would like to get rid of. This exercise uses the imagination to help us get rid of some of our fears or look at them so that we can deal with them more easily.		
	BREAK – 15' (12:40-12:55)			
	WELL-BEING 20 min			
	The wheel of life	The Wheel of Life allows you to visualize the level of satisfaction in the most important areas of your life. With the help of this coaching tool, you can work with the values that are important to participants at any given time. The trainer distributes cards with a blank circle to the participants. Using an overhead projector, he displays a slide that lists the most important values for a potential person: family, finances, professional life/career, personal development, relaxation and entertainment, friends and acquaintances, health and fitness, spirituality, independence, hobbies, love, leisure, stress, support from others, etc. **Instruction:** **Step 1** Choose and write down, for example, 8 selected categories (areas/values that are most important to you at this time and you want to take a closer look at them. **Step 2:** Rate each category on a scale of 1 to 10 (1 being unsatisfactory to 10 being satisfactory).	presentation e-lessons Moodle	20'

		Step 3 Color the resulting areas. **Step 4:** The trainer recalls a quote by A. Einstein *"Life is like riding a bicycle. To keep your balance, you have to move forward.*" Now look at your drawing, if your wheel was a bicycle wheel would you ride it far? **Step 5:** The trainer cites coaching questions and asks participants to individually think about them and look for answers: 1. What do you feel and think about your life as you look at the drawing? 2. Which values arouse the most emotion and why? 3. Did anything surprise you? 4. Which spheres need the most attention? 5. What would a score of 10 give you for each value? 6. What happens if you don't make any changes? 7. In which spheres can you make the fastest changes? 8. Which of these categories would you most like to improve? 9. What prevents you from making a change? 10. Who could help you make the change and how? 11. Where can you start? 12. When will you start? **Step 6** Create a plan that you will want to implement.		
	SOCIAL SUPPORT 45 min			
		Mini-lecture about the sources and types of social support. Then the trainer performs one of two exercises designed to make the student be able to: - identify the sources and types of social support, - self-aware of impact of social support on general functioning	presentation e-lessons Moodle	5’
	Map of my world 	The coach hands out the cards. **Instructions:** Your task will be to make a map. **Step 1** Give a title to your map, e.g., "Kamila's world map." **Step 2** Write down the legend. Include the following areas: family, work, health, faith, hobbies, friends, taboo (something we don't want to tell others about), school, plans, dreams **Step 3** Number the items of the legend according to the hierarchy (what is most important to you, what is less important, and what is least important). **Step 4** - Turn the sheet of paper. You have the entire surface to use - draw the outlines/borders of your map.	presentation e-lessons Moodle (in proper training with live guidance A4 sheets of paper (one per person) and colored pencils needed)	15'

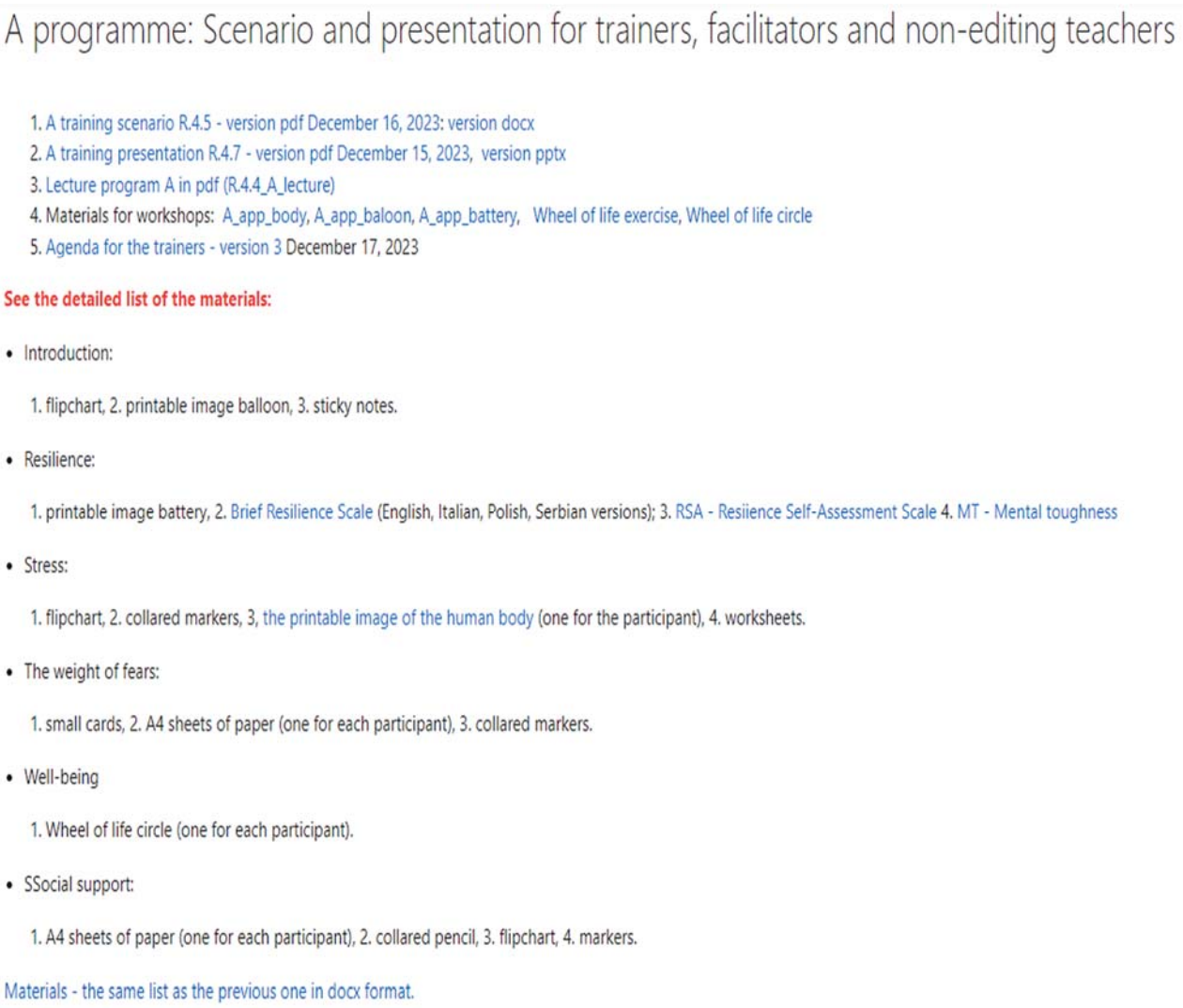
		[1] On your map, draw yourself. [2] Divide the map into areas according to the positions in the legend. Label them on the map. [3] Within the areas, insert important people. [4] Take a green and a red crayon. Use the green color to mark people who interact with you positively most of the time. Mark people who are supportive to you in difficult, stressful situations. With red color, mark people who most of the time affect you negatively, associated with stress or loss of strength and humor. **Discussion:** Each participant discusses his map in turn. **Conclusion:** We can draw support from many sources. It is useful to be aware of sources of positive and negative influence from the social environment.		
	Institutional support and peer network	The trainer asks questions to the group (as a part of discussion to previous exercise): 1. What types of support do you know that different types of institutions offer us? 2. What support does our University enable us to provide? [students' responses are written on a piece of paper to flipchart]. **Conclusion**: Trainer summarises and adds what the university offers.	Presentation Flipchart paper, markers	25'
	SUMMARY 30min			
	Expectations and fears - summary	Address expectations from the beginning of the training (balloon). Which of these have been realised? Make a summary		5’
	Workshop summary 	The trainer addresses the expectations of the trainees. He answers any questions the participants may have. **Online version / hybrid** (when internet is available) Please fill in the workshop feedback form: https://docs.google.com/forms/d/e/1FAIpQLScCCo1v-24Tit1Kk6gB_dnADvMyzithG6JxQ1Fkro8xtZejDg/viewform?usp=sf_link **Live meeting version** (when computers are not available) The trainer then asks for feedback on the workshop using one of the exercises: 1. The trainer draws symbols on a flipchart (or uses printouts) - a suitcase, a white spot, a screwdriver. Trainees are each given three sticky notes on which they are to write their answers to the questions in turn:	Google form to collect the answers from students in all three countries (or Flipchart paper, markers)	20'

		- What do you take away from the training? what thought, exercise, issue raised was particularly important to you? (stick this sheet to the board with the symbol of suitcase) - What did you miss during the training? (stick a piece of paper to the white board with the symbol of white spot) - What could have been better? (stick a piece of paper to the board with the symbol of screwdriver) [symbols as in the figures in Appendices 4 to 6] 2. The trainer divides the flipchart paper into 3 sections (like a table with 3 rows) and draws symbols in each section from the top corresponding to feedback in three areas: upward arrow - what would they like more of?, smiling emoticon - what was good?, downward arrow - what could have been less of?		
		The trainer thanks the participants for their participation. At the end, participants receive certificates of participation in the DigiPSyRes workshop.		5’

Training materials

All learning and teaching materials for trainers are available within the e-course A in a special section visible only to trainers and editing and non-editing (fig. 6c).

- Scenario for A training
- Presentation pptx and pdf for A training and video lecltures
- Book of lectures for A training
- Materials for worshops (handouts, maps etc.)



A programme: Scenario and presentation for trainers, facilitators and non-editing teachers

1. A training scenario R.4.5 - version pdf December 16, 2023: version docx
2. A training presentation R.4.7 - version pdf December 15, 2023, version pptx
3. Lecture program A in pdf (R.4.4_A_lecture)
4. Materials for workshops: A_app_body, A_app_baloon, A_app_battery, Wheel of life exercise, Wheel of life circle
5. Agenda for the trainers - version 3 December 17, 2023

See the detailed list of the materials:

- Introduction:

  1. flipchart, 2. printable image balloon, 3. sticky notes.

- Resilience:

  1. printable image battery, 2. Brief Resilience Scale (English, Italian, Polish, Serbian versions); 3. RSA - Resiience Self-Assessment Scale 4. MT - Mental toughness

- Stress:

  1. flipchart, 2. collared markers, 3, the printable image of the human body (one for the participant), 4. worksheets.

- The weight of fears:

  1. small cards, 2. A4 sheets of paper (one for each participant), 3. collared markers.

- Well-being

  1. Wheel of life circle (one for each participant).

- SSocial support:

  1. A4 sheets of paper (one for each participant), 2. collared pencil, 3. flipchart, 4. markers.

Materials - the same list as the previous one in docx format.

Fig. 6.c. Page in e-course A: Review of the learning and teaching materials for A training

7. Realization of subprogramme B: Digital resilience and networking

Training of Subprogramme B will be organized in hybrid mode.

Description of the programme B: aims, objectives and outcomes

Aims: to introduce students to the key features of digital resilience, with a focus on online learning and social networks.

Objectives: To introduce the construct „digital resilience“ and its place in the general person's resilience, to present core features of self-awareness regarding malicious behaviour and software misuse, to introduce external and internal threats and core defense mechanisms, to demonstrate privacy control on popular social network platforms, to discuss various cyberbullying scenarios, to present features of digital resilience in online learning, to enlighten the importance of critical thinking regarding social networks and Internet news.

Course outcomes - After completing this training, a student is expected to be able to:

- explain the term digital resilience,
- recognise digital disruption events and behaviours,
- explain most frequent threats,
- apply basic digital protection mechanisms,
- configure privacy control mechanisms for social networks,
- explain how to react in various cyberbullying scenarios,
- recognise and solve potential threats during online teaching (problem with communication in online environment, stress and frustration in case attending of webinar, technical problems etc.),
- identify when to seek help from others in context of online teaching and learning (from teacher, peers, etc.),
- apply strategies for evaluation information on the network in academic context and general (real and fake news, fake images, video materials, reliable sources, references check),
- recognise reliable URL address and way of presenting checked information in online context,
- apply rules for sharing information on the network,
- check content based on used references.

Structure and content of the programme B

The structure of the course / The Course comprises four parts:

- Information security fundamentals;
- Social networks, privacy control, and cyberbullying;
- Digital resilience and online learning;
- Internet sources and critical thinking.

E-course B in English: Moodle LMS, Faculty of Technical Sciences Čačak, University of Kragujevac

