

MACMHB

State Training Guidelines Workgroup

Training/Curriculum Recommendations

The intent of this Training Guideline is for the development and presentation of training content. Curricula based on this guideline will contribute to statewide training quality, uniformity, and reciprocity.

Topic: *Train-the-Trainer*

Defining Paragraph (Vision, Boundaries, Overall Outcome Statement):

Skilled, qualified, outstanding trainers are the backbone of any training program. These position descriptions can include: training directors, training coordinators, training supervisors, and professional trainers. Train-the-Trainer should recognize and build on the strengths and experiences participants bring as well as provide current Best Practices and skill building opportunities. The competent trainer must have the following: a complete knowledge of the topic; a strong grasp of training techniques which support the adult learning model; and, an awareness of and sensitivity to the cultures of their students and the communities in which they work. This guide includes theory, skill practice, and feedback as essential elements for professional trainer development.

Definitions:

Content – These are a listing of the areas covered in the subject.

Outcomes/Competencies – These are statements about what participants will be able to do as a result of having participated in the course.

Outline – A suggested approach to meeting Outcomes/Competencies.

These three are interrelated, but not necessarily a one-to-one relationship.

Content:

1. Adult learning model
2. Assessments
3. Learning modalities
4. Group process
5. Training techniques
6. Classroom management
7. Design and development
8. MACMHB State Training Guidelines
9. Evaluation and feedback methods
10. Current technologies and Best Practices

Outcomes/Competencies:

Participants will:

1. Successfully describe the basic principles of the adult learning model and implications for practice.
2. Demonstrate the role of assessments:
 - a. Self
 - b. Training needs
 - c. Training materials and methods
3. Describe participatory learning methods and guidelines for their use.
4. Demonstrate a range of training techniques consistent with the adult learning model and current Best Practices.
5. Understand common training implementation practices, pitfalls, and successful strategies to ensure quality training.
6. Demonstrate the ability to prepare, prevent, and respond to a variety of situations that could affect training.
7. Demonstrate the ability to prepare, prevent, and respond to a variety of learner challenges which may affect the group learning process.
8. Describe and demonstrate the principles of instructional design.
9. Have an opportunity to practice the design and delivery of a training session using the MACMHB State Training Guidelines.
10. Demonstrate skills in evaluating individual learner progress.
11. Ability to provide outcome and evaluation methods to be used in training program development and/or impact.
12. Ability to develop a comprehensive list of local and statewide resources to create a support network for our trainees.
13. Apply above principles and skills to current technology systems where appropriate.

Outline/Recommendations:

1. Adult learning model and the impact of participatory learning
2. Assessment – both strengths and challenges
 - a. Self
 - b. Training resources
 - c. Training needs
3. Learning modalities
4. Group process
 - a. How groups work (versus individual)
 - b. Facilitating groups effectively (both large and small)
 - c. Maintaining balanced group involvement
 - d. Managing disruptive learners
5. Training techniques and methods including current Best Practices
6. Classroom management

- a. Use of physical space (including seating arrangements, lighting, sound, etc.)
 - b. Clear instructions (for successful completion of course, activities, late arrivals, long breaks, start & end time, testing, etc.)
 - c. Communication skills (ability to communicate in a variety of ways, vocal tone, inflection, variety, etc.)
 - d. Receptive skills (listening, observing, etc.)
 - e. Knowledge of policies and procedures (emergency situations, health issues, etc.)
7. Reasonable accommodations (legal accommodations such as interpreters for language, vision, etc., reasonable requests such as medical and physical conditions, and how to work with other accommodation requests)
 8. Training design, development, and implementation (continuous process improvement)
 - a. Looking at unmet need, requirement, request, etc.
 - b. Review MACMHB State Training Guidelines
 - c. Finding and developing content
 - d. Writing objectives and outcomes
 - e. Best method(s) to meet objectives and outcomes given resources available
 - f. Design best teaching approach
 - g. Field test your teaching approach
 9. Skill practice and participant feedback
 - a. Identify opportunities for skill practice
 - b. Objective measures for skill practice
 - c. Constructive feedback
 10. Methods of evaluation
 - a. Develop, test, and evaluate material(s)
 - b. Self-evaluation
 - c. Performance of participants
 - d. Training impact
 11. Resource inventory and support network
 - a. Enhancing training materials (i.e.; online, local resources, etc.)
 - b. Enhancing trainer skills (i.e.; Toastmasters, mentoring, online, etc.)
 - c. Enhancing training network (i.e.; American Society of Training & Development [ASTD], Michigan Health Association of Training [MHAT], etc.)
 12. Current training technology
 - a. Application of adult learning model (i.e.; local Community College, etc.)
 - b. Available resources for technology (i.e.; online, classroom, etc.)

