

## **GUIDELINES FOR BHETA TRAINERS**

(Ethics, Standards & Performance)

The following guidelines encompass the guiding ethics, values and training principles applicable to the trainers with the Behavioral Health Services Education Training Academy (BHETA). BHETA holds all trainers and coordinators accountable to these principles in our work of delivering training to behavioral health staff, clients, and their families.

### **1. CORE VALUES:**

- a. Every effort should be made to ensure the physical and emotional safety of all trainees.
- b. Learning and development: facilitate knowledge acquisition; skill demonstration and practice; utilize strategies to promote transfer of learning; and, advocate for the development of learning organizations/communities.
- c. Cultural Competence: promote competence in understanding the uniqueness of individuals within their environment and recovery.
- d. Integrity: Promote a climate of trust and mutual respect.

### **2. ETHICAL STANDARDS:**

#### **A. Consumer/Client Focused:**

- a. Advocate for the well-being of consumer clients.
- b. Preserve and promote the dignity of clients discussed in training and development activities.
- c. Maintain the confidentiality of clients during training activities.
- d. Provide training activities that help trainees better understand and promote recovery of consumers, clients and their families
- e. Promote the philosophy of resilience and self reliance in consumers, clients and their families

#### **B. Participant/Trainee Focused:**

- a. Recognize, protect and where possible, enhance the dignity and worth of all trainees.
- b. Clarify expectations regarding:
  - ◆ training goals
  - ◆ roles of those involved in training activity
  - ◆ rules/policies impacting trainee:
  - ◆ interpersonal behavior in the classroom
- c. Provide a safe learning environment
  - ◆ Where content areas have the potential for causing emotional reactions, have a plan on how to handle reactions that support the trainee without distracting other trainees from their learning process.
  - ◆ Promote a climate of trust and mutual respect in training so that trainees feel supported enough to take risks to promote their learning and development.
- d. Promote trainee acquisition of knowledge and skills
- e. Help trainees plan for application of learning to the job.

### **3. TRAINER PERFORMANCE**

#### **A. Training Design:**

- a. Demonstrate ability to write appropriate content for the instructional objectives
- b. Demonstrate ability to organize instructional material in sequencing, integration of theory and practice, pacing of material, and depth of material in relation to audience
- c. Demonstrate the information to be delivered is relevant, current, based on evidence based practice, current research, literature and/or law review and best practice
- d. Demonstrate the ability to integrate BHS specific information and/or values .
- e. Demonstrate understanding of adult learning theory in designing curriculum.
- f. Incorporate a variety of methodologies to enhance learning
- g. Demonstrate the ability to use feedback and evaluation data to revise training curriculum

#### **B. Integration of BHS Themes:**

- a. cultural competence
- b. resilience
- c. recovery
- d. integrated co-occurring treatment
- e. Wrap-around

### **4. Competencies During Presentation of Training:**

#### **A. Training Delivery:**

- a. Demonstrate mastery of subject matter to be presented in curriculum
- b. Make effective use of multiple presentation styles (lecture, facilitated discussion, small group breakouts, role plays, case examples, technology, and handouts) to illustrate key points in training.

##### NOTE:

- ◆ Not all presentation styles need to be incorporated during the training day.
  - ◆ Technology may include the use of video clips, music, power point presentation, etc.
- c. Clearly state identified competencies and learning objectives
  - d. Manage conflict
  - e. Encourage audience participation
  - f. Create an environment where participants feel safe to explore ideas or disagree
  - g. Provide clear instructions for activities
  - h. Provide learning opportunities for the variety of learning styles defined by Adult Learning Theory