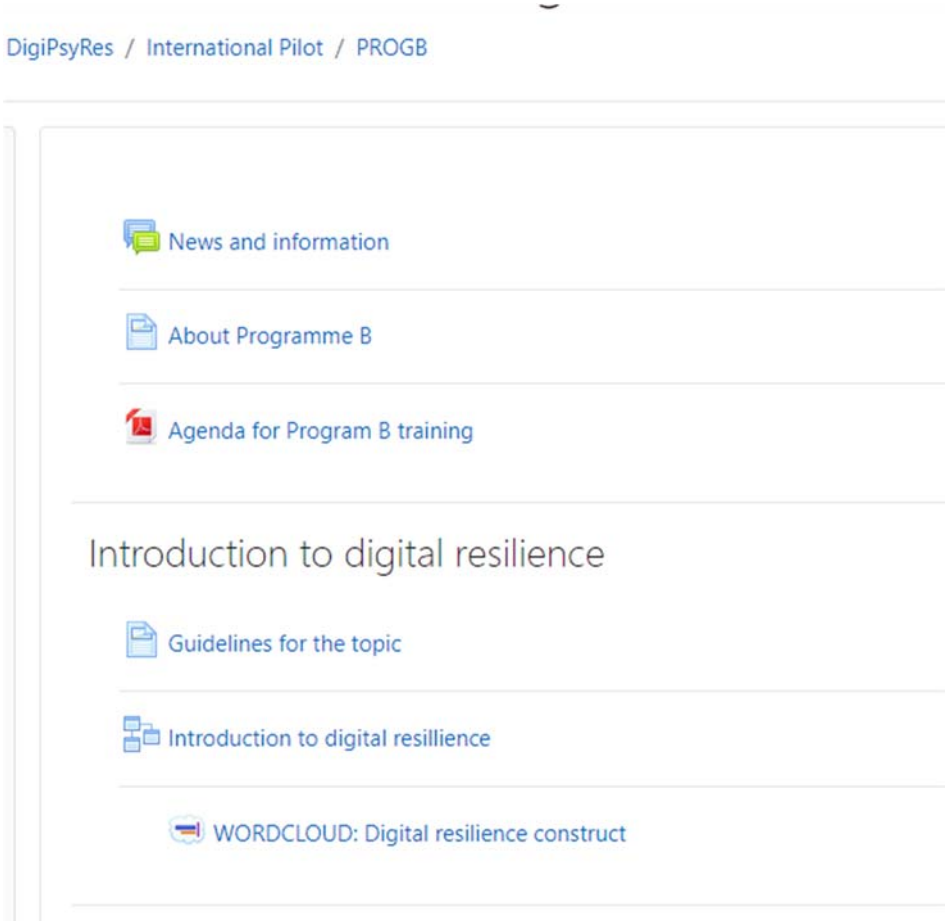


Fig. 7.a.First page of the e-course B

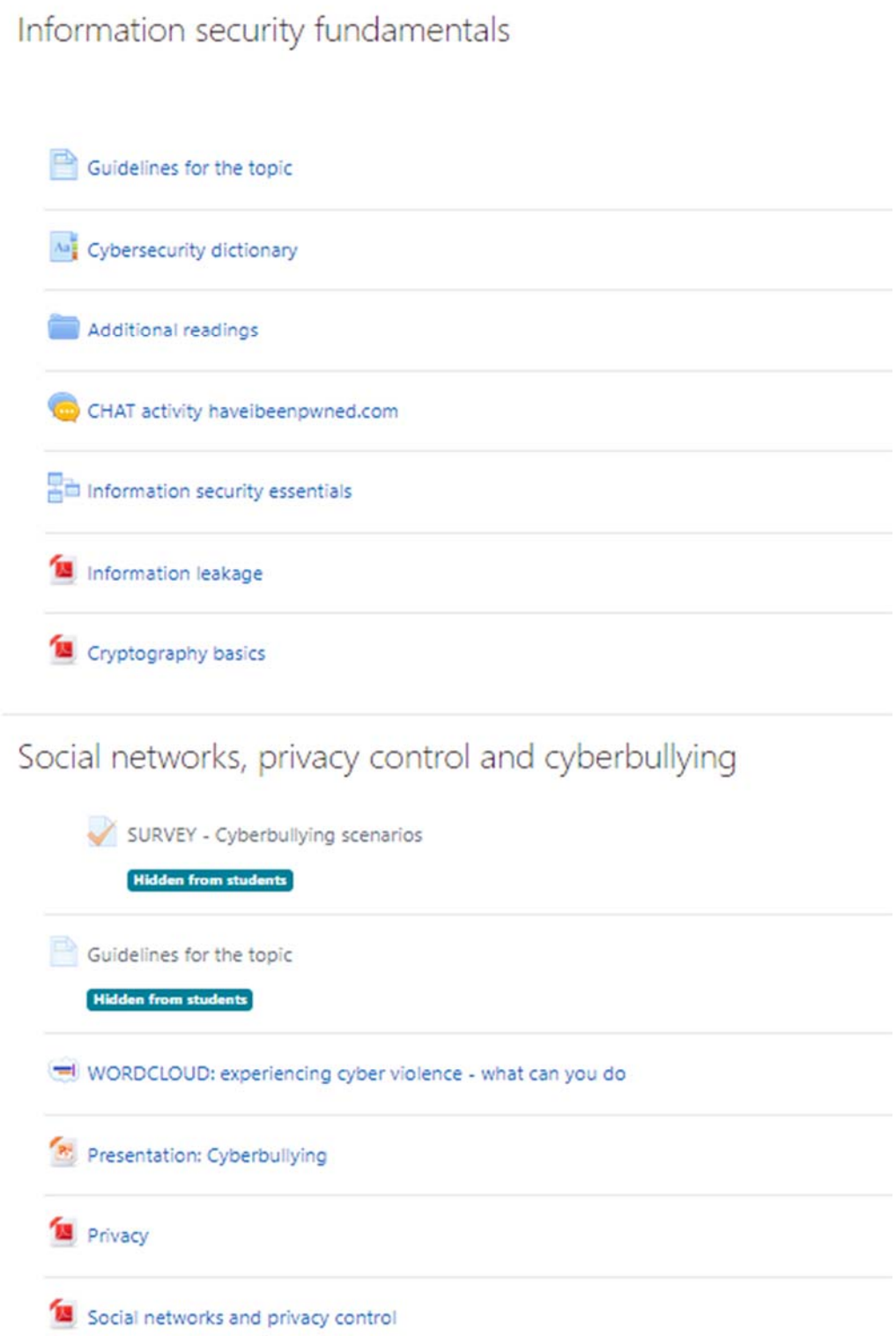


Fig. 7.b.First page of the e-course B

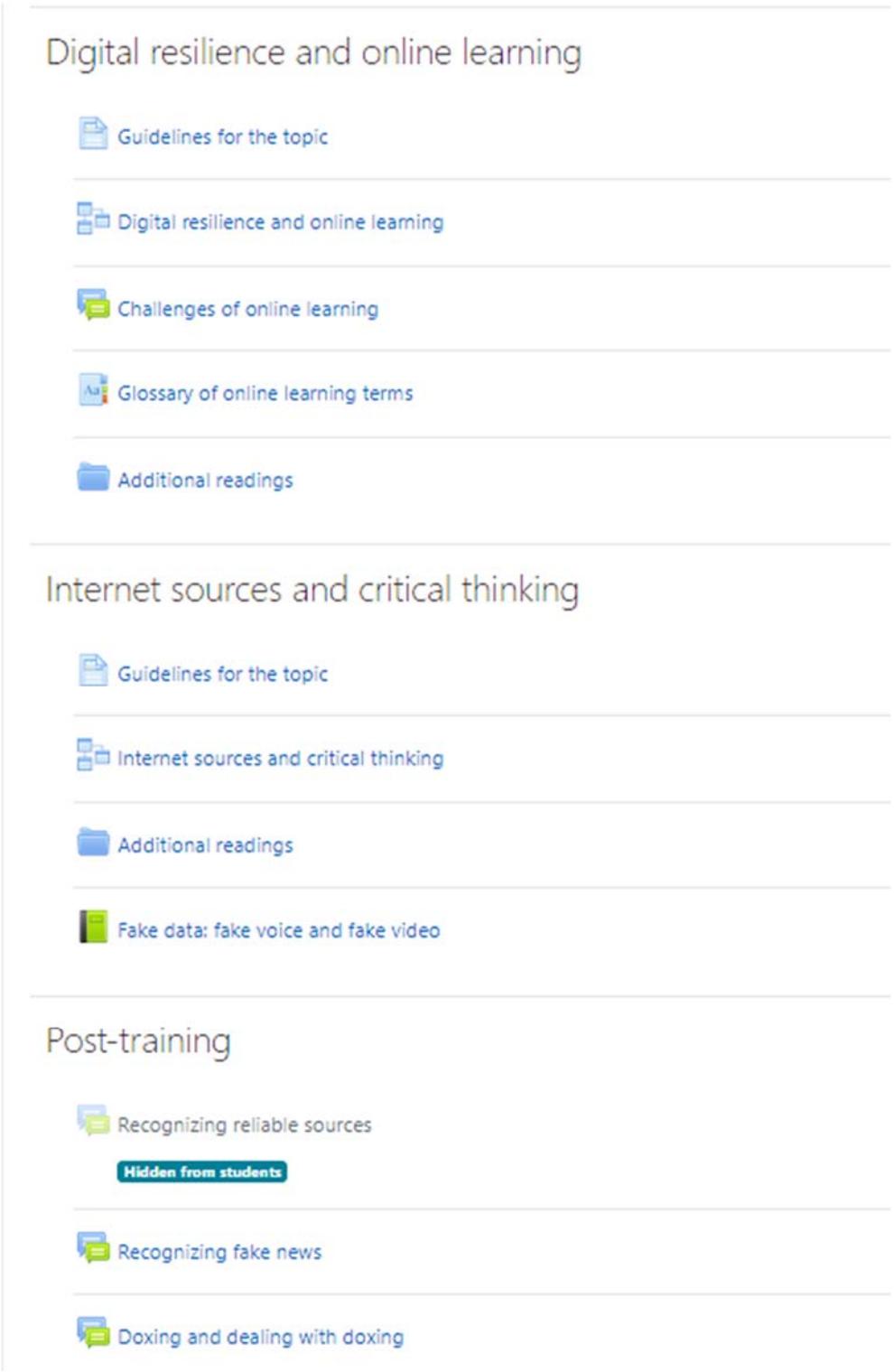


Fig. 7.c.First page of the e-course B

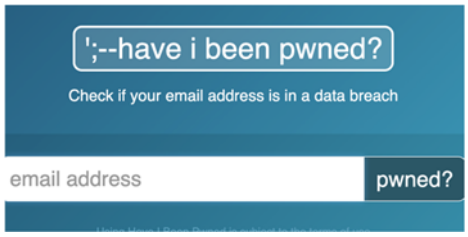
Programme B: scenario of the training workshop

Programme B: **Digital resilience and networking**

- Delivery method: online or insite;
- Training delivery: hybrid (online and face-to-face);
- Teaching methods: demonstration, monologue, discussion, self-assessment, individual group practical work;
- Assessment method: test;
- A participant has successfully achieved the learning goals by gaining over 50% on e-test.

B programme – training scenariio

	Description	Activity details	TIME
	INTRODUCTION. INFORMATION SECURITY FUNDAMENTALS		
1.	Students are reflecting on what they've learnt in the pre-training using word cloud. One activity per group is used. (The pre-training presumes individually learning about the term digital resilience, using the material – e.g. e-lesson, provided online) What is expected: (1) to get different perspectives about the construct of digital resilience, (2) to recall about the pre-training material 	The wordcloud activity in Moodle (or another online tool) is used. Every participant should enter on or more keywords (meaning single words or syntagms) crucial for the digital resilience construct. Teacher will comment the produced results and the final cloud.	20'
2.	Presentation- Information Security fundamentals. CIA, basic threats, special attention paid to ransomware and backup strategies.	Presentation (slides)	35'
3.	Interactive segment: haveibeenpwned. Participants visit http://haveibeenpwned.com, enter their e-mails and get feedback if their mail/password/other personal data has been	It is sufficient to just briefly state if there was a leak and how many platforms were affected. Also, if plain passwords were leaked.	25'

	leaked somewhere. They log in to Moodle and briefly post their results in Chat – in Moodle. 		
4.	Presentation – Cryptography Fundamentals The accent is on the everyday use of cryptography and recognition of web-sites using encryption.	Presentation (slides)	20’
	BREAK		20’
	SOCIAL NETWORKS, PRIVACY CONTROL AND CYBER-BULLYING		
5.	Privacy. First, teacher asks participants what they think privacy is. Participants writes messages in Moodle Chat. As all participants can read all messages, teacher reads just couple of selected answers aloud. Second: presentation on privacy, GDPR, device privacy.	The chat on Moodle (or other agreed platform) is used. Presentation (slides)	35’
6.	Interactive segment: participants check if their mobile phones meet the privacy requirements. They briefly discuss inside groups - directly. Facilitators report from each group (about 1-2 mins per group tops)	Participants are split into several groups. Facilitators work with groups.	25’
	BREAK		30’
7.	Cyberbullying - presentation Case study: teacher gives an example of bullying and participants provide their solutions example.	Slides Facilitators foster and monitor the discussion.	60’
8.	Presentation: Social networks and examples of protection mechanisms	Slides	15’
	DIGITAL RESILIENCE AND ONLINE LEARNING		
9.	Presentation: Online learning and digital resilience. Interactive activity: get feedback from participants on what challenges they faced and how they overcome it.	Slides Students work in groups, providing the answers on	40’

		forum (Moodle or other platform)	
	INTERNET SOURCES AND CRITICAL THINKING		
10.	Fake data: fake video, fake news. Recognizing fake video.	Slides	25’
11.	Wrap up, announcing post-training activities.	Brief comments on the training conclusions, and most valuable result. List of post-training activities.	10’

Training materials

Scenario for B training

Presentation pptx for B training

8. Realization of subprogramme C: Horizontal psychological support in the digital network and ethical framework of support

In the context of Course C, it is particularly important to design and prepare scenarios, instructions, and an implementation plan that will enable students to achieve their learning objectives and gain the knowledge and skills they need to succeed in their field, especially if they are support providers. The training of Subprogamme C will be organized in hybrid mode.

Description of the programme C; aims, objectives and outcomes

Aims: The course aims at introducing participants to the key features of peer support, peer networking, and the ethical framework of non-professional psychological peer support, with a focus on the communication skills needed to participate in the peer support network.

Objectives: To introduce the concept of peer support / horizontal support networks and the differences and responsibilities of professional and peer support; to develop communication skills for peer supportive communication based on the initial communication competence of the students - support providers; and to use the portal for peer support networks as support-providers and trainers for horizontal support networking; for university staff: to support student support network and students' engagement.

Course outcomes. After completing this training, a student is supposed to be able to:

- explain the function of peer support networking and its goals;
- acknowledge students' requests for support and act upon them;
- explain how to recognize differences between professional psychological and non-professional peer support;
- identify the capacities of the peer support network and recognize their own boundaries for supporting their peers;
- identify when it is necessary to suggest to the students – support seekers to ask for additional support in specialised university services for students;
- apply communication rules in the student support network;
- apply procedures for peer-to-peer network support;
- analyze/assess the portal for students' peer support networking.

Structure and content of the programme C

Course C was designed based on the scientific and educational expertise of university teachers – professionals in the field of communication sciences and psychology of the three UNIs.

C course: Horizontal psychological support in the digital network and ethical framework is comprised**:**

- Introduction of student support network and network behaviour;
- Peer communication and supportive communication;
- Non-professional psychosocial support and non-professional educational support;
- Ethics and rules of non-professional support;
- Connections with Portal DigiPsyReS Network.

