

Topics and skills taught				
Education (Sections 2.1 to 2.5)	Workplace settings (Section 3.1)	Medical settings (Section 3.2)	Therapeutic settings (Section 3.3)	Everyday settings (Section 3.4)
Four core areas: <ul style="list-style-type: none"> • identify and understand emotions • self-control strategies • communication skills • dealing with conflict and problematic situations 	Diverse topics around 'emotional intelligence' <ul style="list-style-type: none"> • leadership skills • cooperation and communication skills • self-management and planning • other personal skills, e.g., via coaching 	Self-oriented skills: <ul style="list-style-type: none"> • stress, coping and life-style management Interpersonal skills: <ul style="list-style-type: none"> • patient-clinician communication e.g., motivational interviewing • empathic skills 	Therapy process (supporting the patient): <ul style="list-style-type: none"> • wide range of social and emotional skills depends on the patient's issues Training and skills development of therapists: <ul style="list-style-type: none"> • developing detailed self-awareness • active listening and empathy skills • techniques and approaches of the therapeutic approach 	Diverse topics: <ul style="list-style-type: none"> • non-clinical interventions, e.g., interpersonal skills courses, mindfulness based stress reduction • life-coaching and other commercial consultation • self-driven change
Shared across domains				
Key methods, based on procedural learning approaches: <ul style="list-style-type: none"> • supporting personal experience and opportunities to try out the skills in practice • using model situations, role-plays • slowly building to more complex situations, preferably based on real-world experiences of the learners • feedback from others is key during practice 				
Shared across domains				
Four learning principles (in bold) and the associated key challenges : <ul style="list-style-type: none"> • providing timely feedback (currently post-hoc, coming from trainer/peers) • creating opportunities for real-world practice (currently limited mostly to in-session training) • embedding learnt skills into everyday life (very little is possible for curricula designers at the moment) • facilitating learners' engagement and motivation 				
Challenges				
Methods				