- i. Trainer resources (i.e.; hardware, software, etc.)
- ii. Learner assistance (i.e.; hardware, software, etc.)
- c. Selection of appropriate technologies to training needs

Trainer Qualifications:

Check all that apply, be specific (years, degree, skills, etc.):

- College Degree: preferred
- License:
- Years' Experience (please specify below):
- Documented Skill Set: Successful application of the adult learning model in participatory and other formats, training needs assessment, training program design, and evaluation.
- Training Experience: A minimum of two years of experience as a trainer in the behavioral health field.
- Trainer in Adult Learning Styles/Methods
- Other:

Specified experience: Use of Best Practices in a Strength-based approach. Knowledge of MDHHS contract is recommended.

Length of Training:

2-3 days. Additional days may be added for training in specific content areas.

Format:

The acceptable format(s) for the class:

- Blended Learning (Online + Instructor-Led)
- Instructor-Led Class
- Instructor-Led Webinar
- Online Course
- Other (specify):

Teaching Methods:

These are the best methods for teaching course content. Additional methods may also enhance learning.

- Individual (as shadow/mentor relationship demonstrating all Outcomes/Competencies)
- Classroom/Group

- Lecture
- Discussion
- Skills Practice
- Return demonstrations
- Activities
- Videos
- Online Activities
- Individual Assignments
- Homework assignments
- Other (specify):

Method of Assessment:

How to measure entry level competency in this course.

- Written Test Performance Indicator: 80%
- Return Demonstration Performance Indicator: Pass/Fail
- Online Test (supplemental) Performance Indicator: 80%
- Skill Sheet Performance Indicator: Pass/Fail
- Homework Assignment(s) - Desirable
- Observation with sign-off sheet - Desirable
- Other: Passing the written test alone is not sufficient. Successful completion of Return Demonstration and Skill Sheet must be weighted more heavily than written test. Feedback from trainer and participants is also an essential element of successful completion.

Scope of Implementation:

Training recommended for:

- Specialized Residential direct care staff/home managers
- Specialized Residential Administrators
- Community Living Supports (CLS)
- Skill-Building Assistance (Pre-Voc Skill Building / Non-Voc Skill Building)
- Supported/Integrated Employment Service (i.e. Clubhouse, Competitive Employment, volunteer)
- Supported Living staff
- Adult Foster Care staff
- Respite Service staff
- Self-Determination staff
- In-Home service staff (children's program)
- Foster Family Group Home staff
- Child-caring Institutions (Children's Group Home) staff
- As identified in the Individual's Person Centered Plan
- Other employee group (specify): Requirement for qualified individuals interested in becoming trainers or option for current trainers

Frequency:

It is recommended the content be reviewed/retaken.

- Initial & As Needed
- Initial & Annual
- Initial & Every two (2) years
- Initial & Every three (3) years
- As directed by the Individual Plan of Service
- Other:

Additional Comments:

This curriculum guide is designed for building training capacity for new trainers or trainers who wish to enhance their skills.

References/Legal Authority:

- 1) MCL 400.710(3)
- 2) R330.1801 et. seq.
- 3) MI Admin Code R 330.1806 et seq.
- 4) MDHHS Contract Part II Section 6
- 5) Prevailing State Guidelines and Practice Protocols

Note: If training is for an adult foster care facility/home adult foster care staff must also comply with the adult foster care administrative rules. In addition, in those situations where the contents of the training conflict with an administrative rule, the rule prevails.