E-course C in English: Moodle LMS, Faculty of Technical Sciences in Čačak

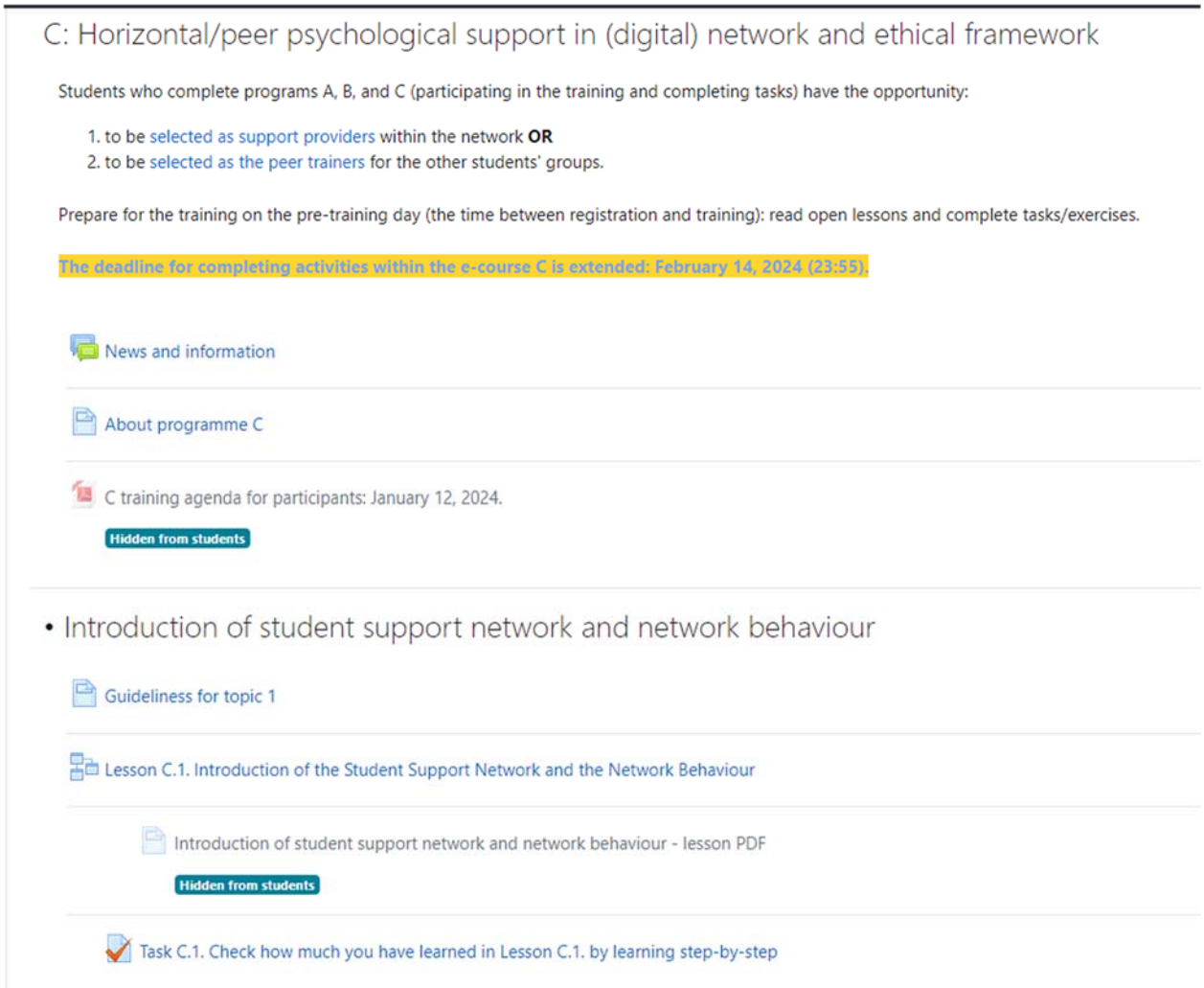


Fig. 8.a.First page of the e-course C

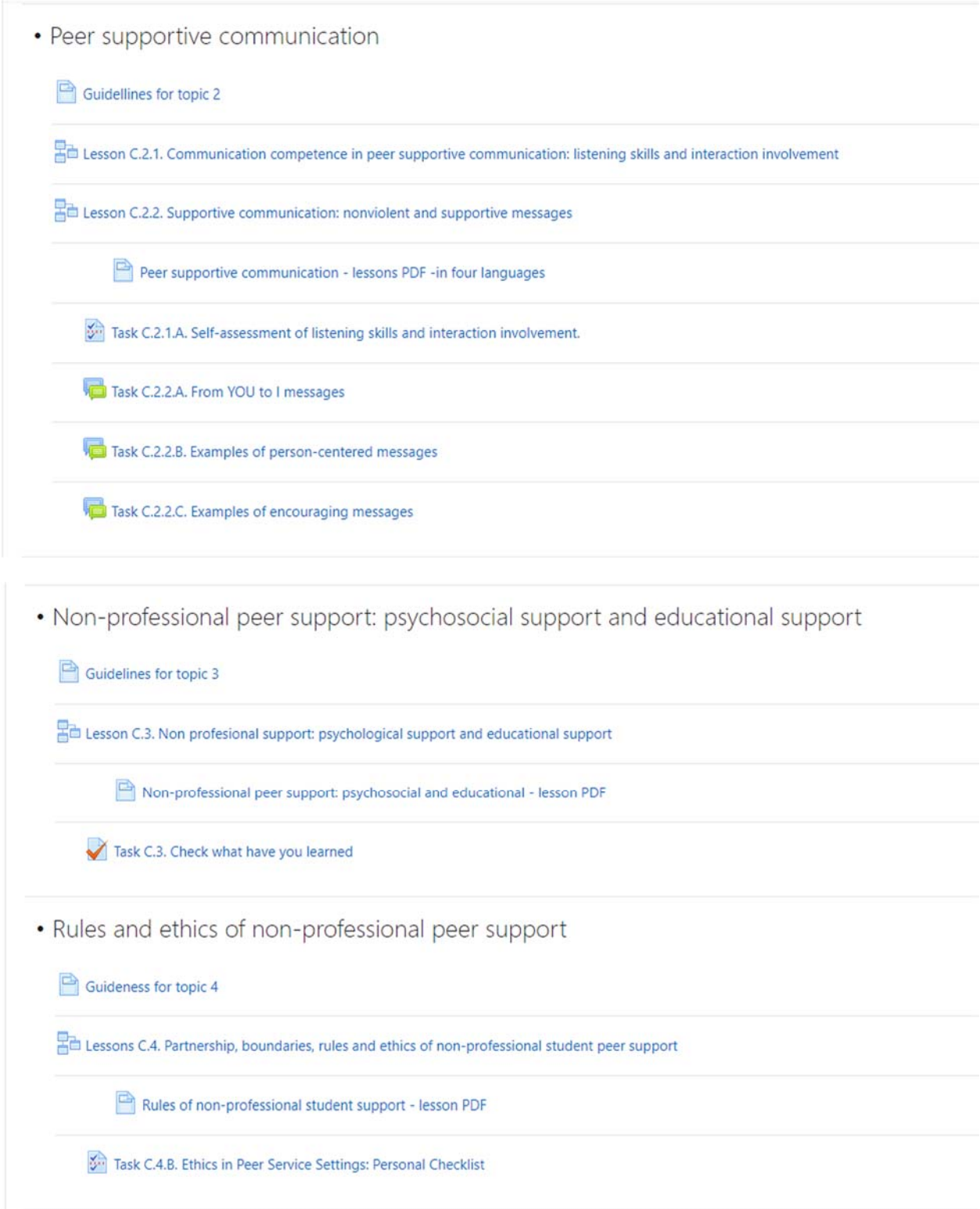


Fig. 8.b.First page of the e-course C

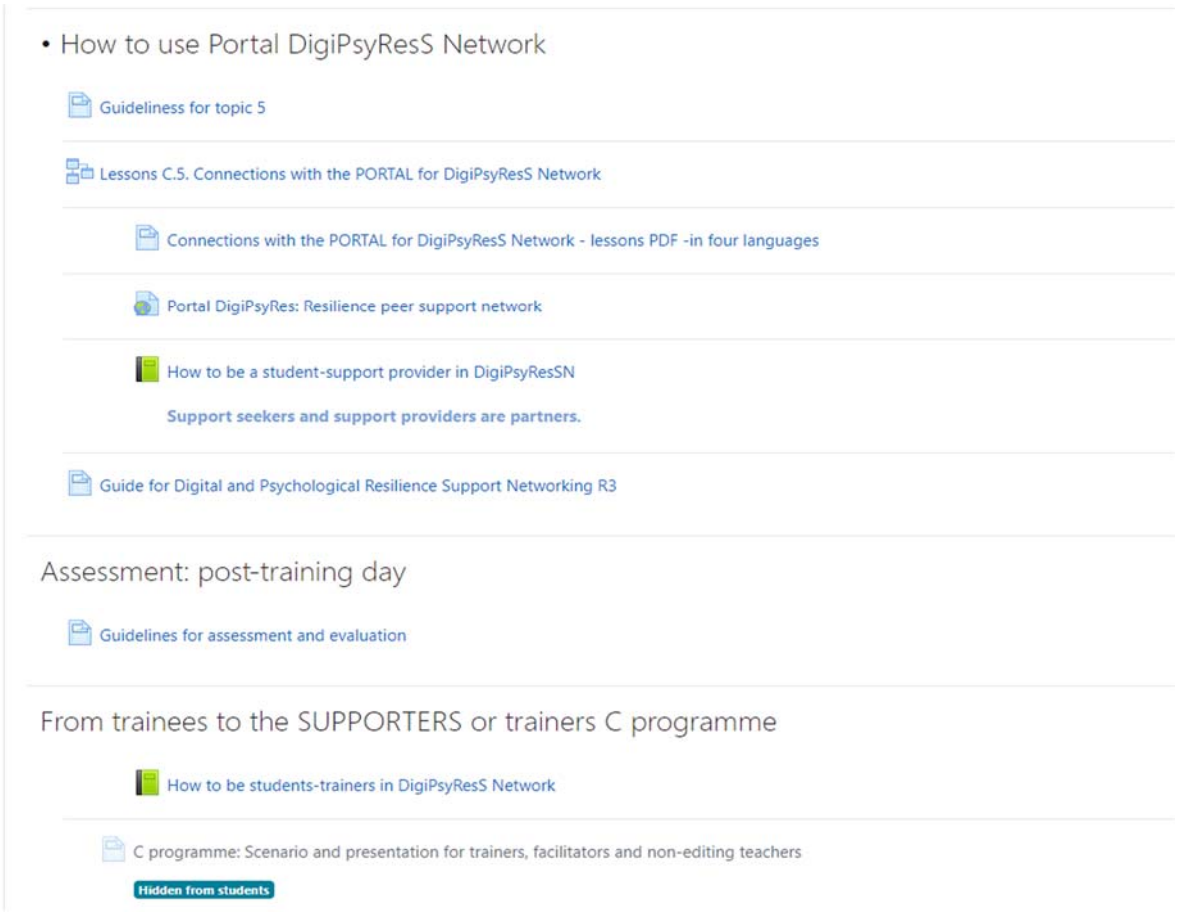


Fig. 8.c.First page of the e-course C

Programme C: scenario of training workshops

Programme C

- Delivery method: online or on-site;
- Training delivery: online (piloting), hybrid
- Teaching methods: monologue, discussion, debate, demonstration, practical work, workshops, networking
- Assessment method: practical demonstration of network supportive communication OR analysis of case study of peer support (additional time after the training)

Duration: 6 hours. Plus preparatory activities and tasks in e-course C (8 hours). Sum: 14 hours.

Scenarious: activities (lectures, workshops, discussion etc.), timing,instructions….

- Scenario: topic C.1.
- Scenario Topic C.2.
- Scenario Topic C.3.
- Scenario Topic C.4.
- Scenario Topic C.5.

Scenario Topic C.1. Introduction of student support network

Training Objective:

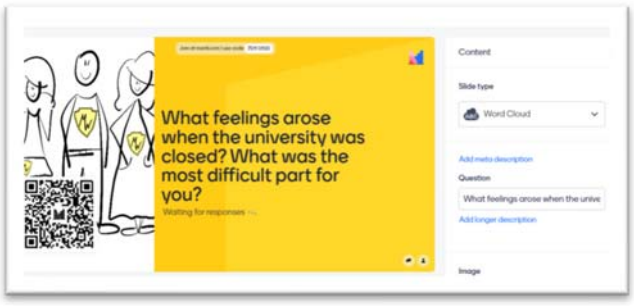
The goal of the training is to educate participants about the DIGIPSYRES Student Support Network and provide them with a clear understanding of the behaviour guidelines and expectations associated with being a part of this network.

Training Outcomes:

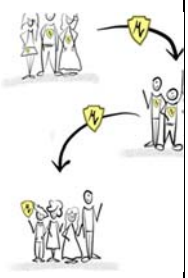
By the end of the workshop, participants should be able to:

- define what peer support is, and who support seekers/providers are.
- understand the purpose and significance of the Student Support Network within the 3 higher education institutions.
- familiarize themselves with the key roles and responsibilities of individuals involved in the network.
- gain insight into the expected behaviour and communication guidelines when interacting within the Student Support Network.
- develop the skills necessary to contribute positively to the network's collaborative and supportive environment.
- explore opportunities for active participation and engagement in the network's activities and initiatives.
- identify available resources and support systems within the network for addressing student needs and challenges effectively.

N.	MODULE	OVERVIEW	MATERIALS	TIME min
	INTRODUCTION			
1.	Greetings of participants and introduction of the Facilitator and project objectives	The facilitator provides a small recap on the completed subprograms A and B (what were the main takeaways), and an introduction of the goals/outcomes of program C. **Facilitator:** In the preceding two workshops, we explored the realms of digital and psychological resilience, gaining valuable insights. In our upcoming session, we are excited to shift our focus towards **practical implementation**, exploring how to effectively **utilize the network** for enhancing well-being and resilience in the digital age and how to **effectively communicate within the network**.	none	5'
2.	Introduction of participants – ICE-BREAKING ACTIVITY	The participants are already **familiar with each other** from the previous workshops. Now, they will only do an Ice-breaking Activity to warm up. **Facilitator** (distributes smaller pieces of paper to each participant): Write 3-5 sentences about yourself without	Paper, pens, a basket or a box, sticky notes for name tags	10

		writing your name. You can add a reference to this training as well. **Example**: *I am studying to become an engineer. I like horror movies and beer. Last time we had a training program, I made remarks on digital safety and I made everybody laugh.* Once everybody has finished, the facilitator collects the papers and thoroughly mixes them on the desk or places them in a box, basket, or envelope. Each participant then selects one piece of paper from the container. They return to their seats. One by one, they read the sentences from the papers and attempt to guess who wrote them. All participants actively engage in this activity. The facilitator may inquire about the methods they used to determine who authored each text. **Remark**: Use the existing name tags from the previous training. If necessary, write new ones.	*N.B. Each group does this in their setting (Italian, Polish, Serbian). They report to their group facilitator only.*	
	STUDENT SUPPORT NETWORK			
3.	3 questions about the pandemic times	The coach asks participants to sit on their chairs arranged in a circle. The trainer makes an introduction to the topic: Introduces the name of the project and the main objectives. The project's main goal is to build capacity, preparedness and procedures that will allow students to increase their resilience to digital and psychological threats. **TASK 1: 3 QUESTIONS** **Facilitator:** The pandemic time for everyone was certainly not easy. It was a big surprise - the virus appeared and you just had to stay home to take care of your health and that of others. Try to think about what you remember from that time and answer these questions. Type your responses on mentimeter.com. You can join by scanning the QR code. **Question 1>** What feelings arose when the university was closed? What was the most difficult part for you? 	www.mentimeter.com	20 (appr. 5 min each question +5 for drawing)

		The facilitator makes small comments on the responses gained. **Facilitator**: Hm, similar responses here (read some of them). We repeat the procedure for the next set of questions. **Facilitator:** Let's move to the next question. Scan the QR code or enter the number to access the page. **Question 2**> Have there been any nice moments? What pleasant things will you remember from this break from university? **Question 3> Facilitator:** The final question is: What or who helped when you felt fear or were nervous? The students share their answers on menti.com. Facilitators can make short comments on them or read the most frequent responses. 		
4.		**TASK 2: IDEAL SUPPORTER** The facilitator draws a silhouette of a person or provides a printed version. If necessary, divide the group into two smaller groups, but 8-10 persons can work as one group as well. Allow the participants to write/draw on the handout(3). **Facilitator:** Your task is to create a silhouette of the ideal "supporter". The silhouette of the person who could give you the best support during the pandemic. Think about what knowledge, skills, experience, and competence such a person should have. Write them down around the silhouette. You have 5 minutes to do this.	handout 1 or handout 2	10'

5.		**TASK 3: YOU AS AN IDEAL SUPPORTER** The facilitator provides Handout 3 to the group (s). After the instruction is given, invite the participants to write on Handout 3. **Facilitator**: Now imagine that you are such a "supporter". **What would you need from the University to perform well?** Write down your suggestions on pieces of paper. You have 5 minutes for this task. **TASK 4** **Facilitator:** Please, now choose one representative from the group who will report on/wrap up your TASK 3 ideas. Group representatives report on their responses to their groups. Facilitators make photos of the handouts. **Facilitator:** Your suggestions are very interesting and we thank you very much for them.	handout 3, markers, pens	10’
	VIDEO LECTURE			
	SUPPORTIVE PEER NETWORKING			
5.	Introducing DIGIPSYRES network	**The last exercise in the video comprises THIS exercise:** **Facilitator:** Let’s make a 4-word DIGI glossary – Work out what the best definition of these 4 words would be. Work in your groups. Share your responses in MENTI. PEER SUPPORT SUPPORT SEEKER SUPPORT PROVIDER NETWORK The groups pick a representative. They type their responses in Menti.com The lead trainer reads the responses and makes comments.	Pens, papers, ppt, handouts	10’
	DIGIPSYRES SUPPORT NETWORK			
6.	 BEING A NEWS REPORTER	**TASK 6** **Facilitator:** You have read on a pre-training day about the core principles of the DIGIPSYRES network, as well as about both engagement and participation principles. Now, imagine you are a NEWS REPORTER. You have a task to find out about a DIGIPSYRES network so that you can prepare news for your TV station. Complete the journalist task by answering the typical NEWS questions: WHO, WHAT, WHEN, WHERE, WHY, HOW. WHAT? (What is it?)	Pens and papers, Mindmap Handouts	10’

This exercise (TASK 5) is given in the final slide of the video lecture. It is given here just to provide support to the facilitators who need to moderate.

		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. WHERE? (Where can you find support?) The network 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. WHAT? (What does the support include?) 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. They are: (a) to provide an empathetic, listening ear; (b) to provide low-level psychological intervention; (c) to identify colleagues who may be at risk to themselves or others; and (d) to facilitate pathways to professional help. WHO FOR? (Who is it designed for?) The overall aim of the DigiPsyRes student support network 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 careers. At the same time, students gain the skills and resources they need to navigate the challenges of the digital age and maintain their well-being. WHEN? (When can you access it?) 24/7		

Scenario Topic C.2. Peer supportive communication

Table C.0	Programme C. Topic 2. Summary of the lectures and workshop realization
Topic 80 min	**2. Peer supportive communication**
Lecture A: 15 min	**Supportive communication competence: listening skills, supportive and encouraging messages**
Workshop A: 35+5 min=40 min	Supportive communication – supportive messages and listening skills
10 min	Video and analysis of nonverbal expression
Workshop B: 15 min	Workshop: analyzis of dialogue between support seeker and support provider

	2. Peer supportive communication	
Lecture 15 min	**2.1. Supportive communication competence: listening skills, supportive and encouraging messages**	Presentation pptx R4.T.2
Lecture subtopics	• Who participates in the peer supportive communication? • Message and feedback • The message sender • The message receiver • Listening skills: to achieve active listening • Nonverbal communication cues, listening and support • Empathic listening and active listening • Active dialogue • Interaction involvement • Communication competence of the support provider • Nonviolent messages • I-messages and You-messages • How to say I-messages? • Recommendation for I-messages • Summary of I-messages • Supportive messages • Examples of messages: from low to high person-centred messages • High-person-centred messages = supportive messages • Encouragement	Video lecture
Lecture A: 15 min		Video lecture
Workshop A 35+5 min	**2. Supportive communication – conversation between supporter seeker and interlocutors**	**A workshop materials**

	(duration of the workshop: 40 min = 5+10+10+10+5)	• Grouping cards (coloured) • Task flashcards (coloured) with the task description – roles, expected behaviours, etc: For the group of 10: 2 colours, 5 cards each (A, B, C, D) • Guidelines for task realization. Report protocol.
Workshop language	• The introduction is in English (presentation and general instruction); • work in sub-groups within each university in English or national languages; • summaries within each university in English or national languages; • workshop analyses and summeries at the universities (delivered synchronously) in English.	
Workshop procedure	General instruction from leading trainer for all university groups (5 minutes, recorded) Instruction and group formation at each university (5 minutes) - group moderator-trainer Sub-groups task realization (10 minutes) Task realization report and analysis of task realization within university subgroups (10 minutes) – group moderator-trainer Reporting at the international training level (10 min) – leading trainer	
Phase I Basic instruction from the leading trainer	The leading trainer gives basic instruction (workshop goals, duration, procedures – initially at each university, and finally on the network for all universities to report and summarize). *Workshop goals:* • *Identifying supportive behavior of participants who have different tasks;* • *Increasing awareness of responding to supportive messages and behaviour (person-centred messages, encouraging messages, careful listening, etc.),* • *Increasing awareness of responding to non-supportive messages and behaviour;* • *Practicing supportive messaging and behaviour;*	

