GUIDELINES FOR TRAINERS
(Ethics, Standards & Performance)

The following guidelines encompass the guiding ethics, values and operating principles applicable to the staff and contract trainers with the Public Child Welfare Training Academy (PCWTA). The expectation is that these guiding principles be embraced to enable the highest level of behavior and training content for trainers and staff. We should and will all be held accountable to these principles in our work of delivering training in the important field of child welfare practice.

1. **CORE VALUES**:
    - V.1   Every effort should be made to ensure the physical and emotional safety of all trainees.
    - V.2   Learning, development, self-awareness and self-actualization: facilitate knowledge acquisition; skill demonstration and practice; explore values and attitudes; increase self-awareness and metacognitive abilities; utilize strategies to promote transfer of learning; and, advocate for the development of learning organizations/communities.
    - V.3   Human Services Leadership: Training professionals provide leadership in human services through training and development activities.
    - V.4   Individual Uniqueness, Cultural Diversity and Competence: value diversity in our society and promote competence in understanding the uniqueness of individuals within their environment.
    - V.5   Self-Determination: respect the right of the learner to determine what, when, and how it is best for that individual to learn. In addition, advocate in their practice the importance of self-determination for those who receive and/or are in need of human services.
    - V.6   Integrity: Promote a climate of trust and mutual respect.

2. **ETHICAL STANDARDS**:
    a.   **Human Services Recipients/Client Focused**:
    - CL.1   Advocate for the well-being of human services recipients.
    - CL.2   Preserve and promote the dignity of clients discussed in training and development activities.
    - CL.3   Maintain the confidentiality of clients during training activities.
    - CL.4   Provide training activities that help trainees better understand and promote the well-being of human services recipients.
    b.   **Participant/Trainee Focused**:
    - P.1   Recognize, protect and where possible, enhance the dignity and worth of all trainees.
    - P.2   Clarify expectations regarding: 1) training goals; 2) roles of those involved in training activities; 3) rules/policies impacting trainee: attendance policy, TOL, confidentiality, etc.; 4) interpersonal behavior such as how to respectfully disagree with others.
    - P.3   Promote trainee physical and emotional safety.
    - P.4   When there is a potential risk of harm or discomfort, the trainee should be made aware of the risk and potential for learning and be given the opportunity

to participate or not.

P.5　　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. If an eLearning or webinar, be prepared to offer resources that the trainee may access during or after the eLearning and/or webinar.

P.6　　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.

P.7　　Promote trainee acquisition of knowledge and skills as well as trainee self-awareness and self-development.

P.8　　Help trainees plan for application of learning to the job.

P.9　　Provide clear guidelines on procedures for providing feedback/evaluation.

P.10　　Admit trainees to training without discrimination as to race, gender, age, disability, sexual orientation, religion or national origin.

(The preceding is taken from the NSDTA [National Staff Development & Training Association] and American Public Human Services Association document, "The NSDTA Code of Ethics for Training and Development Professionals in Human Services: Case Scenarios and Training Implications". Copyright
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3. TRAINER PERFORMANCE

1. Competencies Prior to Training Presentation

1.1. Prior to training presentation:

a. Demonstrate ability to establish clearly identified competencies and learning objectives for training that are behaviorally based

b. Demonstrate ability to write appropriate content for the instructional objectives

c. Demonstrate ability to organize instructional material in sequencing, integration of theory and practice, pacing of material, and depth of material in relation to audience

d. Demonstrate the information to be delivered is relevant, current, based on evidence based practice, current research, literature and/or law review and best practice

e. Demonstrate the ability to integrate information/curriculum required by PCWTA to be delivered

f. Demonstrate the ability to use trainee feedback and evaluation data to revise training curriculum

1.2. Knowledge and Application of Learner Needs and Characteristics:

a. Demonstrate understanding of adult learning theory in designing curriculum.

b. Incorporate a variety of methodologies to enhance learning

c. Can develop learning objectives that identify behavioral outcomes for the adult learner on the competency to be addressed

1.3. Integration of Diversity in Curriculum Design:

a. Demonstrate ability to integrate diversity into curriculum that is relevant

1.4. Mastery of Subject Matter:
  a. Demonstrate mastery of subject matter to be presented in curriculum

2. Competencies during Presentation of Training:

2.1. Curriculum Design:
  a. Clearly state identified competencies and learning objectives
  b. Arrange content in a logical, coherent and well-developed manner
  c. Arrange concepts to make the most effective use of the allotted time**d.** Create and follow the lesson plan
  e. Link material to previous sections and provides closure before moving to subsequent sections
  f. For standardized classes, follow the format of the curriculum

2.2. Knowledge and Application of Subject Matter:
  a. Display a clear understanding of the subject matter
  b. Integrate theory and practice
  c. Provide examples of Evidence-Based Practice or best practice concepts
  d. Include appropriate materials and information on Fairness & Equity through activities, discussion or lecture. This discussion includes an understanding of the disproportionate representation of children of color in the child welfare system. It also extends to the ability to integrate discussion, in the training delivery, of -diversity as it relates to the diversity in our society as well as within the child welfare population. This discussion may include discussion related to ethnicity, race, class, culture, lifestyle, gender, sexual orientation, physical and cognitive abilities, and socio-economic status or poverty.
  e. Demonstrate cultural sensitivity in response to the diversity in the training room

2.3. Transfer of Learning: Knowledge and Application of Learner's Needs and Characteristics:
  a. Understand and incorporate adult learning theory
  b. Relate content to the trainee's job duties and assignment
  c. Present content that is appropriate for the trainee's knowledge and/or skill level
  d. Present information that is useful to the trainee when the trainee is back on the job
  e. Develop appropriate activities that facilitate the trainee's ability to take what is learned in the classroom and apply it back on the job.

2.4. Application of Instructional Strategies:
  a. 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:
  b. Not all presentation styles need to be incorporated during the training day.
  c. Technology may include the use of video clips, music, power point presentation, etc.
  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

2.5. Presentation Skills:
  a. Ability to play different roles (lecturer, facilitator, group processor, observer, evaluator, etc.) as needed during the training
  b. Ability to be clear, engaging and effective

c. Ability to stimulate discussion
d. Ability to be responsive to participants
e. Ability to reflect alternative views and handle differences of opinion with an open mind
f. Effectively project voice
g. Ability to present materials in a clear and concise manner
h. Use appropriate body language
i. Provide relevant stories to enhance learning
j. Maintain appropriate boundaries
k. Ask probing questions that encourage critical thinking
l. Promote ethical conduct and professionalism through modeling and positive reinforcement
m. Maintain confidentiality.

3. eLearning and Webinar
a. Become familiar with the best practices in developing self-paced eLearning modules and webinars.
b. Incorporate where appropriate, trainee participation through critical thinking activities, engagement activities and skill application.
c. Provide resources and accessibility to trainer so that trainees can have an opportunity to ask questions.
d. Coordinate with PCWTA staff to delivery eLearning and or webinar training