

## **GUIDELINES FOR TRAINERS**

(Ethics, Standards & Performance)

Rev March, 2021.

The following guidelines encompass the guiding ethics, values and training principles applicable to the trainers who partner with Responsive Integrated Health Solutions (RIHS). RIHS holds all trainers and coordinators accountable to these principles in our work of delivering training to behavioral health staff, people receiving services, 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. Person/Consumer or Family Focused:
  - i. Advocate for the well-being of people receiving services and their families.
  - ii. Preserve and promote the dignity of people discussed in training and development activities.
  - iii. Maintain the confidentiality of service recipients and their families during training activities.
  - iv. Provide training activities that help trainees better understand and promote recovery of consumers, people receiving services and their families.
  - v. Promote the philosophy of resilience and self-reliance in consumers, people receiving services and their families.
  - vi. Promote resiliency and recovery-oriented communication in all modalities through the use of trauma informed and person-first language.
- b. Participant/Trainee Focused:
  - i. Recognize, protect and where possible, enhance the dignity and worth of all trainees.
  - ii. Clarify expectations regarding:

1. training goals
  2. roles of those involved in training activity
  3. rules/policies impacting trainee
  4. interpersonal behavior in the classroom
- c. Provide a safe learning environment
- i. 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.
  - ii. 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:
- i. Demonstrate ability to write appropriate content for the instructional objectives
  - ii. Demonstrate ability to organize instructional material in sequencing, integration of theory and practice, pacing of material, and depth of material in relation to audience
  - iii. Demonstrate the information to be delivered is relevant, current, based on evidence-based practice, current research, literature and/or law review and best practice
  - iv. Demonstrate the ability to integrate Behavioral Health Services (BHS) specific information and/or values.
  - v. Demonstrate understanding of Adult Learning Theory in designing curriculum.
  - vi. Incorporate a variety of methodologies to enhance learning
  - vii. Demonstrate the ability to use feedback and evaluation data to revise training curriculum
- b. Integration of BHS Themes:
- i. cultural competence
  - ii. resilience
  - iii. recovery
  - iv. integrated co-occurring treatment
  - v. Wrap-around
- 4. Competencies During Presentation of Training**
- a. Training Delivery
- i. Demonstrate mastery of subject matter to be presented in curriculum

- ii. 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.
    - 1. Note: Not all presentation styles need to be incorporated during the training day.
    - 2. Technology may include the use of video clips, music, PowerPoint presentation, etc.
  - b. Clearly state identified competencies and learning objectives
  - c. Manage conflict
  - d. Encourage audience participation
  - e. Create an environment where participants feel safe to explore ideas or disagree
  - f. Provide clear instructions for activities
  - g. Provide learning opportunities for the variety of learning styles defined by Adult Learning Theory
5. Training Logistics
- a. Training Coordination:
    - i. Prior to the training date, you will be corresponding with a RIHS training coordinator. The coordinator is who you will be submitting all materials for review to and working with throughout the process of coordinating the training.
      - 1. Learning objectives are pre-determined and will be sent to the trainer by the RIHS coordinator.
    - ii. You will also be working with an RIHS Operations Coordinator who will send you your deliverable summary and forms that you will need to complete to train for RIHS.
    - iii. Lastly, you will also be hearing from the Academy's contracting department for your onboarding information, and instructions on invoicing and/or timesheet documentation.
  - b. Materials:
    - i. Trainers will provide an outline/agenda, PowerPoint, and training handouts to the coordinator of training by posted due dates.
    - ii. Bibliography and references are required for all materials.
    - iii. The coordinator will print any training handouts/activities (if applicable) that will be used during in-class instruction. PowerPoints will be sent to participants electronically as we strive to be an environmentally responsible organization.
    - iv. Trainer must submit a short, updated biography to be used on the RIHS website

- v. Trainer is required to submit a current resume/curriculum vitae which reflects expertise in training subject
- c. Cancellation Policy:
  - i. If you are unable to deliver your scheduled training/event, you must notify your Academy contact no later than FIVE (5) business days prior to the date of the scheduled training/event. In cases of emergency, notify your Academy contact as soon as possible.
  - ii. Occasionally the Academy is required to cancel a training/event. In this case, we will make every effort to notify you 5-7 business days prior to the scheduled training/event. We are unable to pay you for canceled training/events.
  - iii. Please be advised that the workforce development services you have been hired to provide are delivered through an agreement with the Academy/RIHS. You will only be compensated for the services outlined in that agreement.
- d. CE/Attendance policy:
  - i. All participant Continuing Education (CE) and attendance questions should be directed to the training coordinator.
  - ii. Participants have been reminded ahead of time, including the day of the training, that CEs are only available to those participants who stay for the entire training day or series, not missing 15 or more minutes of any day. There are no partial CEs.
  - iii. Participants are also made aware that missing more than 30 minutes of a training day or series results in no completion credit for the day and series if applicable.
- e. Training Day:
  - i. The trainer is required to arrive 30-minutes prior to the scheduled training start time.
  - ii. RIHS training coordinator will be present at the training, manage attendance and begin class with an introduction to the training covering the following:
    1. How training supports the County's vision
    2. Logistics for the training day
    3. Present a two-minute video on the importance of person-first language as it sets the tone for how we will be using language throughout the day and the importance of language in our lives and the lives of others.
- f. A full-day training is scheduled from 8:30 am-4:30 pm.
  - i. Full-day trainings have two 15-minute breaks, one mid-morning, and one mid-afternoon, as well as, a 1-hour lunch typically scheduled from 12-1 pm.

- g. Half-day trainings are scheduled from 8:30 am - 12:30 pm.
  - i. Half-day trainings have one 15-minute break mid-morning and no lunch break as the class is dismissed at 12:30 pm.