	• *Discussing group experience and individual experience of participants with different roles in the workshop.* *Duration: maximum 40 minutes* *Procedure - five phases:* *I basic instruction from the leading trainer* *II group instruction from the trainer-moderator* *III task realization* *IV reporting to each university group* *V reporting between international groups*	
Phase II Instruction for the workshop task from moderator-trainers at each university group *Moderator-trainer gives instructions based on the text written in italics.*	*"You are to complete the task in groups of five, i.e. to role-play a conversation situation according to the instructions received on the task flashcards. After forming the groups, you will be doing a group task for up to 10 minutes."*	
	"How do we form groups? *Two groups of five members are formed based on the cards you get. A group consists of members with the same colour grouping card. Each group member will get their own task on the flashcard (A, B, C, D, E), which you should read. One of the group members will be in the position of support seeker.* *The other members of the group are the interlocutors. The interlocutors' tasks are the secret at the beginning of the workshops.* *Do not comment on the task with the other group members. You get the task and guidelines on how to behave during the task implementation. Do not reveal the contents of your task flashcard. Sit in the seats marked with the same colour as your flashcard."*	Cards for roles If the university group has more than 10 participants, give them the role of observers in each group and provide them with the Protocol. If a university group has more participants, enough for forming another group, then form it. You can form 3 or 4 groups with 5 participants each. In that case, print the cards in 3 or 4 (depending on the number of groups) different colors.
Phase III Task realization at each university	Moderator – group trainer: *If you are ready, start! Person A – the support seeker will start the communication and conversation.* During this workshop, the moderator will approach the groups to monitor the activity or, if necessary, to give	

	additional instructions. It is important you do not disturb other groups while working on the task. When the cards are distributed and groups are formed, start doing your task according to the description.	
	The moderator monitors group work, approaches the groups unobtrusively, and gives additional instruction if asked.	
	After 10 minutes, the moderator reminds the groups to finish the task, and after 12 minutes they finish the group work. After 15 minutes, the group stops the role-play, prepares a report on the course of the conversation, and selects the supportive messages.	
Phase IV Group report within each university	The moderator guides the groups reporting on the task implementation: *What bothered person A during the task realization, comments on different behaviours, acknowledgment of other group members' tasks, what we have learned from this or what we have become more aware of; what were the difficulties for the other members to perform their tasks?* *Whose messages did you like? Did somebody disturb you? What did you expect and what did you get?* Other group members are to present their tasks: *What was your task? How did you realize it? What did you fail to achieve? Did something or someone disturb you? How did the support seeker and other group members react to you?* *What we have learned from this or what we have become more aware of; what were the difficulties for the other members to perform their tasks?*	
Phase V International intergroup reporting (University groups report on the net)	The leading trainer leads a discussion and comments of the university group presenters. They guide summarizing and highlight what is newly learned.	

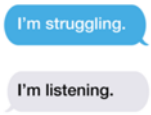
	Introduction to tasks	
		The end of the video lecture
Video and analysis	**Emphatic listening and the manifestation of sadness**	• Link:
	Facilitator: Effective listening skills are the basics of building successful relationships with people. How we engage others in verbal and non-verbal communication, what we hear behind words, how we understand and empathize with the emotions of others, ask questions and clarify the messages — all these contribute to our emotional intelligence and effective social skills, influencing our lives both on a personal and professional level. To learn more about it, let's meet Happiness, Joy and Bing Bong. These are the characters from the animated film INSIDE OUT, made by PIXAR in 2015, which also won an Academy Award. I*mages: Sadness, Joy, Bing Bong - See movie Inside Out, 2015* Take a look at the video once. STEP 1: Pay attention to Joy's (yellow character) behaviour towards Bing Bong. Why can't she provide support to Bing Bong? STEP 2: Pay attention to Sadness's (a blue character) behaviour towards Bing Bong. Analyse which aspects of her verbal and non-verbal behaviour appear supportive of Bing Bong. Make a list of things she is doing that help Bing Bong recover. To help you better understand the video, I will give you a Transcript of the Scene. Feel free to make notes on it, and use it as a reference for the task. We will take a look at the video again.	Communication Skills: Empathetic Listening - Inside Out, 2015 (youtube.com) Duration of the exercise: 10' BING BONG Transcript Handout Additional reading: ''Four lessons from 'Inside Out' to discuss with Kids'' article

	Image: *Sadness and Bing Bong - See movie Inside Out* Suggested answers VERBAL: Joy Joy shows NO GENUINE empathy, although she makes fair attempts and says 'WE CAN FIX THIS', acknowledging Bing Bons's sadness. Sadness After sitting down, she said IT'S GONE FOREVER - shows an understanding of the reality that's happening. She reminded him of his time spent with Riley and admited it must have been fun: 'Yeah, it's sad.' **NON-VERBAL:** Joy Joy provides an eye-contact, but a bit FORCED pulling by hand, inappropriate TICKLING etc. Also, makes inappropriate FACES. Sadness She sat down to be in the same physical position as Bing Bog so that she could understand his perspective. She sat CLOSE to him, touching his arm gently. Makes fond, loving eye-contact, her words are appropriately accompanied by a touch. A hug. REPORTING: The groups report to their groups only.	
Workshop B	**Analysis dialogue between support seeker and support provider**	
	Facilitator: After empathic listening, we need to address empathic dialogue and empathic verbal responses. TASK: *Here is a dialogue between a support provider and a support seeker. Analyse the responses the provider gave, and discuss what could have been done differently.*	

	SITUATION 1. **Support Seeker**: "I just received some bad news about a family member's health, and I'm really scared." ***Support Provider*** (Nonverbal cues): Listens attentively, leans in slightly to convey interest, offers a comforting hand on the shoulder, and maintains a sympathetic and concerned facial expression. "I'm here for you, and I understand how frightening this is. Do you want to talk about your feelings or anything specific that's been bothering you?" SITUATION 2. **Support Seeker**: "I've been feeling so alone lately, and I don't have anyone to talk to." ***Support Provider*** (Nonverbal cues): Inappropriate laughing, lack of empathy, tapping fingers, constantly checking the time or the phone, or appearing impatient with the support seeker's need for emotional connection can undermine the support seeker's confidence in seeking assistance. "Why don't you just go out and meet new people? It's not that hard. You're probably just overreacting."	Duration: 15 min
	SUMMARIZE AND WRAP UP	5 min

Scenario Topic C.3. Non-professional peer support

Training Objective:

The goal of the training is to educate participants about the differences between professional and non-professional psychosocial support while also learning about educational support, teams and specific team roles and how they can change.

Training Outcomes:

By the end of the workshop, participants should be able to:

- Define key characteristics of professional and non-professional psychosocial support.
- Recognize risks and limitations of non-professional approaches.
- Grasp the importance of effective team communication.
- Describe different team roles and responsibilities.
- Apply understanding of team roles in evolving situations.
- Develop problem-solving skills within a team context.
- Foster a positive and supportive team culture.
- Engage in practical exercises simulating dynamic team scenarios.

N.	MODULE TOPIC 3	OVERVIEW	MATERIALS	TIME
		INTRODUCTION		
1.		A small recap on the completed TOPICS 1 and 2 (what were the main takeaways), and introduction of goals/outcomes of TOPIC 3.		5
		ROLES AND TEAMS WITHIN THE NETWORK		
2.	IDENTIFYING ROLES	This exercise teaches us about how to identify roles we have, and how those roles can change. The facilitator uses a PPT and starts with a question: **Facilitator:** What do you value in: 1. Friend 2. Roommate 3. Supervisor 4. Partner/Boyfriend/Girlfriend? For each of the roles listed, what is the number one characteristic that you are looking for in that person? Write them down. The participants write answers on the handouts (examples: kindness, honesty, reliability, trust, gentleness, supportive, approachable, etc.) The facilitator invites the answers to be read. There is a number of very similar answers. The facilitator makes sure everybody is aware how many SIMILAR ideas the participants gave. **Facilitator**: Some of the values we see in those relationships are <u>the same</u>. Are we all somehow taking all these roles? I am someone's friend, I am someone's partner, I am someone's roommate. Let's answer the following questions: 1. **How can I provide the value the people are looking for in all those roles?** 2. **What role am I playing right now?** For example, right now, I am communicating with you as your supervisor, not your friend. After the training finishes, those roles might change and we can talk like friends or colleagues. 3. **Do I provide to other people THE VALUE I am looking for in them?** Share your perspective and thoughts. The participants provide responses.	Handout ROLES 1, pens	15

		Facilitator: Compare how roles can change in the following statement: ''I really love you as a friend, but as your roommate, you really need to wash the dishes.'' **Facilitators comment on the exercise (the main message):** Sometimes the values within different roles are the same, and sometimes we need to separate them a bit. Can you practice separating the roles? How would you separate your roles of supporter and colleague at the university? Let's do a small role-play. (The facilitator picks one pair of students who wish to simulate a short dialogue and show how roles change.)		
3.	WALK IN ANOTHER'S PERSON'S SHOES 	**Facilitator**: Now we will apply what we have just learned about the roles to the DIGIPSYRES context. Look at the task 1 in our handouts. Let's read the instructions. TASK 2: STEP 1: Identify roles in DIGIPSYRES Define what roles there are in our DigiPsyResS team by writing them down on sticky notes. Finally, the facilitator will help students identify 5 main roles (peer support provider, trainer, trainee, university professor, university service officer) and add those to the "Role" section of the table below. STEP 2: Clarify your own responsibilities Let every person in the team pick one ROLE and imagine that THEY HAVE BEEN ASSIGNED THE GIVEN ROLE in the DIGI team. You can either double the roles in sticky notes or add new roles so that all the participants have at least one role to play. For each of the other roles identified, the participants write down (on sticky notes) THEIR understanding of the role's top responsibilities. They place them in COLUMN 1 on the chart (handout 2). **Facilitator:** Identify the top 3 - 5 things your role is responsible for. Write each responsibility on a sticky note, then rank them in order of priority.	Handout ROLES 2/Roles 2 IMAGE for the digital board (it would be perfect if it could be printed big, or drawn on the board, so that sticky notes could be visibly placed) Sticky notes with the ROLES within the DIGI team written	15

		Place them in Column 1 of the chart. The group can discuss differences in ideas and prioritization for 1-2 min. STEP 3: Teammate's responsibilities Facilitator: Now, think about other roles you see on the table, and write 2-3 responsibilities YOU think they have as their top priorities (for each role). Place them on the table, Column 2 (What other people think). STEP 4: Unassigned responisbilities **Facilitator:** Now, think about the responsibilities that SHOULD be done within the DIGI network but have not been listed. Write them down and add them to Colum 3 (Unassigned responsibilities). Talk to other group members and discuss WHO can take those within their roles. Next, the role owner either "accepts" or "politely declines" the responsibilities identified by others. If they decline, **they must suggest which role ought to own it.** You'll likely uncover responsibilities with no established owner. Note those in the "unassigned responsibilities" section of the table. Where responsibilities overlap, be sure to define who is the primary owner (vs. who is a contributor or a backup). Once you reach a decision, move the sticky notes so that they fit within the listed roles. Feedback. **Follow-up:** Ask the person whose role it has been whether they ACCEPT that responsibility or not. How about another person take that responsibility? Who needs to be informed about it? If you think of any responsibilities that don't fall clearly within a role, add them to the section for unassigned responsibilities. STEP 5: Summarize and Wrap up **Facilitator:** You have just CLARIFIED the responsibilities within your team. Do you think it would be good to have this chart VISIBLE to		

		everyone at all times so that we are all aware of other people's roles? We could also track easily if certain roles change or new responsibilities are added. The table might finally look like this: IF THERE IS TIME LEFT, ADDITIONAL TASK: The facilitator announces that in this network, the roles of the students WILL CHANGE, from trainees to trainers, after they complete the training program. Ask them to make pairs or groups of 4. **Facilitator:** The transition ''From trainees to trainers'' involves a significant shift in roles and responsibilities, marked by a transfer of knowledge, skills, and leadership. Make two lists, one listing the activities/roles/responsibilities that will change, and the other one listing the activities/roles/responsibilities that will remain the same. Students compare the answers and discuss.		
4.	Non-professional support: psychological and educational support	**VIDEO LECTURE**	PPT, Video	5'
		SUMMARY AND CONCLUSION		
5.	Assessment	Finish the segment with a quiz. Available at KAHOOT.IT.	Kahoot will be played by Ivana's central computer	10'

		Facilitator: Now, it is time to check what you have learned today. Go to KAHOOT.IT and enter the pin you see on the screen. RULES: Once you get the PIN, create the COUNTRIES, not individual persons. We will compete as follows: THESE ARE THE QUESTIONS IN THE QUIZ: **Question 1:** Who typically provides non-professional psychosocial support? a) Trained psychologists b) Certified counsellors c) Friends, family members, or community members d) Social workers **Question 2:** What distinguishes professional psychosocial support from non-professional support? a) Professional support is more accessible b) Non-professional support lacks positive intentions c) Professional support involves evidence-based practices and formal training d) Non-professional support is always more effective **Question 3:** What is one advantage of non-professional psychosocial support mentioned in the passage? a) Immediate and ever-present accessibility b) Formal and structured therapeutic environment c) Cultural isolation d) Higher cost compared to professional services **Question 4:** How does cultural resonance contribute to the effectiveness of non-professional psychosocial support? a) It leads to a formal therapeutic setting b) It adds complexity and confusion c) It enhances the understanding and effectiveness of the support d) It isolates individuals from their cultural context **Question 5:** What role does emotional support play in educational peer support? a) It increases workload pressure b) It contributes to exam stress		

		c) It provides assistance with academic tasks d) It helps individuals during challenging times by offering understanding and empathy **Question 6:** How does peer support contribute to social integration in educational settings? a) By creating academic competition b) By isolating individuals from the academic community c) By providing emotional support d) By helping individuals feel connected and fostering a sense of belonging **Question 7:** What distinguishes peer learning from peer mentoring? a) The level of social standing b) The collaborative development of academic knowledge c) The hierarchical relationship between students d) The focus on personal and professional development If there is time left, ask the participants what the key 3 takeaways from this segment of the training were.		

Scenario Topic C.4. Rules and ethics of non-professional peer support

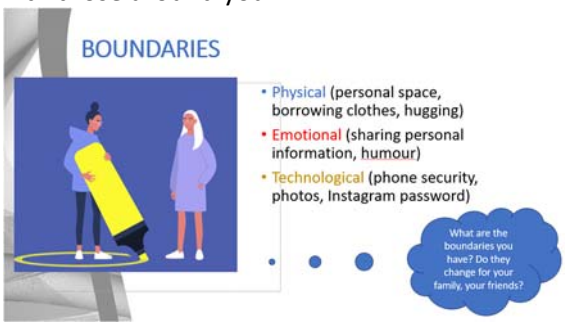
Training Objective:

The goal of the training is to equip participants with a comprehensive understanding of the ethics and rules governing non-professional support, empowering them to provide effective assistance while maintaining integrity, empathy, and respect for boundaries

Training Outcomes:

By the end of the workshop, participants should be able to:

- Gain a solid understanding of key ethical principles guiding non-professional support.
- Develop an awareness of personal and professional boundaries in non-professional support.
- Encourage active contribution to building a community supporting ethical non-professional assistance.
- Provide opportunities to apply ethical principles through case studies and real-life scenarios.

