

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 uniformity, reciprocity, and portability.

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Topic: *Train-the-Trainer*

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

Skilled, qualified, outstanding trainers are the backbone of any training program. 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 is aware and sensitive to the cultures of their students and the communities in which they work and is also an exemplary role model of current Best Practices. This course includes theory, skill practice, and feedback as essential elements for 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. Please indicate expectations and minimum competency criteria.

Content:

1. Adult learning model
2. MACMHB State Training Guidelines
3. Assessment tools
4. Communication process
5. Group process
6. Training techniques
7. Current technologies and Best Practices
8. Design and development
9. Evaluation and feedback methods

Outcomes/Competencies:

Participants will:

1. Successfully describe the basic principles of the adult learning model and implications for practice.
2. Demonstrate a range of training techniques consistent with the adult learning model and current Best Practices.
3. Describe participatory learning methods and guidelines for their use.
4. Describe and demonstrate the principles of instructional design.
5. Apply group process intervention strategies to facilitate the learning process.
6. Have an opportunity to practice the design and delivery of a training session using the MACMHB State Training Guidelines.
7. Demonstrate the role needs assessment, outcome measurements, and method of evaluation plays in overall training program development.
8. Demonstrate skills in evaluating individual learner progress and overall program impact.
9. Begin development of resource inventory and a support network.
10. Apply above principles and skills to current technology systems where appropriate.

Outline/Recommendations:

1. Assessment – both strengths and challenges
 - a. Self
 - b. Training resources
 - c. Training Needs
2. Adult learning model and the importance of participatory learning
3. MACMHB State Training Guidelines
4. Interpersonal communication
5. Group process
6. Training techniques and methods including current Best Practices
7. Writing objectives
8. Current training technology
 - a. Application of adult learning model
 - b. Available resources for technology
 - i. Trainer resources
 - ii. Learner assistance
 - c. Selection of appropriate technologies to training needs
9. Training design practice
 - a. Classroom
 - b. Other formats
10. Skill practice and participant feedback
11. Methods of evaluation
 - a. Self

- b. Performance of participants
 - c. Training impact
12. Planning for implementation

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: Must have content expertise.

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

Length of Training:

3 day minimum. Additional days may be added for training in specific content areas.

Format:

The acceptable format(s) for the class:

- Traditional "live" class.
- Online Class (for supplemental information)
- Self-study Unit (for supplemental information)
- Video Class
- 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):
- 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
- Specialized Residential Administrators
- Supported Living staff
- Adult Foster Care staff
- Respite Service staff
- Self-Determination staff
- Home-based services staff
- Foster Family Group Home staff
- Child-caring Institutions (Children's Group Home) staff

- 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
 Annual
 Every two years
 As needed
 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) DCH Contract FY 13 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.