N.	MODULE	OVERVIEW	MATERIALS	TIME
	INTRODUCTION			
1.	Greetings of participants and introduction of the Trainer and project objectives	A small recap on the completed TOPIC 3 (what were the main takeaways), and introduction of goals/outcomes of TOPIC 4.		5
	BOUNDARIES			
2.	Learning of boundaries in reference to ethics	**Facilitator:** In this section, we will be talking about BOUNDARIES. Understanding BOUNDARIES will help us learn about the **differences between non-professional and professional peer support.** They help maintain healthy relationships by letting others know what you're okay with and what's a no-go zone. It's not about building walls; it's about creating a space where you can thrive and coexist harmoniously with those around you.  **TASK 1** **Facilitator:** Look at the slide. There is a list of 3 types of boundaries we all can relate to. Write down the boundaries that are specific to you. Answer the questions: • What boundaries do you expect other people to respect? • How do you inform them about it? • Do you expect other people to tell you about their boundaries? Students share their answers and discuss. Additional questions to reflect: 1. Do you have any non-negotiable values or principles that you want respected?		15

		2. Are there times when you need alone time or space for yourself? 3. How do you prefer to receive feedback or constructive criticism? 4. What are your limits when it comes to sharing personal information or being involved in others' problems? REPORTING: The trainees report to their facilitator only - their groups.		
3.	Boundaries of the supportive interpersonal contact, Ethics, Liberal Counselling	**VIDEO LECTURE**		5
	ETHICS OF NON-PROFESSIONAL SUPPORT			
3.	Drafting the ethical guidelines	**Facilitator:** In your groups, you will collaboratively develop a set of ethical guidelines to govern non-professional peer support interactions within the DIGIPSYRES Network, ensuring a supportive and respectful environment. While doing so, check whether your guidelines fulfil the following preconditions: • Clarity and Coherence: How clearly are the ethical guidelines presented? • Comprehensiveness: Do the guidelines address a wide range of potential ethical considerations? • Feasibility: Are the guidelines practical and applicable within the DIGIPSYRES Network? • Target groups: Do your guidelines refer to all roles within the DIGIPSYRES Network team, and include both support providers and support seekers? • Modes of support: Do your guidelines take into consideration all modes of support provided by DIGIPSYRES Network (online, in-person, etc.)? **Follow up-questions: (Facilitators ask)** 1. How frequently do you think the ethical guidelines should be reviewed and assessed for relevance within the DIGIPSYRES Network?	Handout , pens, ppt	20

		2. Who should be in charge of modifications of the document? 3. Where should this document be found/printed/accessed? Who should be permitted to access it? The participants then share their ideas and discuss. The facilitator shares that the fundamental ethical guidelines could be found in the Manual. REPORTING is done by all the groups to the central trainer. Each group picks ONE PRINCIPLE and reports on it.		
	SUMMARY AND CONCLUSION			
6.		If there is time left, ask the participants what the key 3 takeaways from this segment of the training were.		5’

Scenario Topic C.5. How to use DigiPsyReS Network portal

Training Objective:

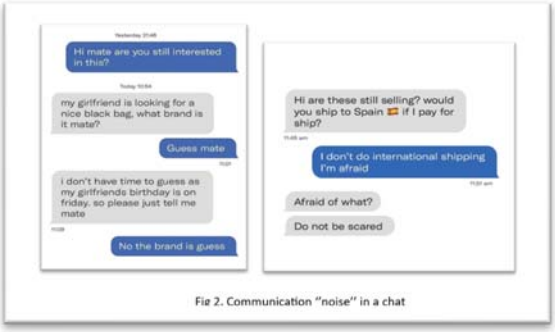
The goal of the training is to equip participants with the skills necessary to be able to navigate and effectively utilize the DigiPsyRes PORTAL/application based on the provided instructions, ensuring optimal engagement with diverse target groups and varied modes of non-professional peer support. They will also learn the different approaches in delivering online and in-person support.

Training Outcomes:

By the end of the workshop, participants should be able to:

- demonstrate proficient navigation skills within the DigiPsyRes PORTAL/application, efficiently accessing relevant features and resources.
- employ effective strategies for engaging with diverse target groups within the PORTAL/application, demonstrating an understanding of cultural nuances, language preferences, and various modes of support.
- showcase adaptability when providing non-professional peer support through different modalities offered by the PORTAL/application, such as text-based, audio, and video interactions.
- acquire basic troubleshooting skills to address common issues that may arise while using the PORTAL/application, and will know how to seek technical assistance when needed.

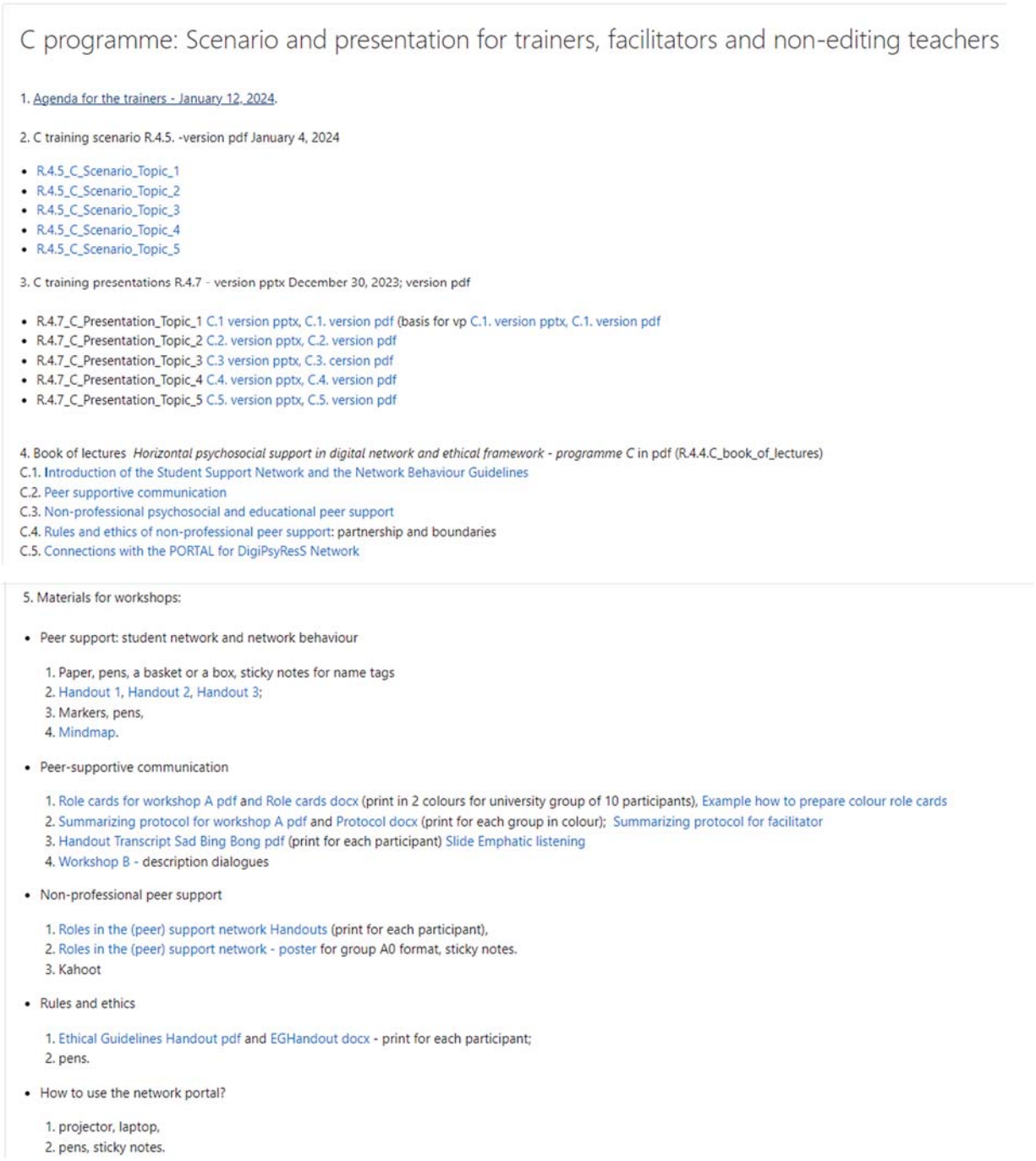
N.	MODULE	OVERVIEW	MATERIALS	TIME
	INTRODUCTION			
1.		A small recap on the completed TOPICS (what were the main takeaways), and introduction of goals/outcomes of TOPIC 5.		5'
	DigiPsyRes Supportive Network in Use			
2.	Getting to know the PORTAL	The facilitator provides instructions to the participants to visit the address www.studentresnet.kg.ac.rs They explore the website and the content. 		15’
	ONLINE vs. IN-PERSON SUPPORT			
3.	Learning about the specificities of online support	**Facilitator:** Take a look at these visual presentations of online support. What’s wrong? Discuss within your groups. 	PPT, projector, laptop	5’
4.		The facilitator uses the handout to announce the next topic. This is a group work. The participants complete the tasks 1 and 2 and report to their facilitators. TASK 1: Make a list of the advantages of in-person support providing, when compared to online.	PPT, handout C5.2	10’

		TASK 2: Think about the constraints/disadvantages of in-person support, when online support might act as a substitute.		
3.	Social Presence and Media Richness Theory to help address constraints of online communication	The facilitator gives a short explanation of what Social Presence and Media Richness Theories are, based on the handout C5.2. Slides complement the talk.  Fig 2. Communication "noise" in a chat **Facilitator:** Read the section BOOST YOUR SOCIAL PRESENCE: TIPS AND TRICKS FOR SUPPORT PROVIDERS. Decide which TIPS refer to Social Presence Theory, and which ones refer to Media Richness Theory. Work in your groups and report to the facilitator once you are done.	Handouts, pens, sticky notes, ppt	10’
	SUMMARY AND CONCLUSION			
6.		If there is time left, ask the participants what the key 3 takeaways from this segment of the training were.		5’

Training materials for training-subprogramme C

All learning and teaching materials for trainers are available within the e-course C in a special section visible only to trainers and editing and non-editing (fig. 8.4.1).

- Scenario for C training
- Presentations pptx for C training and video lecltures
- Book of lectures for C training
- Materials for worshops (handouts, maps etc.)



C programme: Scenario and presentation for trainers, facilitators and non-editing teachers

1. Agenda for the trainers - January 12, 2024.

2. C training scenario R.4.5. -version pdf January 4, 2024

- R.4.5_C_Scenario_Topic_1
- R.4.5_C_Scenario_Topic_2
- R.4.5_C_Scenario_Topic_3
- R.4.5_C_Scenario_Topic_4
- R.4.5_C_Scenario_Topic_5

3. C training presentations R.4.7 - version pptx December 30, 2023; version pdf

- R.4.7_C_Presentation_Topic_1 C.1 version pptx, C.1. version pdf (basis for vp C.1. version pptx, C.1. version pdf
- R.4.7_C_Presentation_Topic_2 C.2. version pptx, C.2. version pdf
- R.4.7_C_Presentation_Topic_3 C.3 version pptx, C.3. cersion pdf
- R.4.7_C_Presentation_Topic_4 C.4. version pptx, C.4. version pdf
- R.4.7_C_Presentation_Topic_5 C.5. version pptx, C.5. version pdf

4. Book of lectures *Horizontal psychosocial support in digital network and ethical framework - programme C* in pdf (R.4.4.C_book_of_lectures)
C.1. Introduction of the Student Support Network and the Network Behaviour Guidelines
C.2. Peer supportive communication
C.3. Non-professional psychosocial and educational peer support
C.4. Rules and ethics of non-professional peer support: partnership and boundaries
C.5. Connections with the PORTAL for DigiPsyResS Network

5. Materials for workshops:

- Peer support: student network and network behaviour
  1. Paper, pens, a basket or a box, sticky notes for name tags
  2. Handout 1, Handout 2, Handout 3;
  3. Markers, pens,
  4. Mindmap.
- Peer-supportive communication
  1. Role cards for workshop A pdf and Role cards docx (print in 2 colours for university group of 10 participants), Example how to prepare colour role cards
  2. Summarizing protocol for workshop A pdf and Protocol docx (print for each group in colour); Summarizing protocol for facilitator
  3. Handout Transcript Sad Bing Bong pdf (print for each participant) Slide Emphatic listening
  4. Workshop B - description dialogues
- Non-professional peer support
  1. Roles in the (peer) support network Handouts (print for each participant),
  2. Roles in the (peer) support network - poster for group A0 format, sticky notes.
  3. Kahoot
- Rules and ethics
  1. Ethical Guidelines Handout pdf and EGHandout docx - print for each participant;
  2. pens.
- How to use the network portal?
  1. projector, laptop,
  2. pens, sticky notes.

Fig. 8. Page in e-course C: Review of the learning and teaching materials for C training

9. Realization of post-training activities

After completing the activities of the tasks within the e-course and all three trainings, participants access the e-course Post-training day: Student assessment and training evaluation.

And this is a mandatory activity for students. Participants have three achievement tests (knowledge tests for A, B and C training) on which they need to achieve at least 50% of points to fulfill the criterion requirement.

It is also mandatory to evaluate the training and programme as a whole, and by parts.

For these activities in post-training e-course, the four working hours are planner.

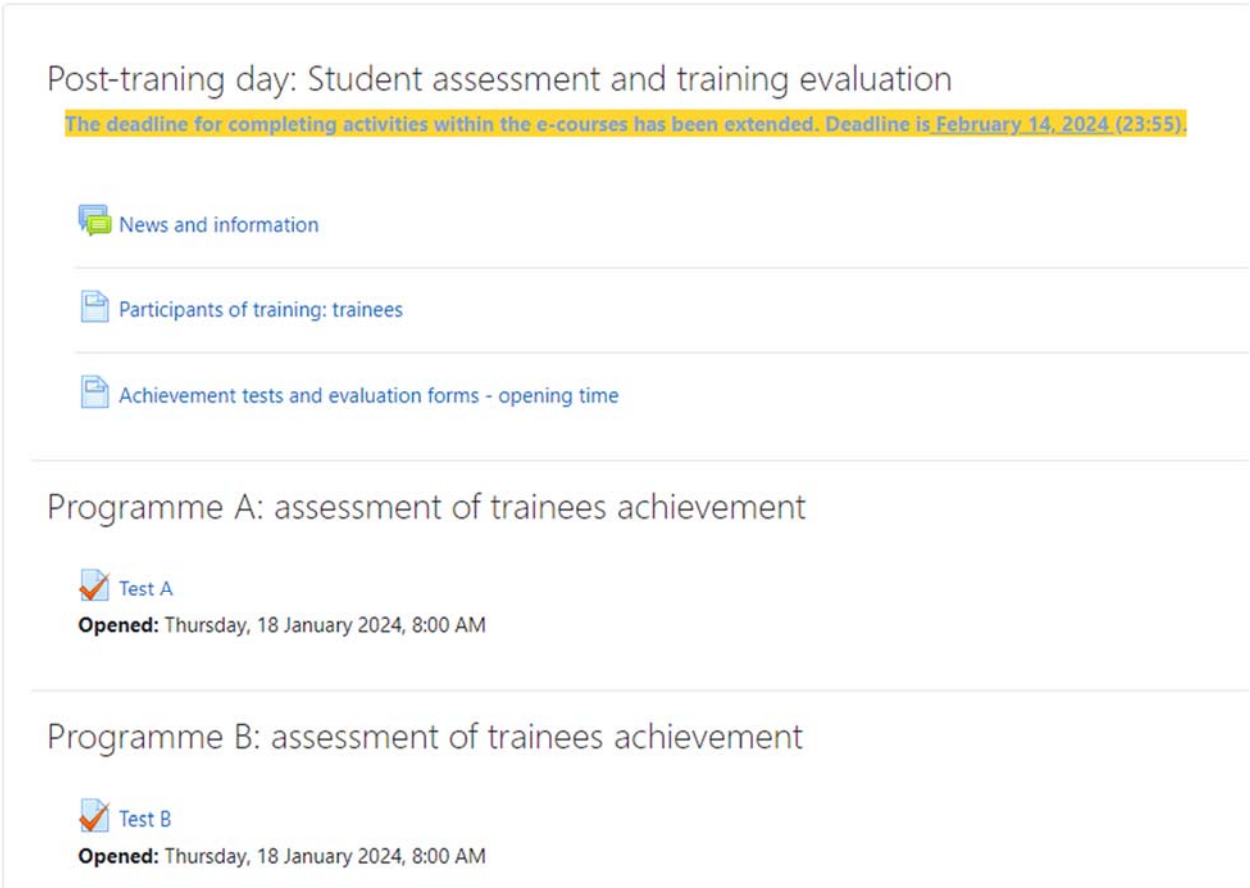


Fig. 9.a.First page of the post-training e-course

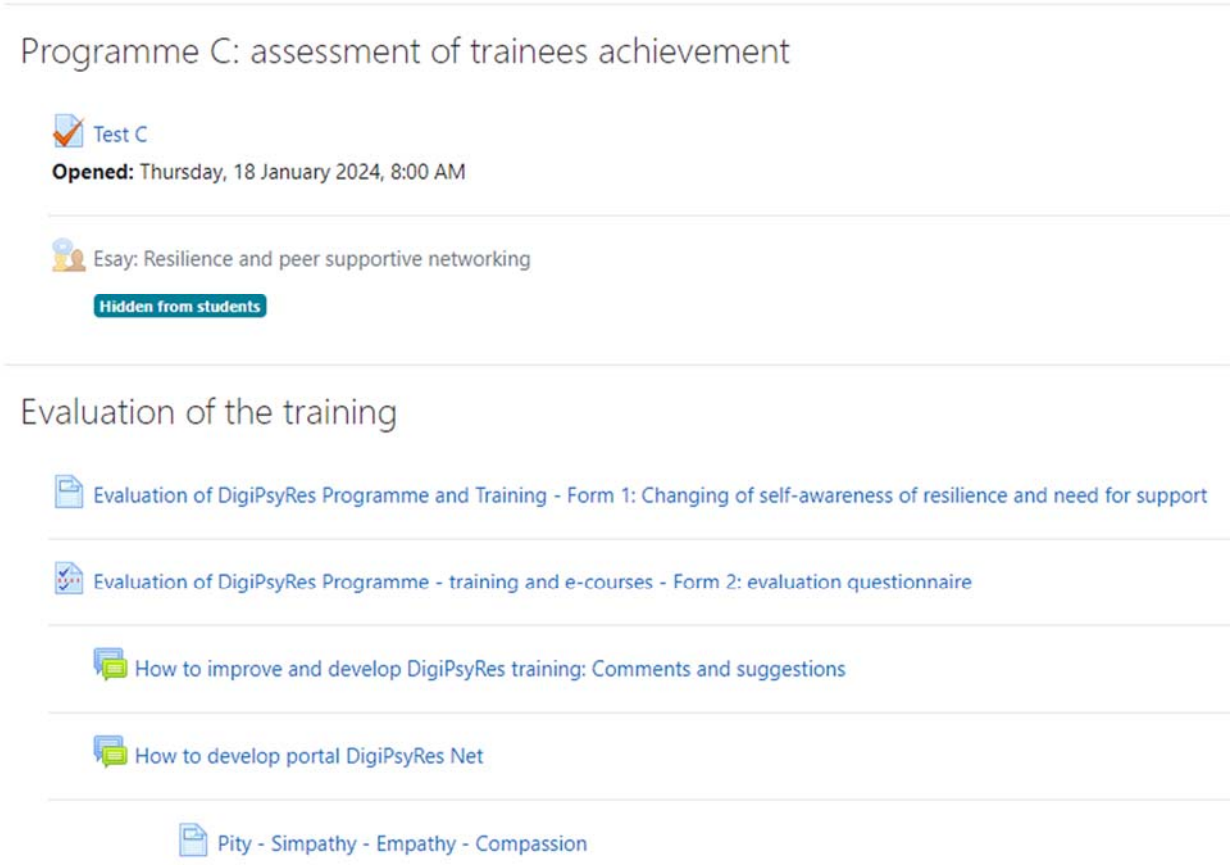


Fig. 9.b.First page of the post-training e-course

10. Methodology of the programme and training evaluation

A very important element in the DigiPsyRes project is to evaluate and assess the effectiveness of the implemented training. The international piloting of the training programmes is a control procedure and it provides formative assessment and programme improvement.

For the evaluation of the implemented programme (e-courses + training) , the four-level evaluative model can be used (model of Donald L. Kirkpatrick). It consists of (see the Guide):

- 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.
- 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 3. – Evaluation of training/programme - levels of evaluation (Guide, 2024, p.)

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

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) and monitoring their activities and results during training and e-courses. Each course instructor is required to conduct such a comparison for all course participants.

Measuring effects of the training on the participants' resilience

Measuring the effects of the training on the participants' resilience based on the instrument for measuring resilience used at the beginning of the Project.

According to the Project goals, in the Project first and second phases (spring 2022), the project team investigated the state-of-the-art in three universities (UNIKG, UNIKW and UNIFG) in the field of student resilience and university support. The researcher focused on the students' psycho-social needs and difficulties in times of crisis, students' perceptions of the university's support for their psychological resilience, wellbeing, and digital resilience. The report on the results from the online survey administered to Italian, Serbian, and Polish students was published in June 2022 on the Project site (R2. Reports on the needs analysis results, 2022[2]).

The team developed a questionnaire / online survey for this investigation. The questionnaire was developed to identify and analyze students' psycho-social needs and difficulties in the distance education environment in times of crisis, as well as students' perceptions of university support for their psychological resilience and well-being. The questionnaire consists of five sections (Table 4).

Table 4. – Structure of the Questionnaire (R.2. Report, 2022, p.)

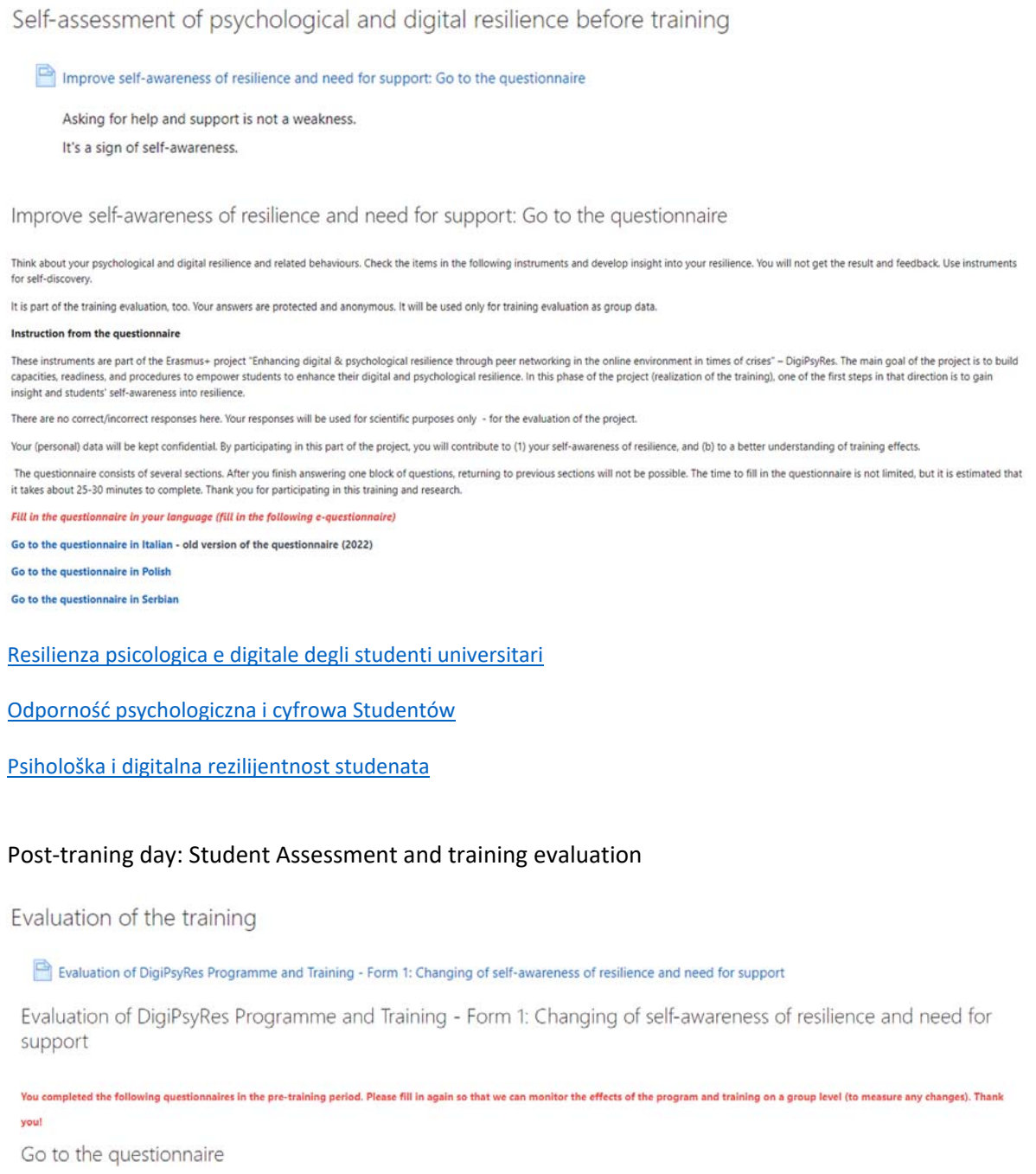
Part		
1	Social-demographic data	
2	Digital safety	This section deals with questions related to cyber-resilience and psycho-digital resilience, i.e. our capability to protect ourselves in cyberspace.
3	Psychological needs and difficulties	This section contains the Perceived Stress Scale (Cohen, et al., 1983; Cohen & Williamson, 1988) and questions on psychological needs or obstacles that students may have experienced, especially during the pandemic.
4	Psychological resilience and positivity	This section consists of KOP-26 (Gąsior et al., 2016), Brief Resilience Scale (Smith, et al., 2008) and Positivity Scale (Caprara et al., 2012).
5	Institutional, Interpersonal and Online Peer Support	This section consists of Interpersonal Support Scale (Cohen, et al., 1985), abbreviated version of Online social support questionnaire (Nick, et al., 2018) and questions about students' perception of theaccessibility of the support offered within their university/faculty.

This questionnaire (online version in three languages) was used before and after training and e-courses realization. For the analysis of the training effects, descriptive analysis and comparison between pre- and post-traning participants' resilience are used (comparing students resilience – comparing questionnaire results before and after the three-parts programme).

[2] R.2. Reports on the needs analysis results, 2022 Available on https://digipsyres.kg.ac.rs/wp-content/uploads/2022/08/R2_Report_on_the_needs_analysis_research_ENG.pdf

Measuring resilience in p-training and post-training activities

DigiPsyRes pre-training activities



Resilienza psicologica e digitale degli studenti universitari

Odporność psychologiczna i cyfrowa Studentów

Psihološka i digitalna rezilijentnost studenata

Post-traning day: Student Assessment and training evaluation

Fig. 10. Subpages view of tasks for resilience for selfassessment into the w-courses

Measuring results of learning: results on test A, test B and test C

Formative evaluation of the achievement of the participants was realized within e-courses during the implementation of activities and tasks and during training: specific tasks and self-evaluation test and quizzes used. The results of learning were measured during the process of education (formative evaluation) in the following ways:

- monitoring and evaluating pre-training activities;
- observing participants activities in the face-to-face learning process and evaluating the results from the Moodle platform and other onlinee tools used;
- monitoring and evaluating post-training activities.

A summative evaluation of the achievements of the participants in the international pilot training is realized at the end of the training. Three online knowledge tests for programmes A, B, and C are used for summative evaluation. The tests are realized online as quizzes and incorporated into the Post-training e-course. Tests consist of multiple choice tasks with one correct answer or more correct answers, alternative tasks/True-False, matching tasks and short answers.

Test A is used for measuring participants' results of learning in the programme A "Psychological resilience, well-being, and support" - including achievement in the e-course A and A training. Test A (fig. 11) consists of 20 items, all closed answer type. Participants had three attempts with mandatory period of 12 hours between attempts.

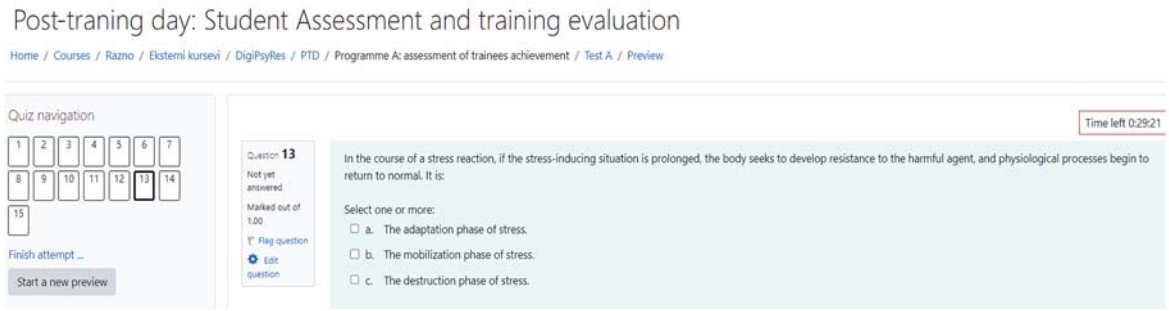


Fig. 11. Example – item from the A online test

Test B is used for measuring participants' results of learning in the programme B "Digital resilience and networking" – including achievement in the e-course B and B training. Test B (fig. 10.1.2.2) consists of the 20 items, all closed-answer type. Participants had 3 attempts with mandatory period of 12 hours between attempts, too.

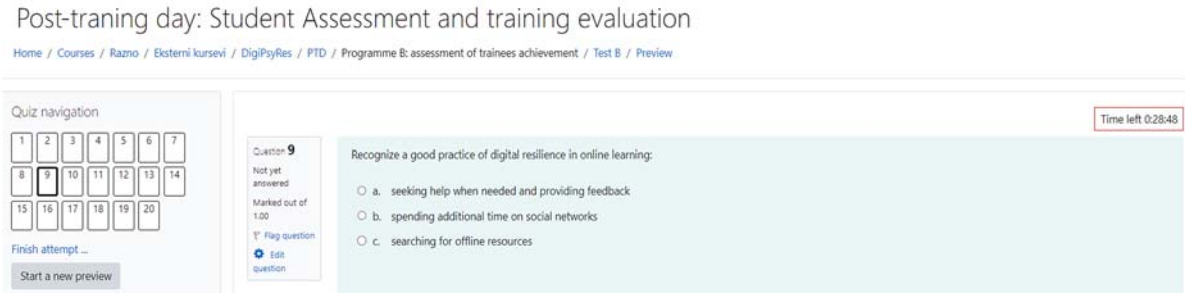


Fig. 12. Example – item from the B online test

Test C is used for measuring participants' results of learning in the programme C "Horizontal psychological support in digital network and ethical framework" – including achievement in the e-course C and c training. Test C (fig. 10.1.2.3) consists of the 30 items, all closed answer type. Participants had 3 attempts with mandatory period of 12 hours between attempts.

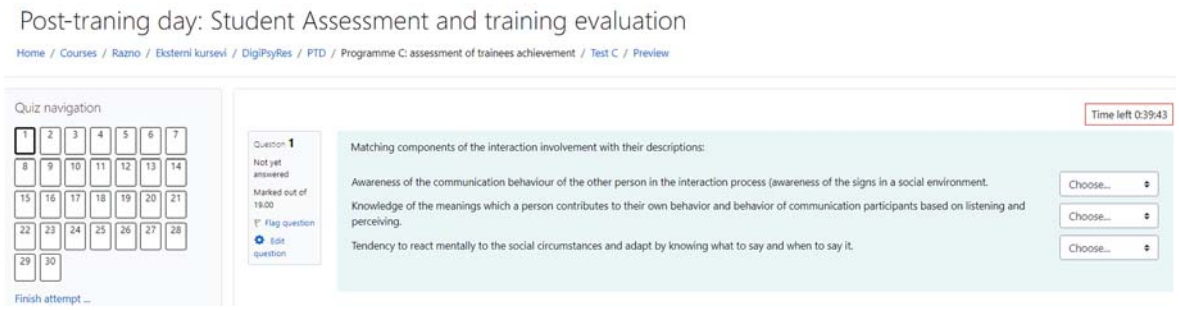


Fig. 13. Example – item from the C online test

Participants evaluation of the programme: training and e-courses

Important part of the international pilot training evaluation is investigation of how participants evaluate the programme (e-courses and trainings).

Two types of international pilot training evaluation will are implemented:

1. Evaluation of the training immediately after training:
   - Evaluation of A training: online survey developed in Google forms – Course evaluation questions;
   - Evaluation of C training: online evaluation in Mentee (participants wrote five important words as impression of the training);
2. Evaluation of the whole programme (three training and e-courses) at the end of all activities (after training and after completing activities in e-courses) is realized by the questionnaire in Post-training e-course in Moodle LMS (Appendix 5). The questionnaire is developed for the project and consists of the 55 items (questions) (Table 10.1.3.1). Based on the questionnaire, the evaluation of the whole programme, and of each programme separately (both training and e-course) are including teaching materials, applied e-tools, complexity of tasks and activities, way of implementing training, teaching communication.

Table 5. – Structure of the evaluation questionnaire (Apendix)

	N of items	Min	Max
General evaluation of the programme	5	5	25
Evaluation of A programme	12	12	60
Evaluation of B programme	16	16	80
Evaluation of C programme	13	13	65
Self-evaluation of engagement in the programme	8	8	40
Evaluation of the whole programme Step by step	54	54	270

N – number of items. Minimum – the smallest possible score. Maximum – the highest possible score.

11. Students-trainers international and university's team

Participation within the DigiPsyRes network offers students unique opportunities for personal growth, skill development, and meaningful engagement in promoting digital and psychological resilience among their peers.

How students can engage in the DigiPsyRes networking

To engage with the DigiPsyRes network, students have the opportunity to participate **at three distinct levels of involvement:**

1. **STUDENT TRAINEES.** Their focus is Skill Acquisition: Students may opt to complete the training sessions offered by the network, thereby acquiring new skills and knowledge pertinent to digital and psychological resilience. In that way, they enhance their well-being and benefit from the network.
2. **STUDENT SUPPORTERS.** Their focus is the Supporter Role: Upon successful completion of the training program, students are eligible to apply for the role of supporter within the network. As supporters, they actively contribute to the network's objectives and initiatives, providing assistance and guidance to their peers in navigating digital and psychological challenges. These students can become members of **a national** or **international** team of supporters.
3. **STUDENT TRAINERS**. Their focus is the Student Trainer Position: Alternatively, students who complete the training program can pursue the opportunity to become student trainers. In this capacity, they undertake a leadership role, facilitating training sessions and imparting their acquired knowledge and skills to fellow students within the network. These students are in charge of delivering national training programs (national level).

Who is student peer trainer?

Definition: A student trainer, also known as a peer trainer, is an individual who assumes the role of facilitating training sessions or educational programs for their fellow students or peers. Unlike traditional trainers who may be professionals or experts in a particular field, student trainers are typically peers who **have received training themselves** and are equipped with the knowledge and skills to deliver training sessions within their peer group. In the DigiPsyRes network, student trainers play a crucial role in peer education initiatives, sharing information, providing support, and promoting learning among their peers in a relatable and accessible manner.

Training and Accreditation:

Peer trainers are required to:

a) undergo training in fundamental skills necessary for their role (including listening skills, psychological first aid, and knowledge of referral options);
b) adhere to predetermined standards during their training before assuming their role; and
c) engage in continuous training, supervision, evaluation, and accreditation.

How to select student trainers – DigiPsyRes trainer selection procedure

I The university team for the DigiPsyResS network announces a call for students to apply for the trainer position for DigiPsyRes network training. In the call, details on how to apply (time, email address, etc.) are clearly stated.

II Candidates apply and attach the following supporting documents:

- Certificate of DigiPsyRes training program completion,
- Recommendation of the training programme coordinator,
- Confirmation that they are currently enrolled at one of the 3 partner Universities (organizational unit/faculty, department/study program, study year),
- Letter of motivation,
- CV,
- List of completed additional training programs in the field of peer communication, peer support, and pre-training for the other forms of psychosocial support,
- List of previous voluntary activities.

III The university team selects the trainers 7 days after the deadline for application submission.

IV Trained students are included as trainers for the other student groups (students-trainees).

V The students-trainers activities are constantly monitored by the university staff.

Selection criteria to Become a Student Trainer:

- Must be a member of the ‘’target population’’,
- Possesses considerable experience within the field relevant to the target population,
- Has completed all segments of the training program with a high level of achievement,
- Demonstrates a high level of motivation to become a trainer,
- Possesses previous teaching experience, such as student demonstrator, student-presenter, peer-tutoring, peer-mentoring, lecturing for peers, or collaborative team learning,
- Exhibits strong interpersonal skills,
- Displays readiness to learn and adapt
- Must undergo an application and selection process, including an interview with the DigiPsyRescproject team.

Mandatory training completion for prospective student trainers

The training for peers' support to improve psychological and digital resilience by peer networking "Step-by-step from trainees to trainers" consists of three parts (Table 11.5.1 same with the table 5.2.1):

Table 6. – Structure of the programme „Step by step from trainees to trainers and supporters''

Programme S 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

Duties of Student Trainers:

- Training Delivery: Student trainers are responsible for delivering training sessions to their peers on topics related to digital and psychological resilience.
- Support and Guidance: They offer support and guidance to peers seeking assistance with mental health and digital well-being concerns.
- Reporting: Student trainers are required to submit regular reports on their training activities, including attendance records, participant feedback, and any challenges encountered.
- Communication with Project Team: They communicate regularly with the DigiPsyRes Project Team, providing updates on their work, sharing insights, and seeking guidance when needed.
- By fulfilling these duties, student trainers play a crucial role in promoting digital and psychological resilience within their communities and contributing to the success of the DigiPsyRes Network.

Teams of student peer trainers

International and national student-trainer teams are visible on the portal of the network.

One team consists of less than six student-trainers – two for each subprogrammes. They will realize the training collaboratively.

12. International and national teams of student supporters

This section outlines the process for selecting student supporters who have previously completed the training and fulfilled other preconditions set by the network.

Selection Procedd for the DigiPsyRes International Team of Student Supporters:

- **Selection Criteria**: Students from Polish, Italian, and Serbian universities who have completed the training program and demonstrated exceptional understanding and commitment to digital and psychological resilience. As per the agreement, all candidates must possess English language competence at the level of B2 (CEFR).
- **Nomination:** Nominations are made by the respective universities based on academic performance, leadership qualities, and involvement in relevant extracurricular activities.
- **Interview:** Shortlisted candidates undergo an interview process conducted by the DigiPsyRes Project Team to assess their suitability for the role.
- **Final Selection:** The final selection of student trainers is made based on interview performance, academic credentials, and alignment with the network's goals.

The international team of supporters will be prominently featured on the portal, each member presented with concise yet informative bios highlighting their expertise, experience, and contributions to the DigiPsyRes network. Their profiles will showcase their dedication to promoting digital and psychological resilience, offering insights into their respective roles and responsibilities within the team. Alongside their bios, links to their social media accounts and contact information will be provided, allowing users to easily connect with them for guidance, assistance, or collaboration. This comprehensive presentation ensures that users have direct access to a diverse and knowledgeable support network, facilitating engagement and fostering a sense of community within the DigiPsyRes platform.

Selection Procedure for the DigiPsyRes National Team of Student Supporters:

- **Selection Criteria:** Students within each university who have completed the training program and met the preconditions outlined by the DigiPsyRes Network.
- **Application Process:** Interested students submit applications detailing their qualifications, motivations, and relevant experiences.
- **Review:** Applications are reviewed by a selection committee comprised of faculty members and project representatives.
- **Interview:** Shortlisted candidates participate in interviews to further evaluate their suitability for the role.
- **Final Selection:** The final selection of student trainers is based on application quality, interview performance, and alignment with the network's objectives.

13. Instructions for student-peer-supporters and student-peer-trainers

Peer support involves a supportive relationship between people who have a lived experience in common (CMA).

Peer Support – A supportive relationship between people who have a lived experience in common in relation to either their own mental health challenge or illness or that of a loved one (Sunderland et al., 2013, p. 46).

CMA "Peer support provides non-clinical emotional support to people experiencing emotional distress with the goal being to improve their mental health and help them recover through empowerment and hope.

Peer support may be informal (involving supportive conversations between peers who have not been formally trained) or formal (where individuals are specifically trained to provide support). It can be delivered one-on-one or in group settings."

"Peer support brings together people who share similar life experiences so they can provide each other with non-judgmental listening and advice related to life, work and other issues. (CMA)

Peers share insights, coping strategies, information and resources. They also act as sounding boards, providing insight, encouragement, help, hope and recovery for co-workers experiencing challenging situations, distress or big decisions.

Peer support in health care comes in many different forms, both formal and informal. It may be provided in a one-on-one setting or in a group, and may also include mentorship and coaching.

The four tasks of Intentional peer support building connection

- Building Connection.
- Helping each other understand how we've come to know what we know (worldview),
- Re-defining help as a co-learning and growing process (mutuality),
- Moving towards what we want, rather than away from what we don't want.

How to provide informal one-on-one peer support?

Here are some tips if you think a colleague could use some support: (CMA, 2020):

- Be available. Suggest a time and space to meet, listen and talk if needed.
- Provide the person with a safe zone to express their thoughts.
- Listen actively, openly and non-judgmentally, and encourage discussion.
- Be kind, empathetic and understanding, and share your experience so the person doesn't feel alone.
- Speak from the heart and share insight and knowledge gained through your experience.

- Encourage the person to seek help even if they feel fine.
- Stimulate conversation by asking, "I've noticed X or Y in you. How can I help?"

How to conduct a formal peer support group (CMA)?

The following tips, adapted from Session Lab's overview of essential facilitation skills Opens in a new window, can help those tasked with leading formal peer support groups (CMA):

- Design, plan and organize common objectives for peer support sessions.
- Start and end the sessions on time.
- Introduce yourself and welcome all members of the group.
- Set the context and explain the ground rules with clear guidelines and instructions to promote a safe, inclusive environment that fosters connection among participants.
- Stay neutral as you kick off the conversations.
- Throughout the session, use verbal tools (probing, paraphrasing, summarizing) and non-verbal skills (nodding, maintaining and engaged posture and facial expression) to keep the discussion moving.
- Highlight points of consensus, manage group dynamics and conflict, and summarize key takeaways.
- Intervene when necessary and help the group clarify outcomes.
- Watch timing and energy levels and keep the environment supportive to ensure productive discussions.
- Demonstrate empathy, active listening and flexibility.

Notes for virtual facilitators

Virtual meetings can present additional challenges: participants may be more easily distracted and it can be more difficult to pick up on physical cues or body language. In addition to the general tips above, the following can help you keep virtual groups engaged and productive (CMA):

- Keep the discussion focused, varied and not too information heavy.
- Incorporate movement to inject fun or energy into the group. Encourage people to get up from their computers and stretch, or try online energizers. See this list from Session Lab Opens in a new window for energizers that work well in online settings.

14. Role of the university staff in training programs and networking

University staff members will also be integral members of the teams, contributing their expertise and guidance to the DigiPsyRes network. Their inclusion ensures a comprehensive support system, combining the knowledge and experience of both students and faculty. These staff members will be prominently featured on the portal, providing users with valuable insights and resources to navigate digital and psychological challenges effectively. Each partner university is represented by a number of university staff members in all activities within the Network.

University staff play vital roles in both the training process and networking support within the DigiPsyRes initiative. As trainers, they leverage their expertise to deliver comprehensive training sessions, imparting valuable knowledge and skills to students and peers. Additionally, university staff members serve as crucial pillars of networking support, offering guidance, mentorship, and resources to facilitate effective communication and collaboration among participants. Their multifaceted involvement ensures the success and sustainability of the program, fostering a supportive environment conducive to digital and psychological resilience development. Furthermore, university staff are actively included in processes such as student selection, network monitoring, reporting and guidance, contributing to the program's overall effectiveness and alignment with organizational objectives.

Rules for University Staff Engagement

1. University staff members are required to familiarize themselves thoroughly with the content and objectives of the DigiPsyRes initiative.
2. Staff should actively engage in training sessions to stay updated on best practices and techniques for fostering digital and psychological resilience among students.
3. It is essential for university staff to maintain open communication channels with both students and other staff members involved in the program.
4. Staff members should provide guidance and support to students throughout their participation in the program, offering mentorship and resources as needed.
5. Regular monitoring and evaluation of the program's progress should be conducted by university staff to identify areas for improvement and ensure alignment with organizational goals.
6. University staff are encouraged to collaborate with other stakeholders to enhance the effectiveness and reach of the DigiPsyRes initiative within the university community.

15. Recommended resources for peer-trainers

In this part, there are only literature recommended for trainees – future trainers!

Recommended resources Programme A

A Complete Guide to the Wheel of Life. https://blossomthemes.com/wheel-of-life/

APA Dictionary: Resilience. https://dictionary.apa.org/resilience

Clough, P., Strycharczyk, D., & Perry, J. (2021). *Developing Mental Toughness: Strategies to Improve Performance, Resilience and Wellbeing in Individuals and Organizations*. Kogan Page.

Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A Global Measure of Perceived Stress. *Journal of Health and Social Behaviour*, 24(December), 385–396

Herrman, H., Stewart, D. E., Diaz-Granados, N., Berger, E. L., Jackson, B., & Yuen, T. (2011). What Is Resilience? *Canadian Journal of Psychiatry-Revue Canadienne De Psychiatrie*, 56(5), 258-265. https://doi.org/10.1177/0706743711056005

Gąsior, K., Chodkiewicz, J., & Cechowski, W. (2016). Kwestionariusz Oceny Prężności (KOP-26): Konstrukcja i właściwości psychometryczne narzędzi. *Polskie Forum Psychologiczne*, XXI(1), 76- 92. https://doi.org/10.14656/PFP20160106

Juczyński, Z., & Ogińska-Bulik, N. (2009). *Narzędzia pomiaru stresu i radzenia sobie ze stresem [Tools for measuring stress and coping with stress]*. Pracownia Testów Psychologicznych PTP

Kaličanin, P. i Lečić-Toševski, D. (1994). *Knjiga o stresu. (A book about stress).* Beograd: Medicinksa knjiga.

Liu, Y., & Huang, X. (2021), Effects of Basic Psychological Needs on Resilience: A Human Agency model. *Frontiers in Psychology*. 12:500035. doi: 10.3389/fpsyg.2021.700035

Rahimi, B., Baetz, M., Bowen, R., & Balbuena, L. (2014). Resilience, stress, and coping among Canadian medical students. Canadian Medical Education Journal, 5(1), e5. https://doi.org/10.36834/cmej.36689

Reco E., Christopher, P., & Bernard, J. (2008). The Brief Resilience Scale: assessing the ability to bounce back. *International journal of behavioral medicine*, 15(3), 194-200.mmended resources

Rutter, M. (2012). Resilience as a dynamic concept. Development and psychopathology, 24(2), 335–344. doi: 10.1017/S0954579412000028

Smith, B.W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: assessing the ability to bounce back. *International journal of behavioral medicine*, 15(3), 194-200.

Smith, B.W., Epstein, E.E., Oritz, J.A., Christopher, P.K., & Tooley, E.M. (2013). The Foundations of Resilience: What are the critical resources for bouncing back from stress? In Prince-Embury, S., & Saklofske, D.H. (Eds.), *Resilience in children, adolescents, and adults: Translating research into practice, The Springer series on human exceptionality* (pp. 167-187). New York, NY: Springer

Sood, S., & Sharma, A. (2020). Resilience and psychological well-being of higher education students during COVID-19: The mediating role of perceived distress. Journal of Health Management, 22(4), 606-617. https://doi.org/10.1177/0972063420983111 [

Tait, M. (2008). Resilience as a contributor to novice teacher success, commitment, and retention. Teacher Education Quarterly, 35(4), 57–75.

The Ultimate Wheel of Life Interactive Assessment. https://wheeloflife.noomii.com/

Recommended resourses Programme B

Aliyev, R., & Gengec, H. (2019). The Effects of Resilience and Cyberbullying on Self-Esteem. *Journal of Education*, 002205741985834. doi:10.1177/0022057419858346

Broadbent, J., & Lodge, J. (2021). Use of live chat in higher education to support self-regulated help seeking behaviours: a comparison of online and blended learner perspectives. *International Journal of Educational Technology in Higher Education*, *18*(1), 1-20.

Cyberbullying Research Center: Cultivating Resilience To Prevent Bullying and Cyberbullying, https://cyberbullying.org/cultivating-resilience-prevent-bullying-cyberbullying

Digital resillience framework
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/831217/UKCIS_Digital_Resilience_Framework.pdf

DIGITAL RESISTANCE: An empowering handbook for teachers on how to support their students to recognise fake news and false information found in the online environment (2020), Council of Europe, https://rm.coe.int/digital-resistance-handbook-21012021/1680a1269d

Evaluating Information: Information from the Internet, https://wit-ie.libguides.com/c.php?g=648995&p=4551538

How to identify fake news , https://www.kaspersky.com/resource-center/preemptive-safety/how-to-identify-fake-news

NIST Computer Security Resource Center, https://csrc.nist.gov/glossary/term/cyber_resiliency

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17. Appendix

Training agenda

Training evaluation questonnaire

Book of lectures (on CD)

Book of teaching presentations (on CD)

Training agenda

Agenda Training A for trainers – example from the international pilot training
Agenda Training B for trainers – example from the international pilot training
Agenda Training C for trainers – example from the international pilot training

R.4. A program – training
Psychological resilience, well-being and social support
Trainers' Agenda for International pilot training

Name: A program training: Psychological resilience, well-being and social support

Date: December 18, 2023, 8:45–15:00

Organizing institution: The Kazimierz Wielki University, University of Kragujevac

Venue: University of Kragujevac (Čačak and Kragujevac), The Kazimierz Wielki University (Bydgoszcz), University of Foggia (Foggia), AND REMOTE

Time	Duration	Session	What?
8:45–9:00	15 min	Registration of participants	Filling in the Attendance list
9:00–9:40	40 min	**INTRODUCTION**	Greetings, introduction of articipants, contract (terms of conduct), and Expectations
PART I – RESILIENCE AND STRESS			
9:40–10:10	30 min	**RESILIENCE**	Battery excercise, mini-lecture
10:10–11 :10	60 min	**STRESS**	Theory of stress, Sources of stress, Reactions to stress (human figure), Dealing with stress (recharging the batteries)
11:10–11:25	15min	**Break**	
PART II – COPING AND WELL-BEING			
11:25–12:40	75 min	**COPING**	Coping exercises: Breathing and Weight of fears
11:40–12:55	15 min	**Break**	
PART III – SOCIAL SUPPORT AND SUMMARY			
12:55–13:15	20 min	**WELL-BEING**	Wheel of life
13:15–14:00	45 min	**SOCIAL SUPPORT**	Sources and types of support; Map of my world; Institutional support and peer network
14:00–14:30	30 min	**SUMMARY**	Summary – addressing expectations from the beginning; Filling the Google evaluation form/or in person: Take away, what did you miss, what could have been better. Thanks and goodbye
14:30–15:00	30 min	**Lunch**	

Venue: next page

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

R.4. B program – training
Digital resilience and networking
Agenda for International pilot training – for trainers and facilitators

Name: B program training: Digital resilience and networking Date: January 10, 2024, 8:45–15:00 Organizing institution: University of Kragujevac, Serbia; Venue: University of Kragujevac (Čačak and Kragujevac), The Kazimierz Wielki University (Bydgoszcz), University of Foggia (Foggia) and VIA ZOOM PLATFORM			
Time	**Duration**	**Session**	**Description of activities**
8:45 – 9:00	15 min	Registration of participants	Filling in the attendance list, login to Moodle
9:00-9:20	20 min	**REFLECTING ON DIGITAL-RESILIENCE**	Students are reflecting on what they've learnt in pre-training using word cloud. One activity per group is used. Each activity (WORDCLOUD on Moodle) is marked with a country name. UNIKG will give global instruction.
B. PART I – INFORMATION SECURITY FUNDAMENTALS			
9:20–9:55	35 min	**INFORMATION SECURITY**	Presentation by UNIKG. Activity: brief discussion on Phishing: participant suggest how to detect a phishing e-mail. Facilitators write brief summaries in Zoom chat.
9:55-10:20	25 min	**INFORMATION LEAKAGE**	Introduction slides by UNIKG. Activity: Participants go to http://haveibeenpwned.com , enter their e-mails and get feedback if their mail/password/other personal data has been leaked somewhere. They log in to Moodle and briefly post their results in Chat – in Moodle. There is a common Moodle chat for this for all groups. It is sufficient to just briefly state if there was a leak and how many platforms were affected. Also, if plain passwords were leaked. CHAT activity haveibeenpwned.com
10:20-10:40	20 min	**CRYPTOGRAPHY FUNDAMENTALS**	Presentation by UNIKG
10:40 – 11:00	20 min	**Break**	

B. PART II – SOCIAL NETWORKS, PRIVACY CONTROL AND CYBERBULLYING			
11:00-11:35	35 min	**PRIVACY**	First, teacher asks participants what they think privacy is. Group facilitators collect answers and write in ZOOM chat. As all participants can read all messages, teacher reads just couple of selected answers aloud. Second: presentation on privacy, GDPR, device privacy. (UNIKG)
11:35-12:00	25 min	**MOBILE DEVICE PRIVACY**	Participants check if their mobile phones meet the privacy requirements. They briefly discuss inside groups - directly. Facilitators report from each group via zoom (about 1-2 mins per group tops)
12:00–12:15	15 min	**Break**	
12:15-13:15	60 min	**CYBERBULLYING**	Group work, organized by UKW 1. Team work – quiz to do in Moodle 2. Interactive task - www.menti.com, code: 6595 7304 3. Interactive task - www.menti.com, code: 5435 9100
13:15-13:30	15 min	**SOCIAL NETWORKS AND EXAMPLES OF PROTECTION MECHANISMS**	Presentation by UNIKG
PART III – DIGITAL RESILIENCE AND ONLINE LEARNING			
13:30–14:10	40 min	**ONLINE LEARNING AND DIGITAL RESILIENCE**	Presentation by UNIKG. Interactive activity: get feedback from participants on what challenges they faced and how they overcome it. Facilitators help participants to group (4 groups per country), briefly discuss and then the group representative writes in Forum on Moodle.
PART IV – INTERNET SOURCES AND CRITICAL THINKING			
14:10 – 14:35	25 min	**FAKE DATA**	Fake data: fake video, fake news. Recognizing fake video. Lead by UKW
14:35 – 14:45	10 min	**CLOSING REMARKS**	Comments and brief content of the post-training
14:45– 15:15	30 min	**LUNCH**	

Agenda – B program – training January 10, 2024.

Co-funded by the European Union
Enhancing digital and psychological resilience through peer networking in the online environment in times of crises – DigiPsyRes

R.4. C program – training
Horizontal Psychological Support
in the Digital Network and Ethical Framework
Trainers' Agenda for International Pilot Training

Name: C program training: Horizontal psychological support in the digital network and ethical framework
Date: January 12, 2024, 8:45–15:15
Organizing institution: University of Kragujevac, Serbia;
Venue: University of Kragujevac (Čačak and Kragujevac), The Kazimierz Wielki University (Bydgoszcz), University of Foggia (Foggia), AND REMOTE

Time	Duration	Session	What?
8:45–9:00	15 min	Registration of participants	Filling in the Attendance list
9:00-9:10	10 min	**ICE-BREAKING ACTIVITY**	Introductory activities
PART I – RESILIENCE AND STRESS			
9:10–10:20	80 min	**PEER SUPPORT: STUDENT NETWORK AND NETWORK BEHAVIOUR**	3 questions exercise, Ideal supporter, Video lecture (Peer support, benefits and effects), DIGI GLOSSARY, Being a news reporter
10:20–11:45	85 min	**PEER SUPPORTIVE COMMUNICATION**	Video lecture (Supportive communication, listening skills, interaction involvement, I-messages, Person-centered messages, encouraging messages) Workshop A (role play): situation of support seeking and providing Workshop B: analysis of the dialogue between support-seeker and supporter
11:45-12:00	15min	**Break**	
PART II – NON-PROFESSIONAL SUPPORT: TYPES AND RULES			
12:00–12:45	45 min	**NON-PROFESSIONAL PEER SUPPORT**	Identifying roles, Walking in another person's shoes, Video lecture, Kahoot Assessment
12:45-13:30	45	**RULES AND ETHICS**	Boundaries, Drafting the Ethics Guidelines, Video lecture
11:40–12:55	15 min	**Break**	

PART III – A WALK THROUGH DIGIPSYRES NETWORK PORTAL AND SUMMARY			
13:45–14:30	45 min	**HOW TO USE NETWORK PORTAL**	Getting to know the PORTAL
14:30–14:45	15 min	**SUMMARY**	Summary – Filling out the Google evaluation form
14:45–15:15	30 min	**Lunch**	

Evaluation questionnaire of DigiPsyRes Programme "Step by step from trainees to trainers and supporters" Form 2

Thank you for participating in the DigiPsyRes programme (e-courses and trainings). We hope you have personally benefitted from participating in this programme.

_____

Evaluate DigiPsyRes training (including e-courses) after completing pre-training activities, e-courses, training, post-training self-assessment and assessment activities!

We are waiting for you to finish activities in e-courses and complete tests in the post-training e-course!

The final step is evaluation.

Instruction:

For evaluation of different aspects of the DigiPsyRes programme, a 5-level scale is used. The five-point scale is used to allow you to express how much you agree or disagree with a particular statement. The five degrees mean:

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

In some cases (special statements), a five-point scale is used as a grading scale: 1 (very poor), 5 (excellent). Please read carefully!

This evaluation form consists of five parts.

P. First part: Evaluation of the DigiPsyRes programme (whole),
A. Second part: Evaluation of the A programme,
B. Third part: Evaluation of the B programme,
C. Fourth part: Evaluation of the C programme,
F. Fifth part: Evaluation of the participation.

	Questionnaire for Evaluation of the programme (e-courses + training)					
1.P	The content and activities of the three subprogrammes are connected and harmonized.	1	2	3	4	5
2.P	The training enabled communication and connection between students at our universities.	1	2	3	4	5
3.P	DigiPsyRes programme established communication in the e-courses.	1	2	3	4	5
4.P	I am satisfied with my training group.	1	2	3	4	5
5.P	Evaluate the quality of the lessons (structure and content) in e-courses; use the grade from 1 (very poor) to 5 (excellent).	1	2	3	4	5

6.A	The content and activities of the A e-course and A training are connected and harmonized.	1	2	3	4	5
7.A	Lessons in the A e-course are useful for the A programme outcomes.	1	2	3	4	5
8.A	The tasks in e-course A were well designed and realistic.	1	2	3	4	5
9.A	The workshops in the A training were dynamic and well-designed.	1	2	3	4	5
10.A	The leading trainer from A training and facilitator/trainer in my group coordinated activities and encouraged the work of the group.	1	2	3	4	5
11.A	I am satisfied with the exchange of ideas in remote online mode in A training between six university groups.	1	2	3	4	5
12.A	Evaluate the quality of the lessons in e-course A with a grade (from 1 – very poor to 5 - excellent).	1	2	3	4	5
13.A	The A programme contributed to my better understanding of psychological resilience.	1	2	3	4	5
14.A	The A programme contributed to my better understanding of the most frequent stress	1	2	3	4	5
15.A	The A programme contributed to recognizing reactions to stress (physiological, emotional, cognitive, behavioral).	1	2	3	4	5
16.A	The A programme contributed to developing my self-awareness in terms of my own resilience, stress and coping, and well-being.	1	2	3	4	5
17.A	The A programme contributed to developing my self-awareness in terms of seeking social support.	1	2	3	4	5
18.B	The content and activities of the B e-course and B training are connected and harmonized.	1	2	3	4	5
19.B	Lessons in the B e-course are useful for the B programme outcomes.	1	2	3	4	5
20.B	The tasks in e-course B were well-designed and realistic.	1	2	3	4	5
21.B	The workshops in the B training were dynamic and well-designed.	1	2	3	4	5
22.B	The leading trainer from B training and facilitator/trainer in my group coordinated activities and encouraged the work of the group.	1	2	3	4	5
23.B	I am satisfied with the exchange of ideas in remote online mode in B training between six university groups.	1	2	3	4	5
24.B	Evaluate the quality of the lessons in e-course B with the grade (from 1 – very poor to 5 – excellent).	1	2	3	4	5
25.B	The B programme contributed to my better understanding of the concepts of digital resilience and cyberbullying	1	2	3	4	5
26.B	The B programme contributed to my better recognition of digital disruption events and behaviours and most frequent threats.	1	2	3	4	5
27.B	The B programme contributed to improving my skills in applying basic digital protection mechanisms.	1	2	3	4	5
28.B	The B programme contributed to improving my skills in how to react to various cyberbullying scenarios.	1	2	3	4	5
29.B	The B programme contributed to developing the skills necessary to contribute positively to the network's collaborative and supportive environment	1	2	3	4	5
30.B	The B programme contributed to identifying my need to seek help from others in the context of online teaching and learning.	1	2	3	4	5
31.B	The B programme contributed to developing my skills to apply strategies for evaluating information on the network.	1	2	3	4	5
32.B	The B programme contributed to recognizing reliable URL addresses and ways of presenting checked information in an online context	1	2	3	4	5
33.B	The B programme contributed to improving my skills to apply rules for sharing information on the network.	1	2	3	4	5

34.C	The content and activities of the C e-course and C training are connected and harmonized.	1	2	3	4	5
35.C	Lessons in the C e-course are useful for the C programme outcomes.	1	2	3	4	5
36.C	The tasks in e-course C were well-designed and realistic.	1	2	3	4	5
37.C	The workshops in the C training were dynamic and well-designed.	1	2	3	4	5
38.C	The leading trainer from C training and facilitator/trainer in my group coordinated activities and encouraged the work of the group.	1	2	3	4	5
39.C	I am satisfied with the exchange of ideas in C training in remote online mode between six university groups.	1	2	3	4	5
40.C	Evaluate the quality of the lessons in e-course C with the grade (from 1 – very ppor to 5 – excellent).	1	2	3	4	5
41.C	The C programme contributed to my better understanding of the purpose and significance of the student support netwokr within the three higher education institutions.	1	2	3	4	5
42.C	The C programme contributed to familiarizing myself with the key roles and responsibilities of individuals involved in the network.	1	2	3	4	5
43.C	The C programme contributed to improving my insight into the expected behaviour and communication guidelines when interacting within the student network.	1	2	3	4	5
44.C	The C programme contributed to developing the skills necessary to contribute positvely to the network's collaborative and supportive environment.	1	2	3	4	5
45.C	The C programme contributed to exploring opportunities for active participation and engagement in the network's activities.	1	2	3	4	5
46.C	The C programme contributed to identifying available resources and support systems within the network for addressing student needs and challenges effectively.	1	2	3	4	5
47.F	I was familiar with the goals and rough content of the programme training before the training started.	1	2	3	4	5
48.F	I succeed in doing everything on the e-courses.	1	2	3	4	5
49.F	I succeed in reading all the lessons in e-courses.	1	2	3	4	5
50.F	The tasks in the e-courses were well-designed and realistic.	1	2	3	4	5
51.F	Workshops in the training at the faculties were well dynamic.	1	2	3	4	5
52.F	Workshops and activities in the training were well designed and harmonized by the concept of the whole programme.	1	2	3	4	5
53.F	The whole programme met my expectations.	1	2	3	4	5
54.F	I recommended to the other students and colleagues that they access this programme-training.	1	2	3	4	5
55.F	What is your training group?					

Book of Lectures – on CD

Book of Lectures Programme A

Book of Lectures Programme B

Book of Lectures Programme C

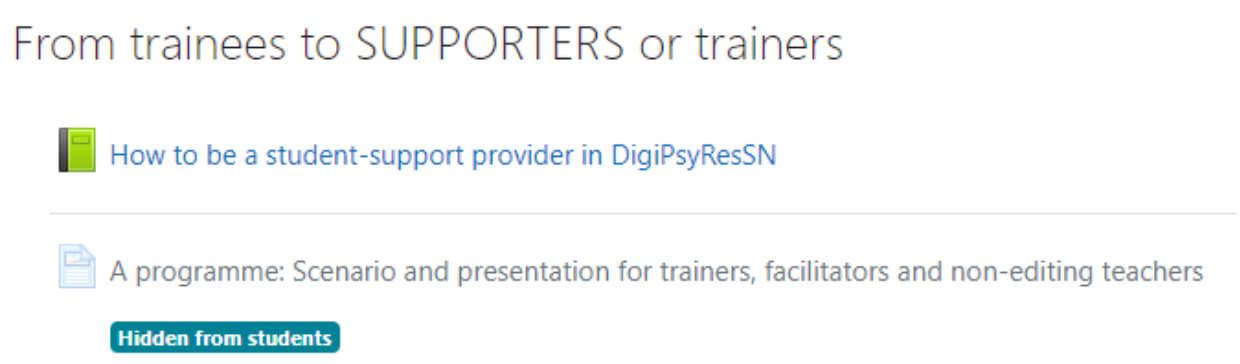
Book of teaching presentations – on CD

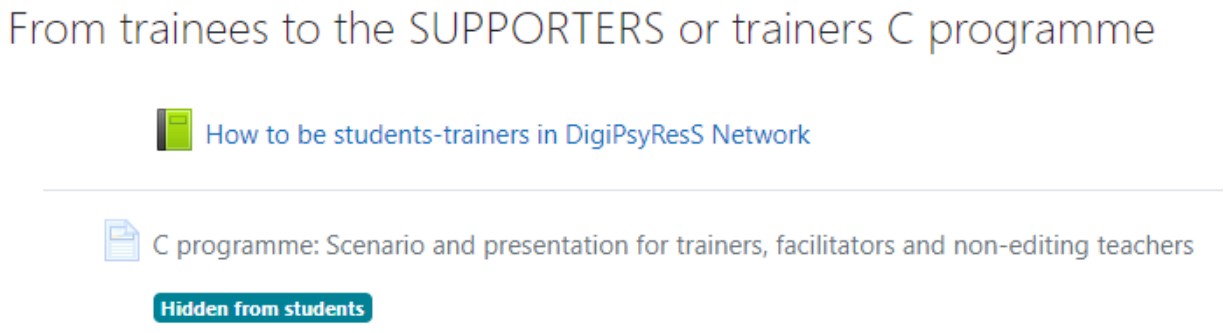
Book of teaching presentations Programme/training A

Book of teaching presentations Programme/training B

Book of teaching presentations Programme/training C

Workshop materials are in the e-courses in separate subpages for trainers and editing teachers.





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