

TPAAN Expectations and Responsibilities

Trainer Expectations and Responsibilities

Participating in the TPAAN Project will require an investment from trainers, but the payoff will be big for you and those in your community. Below are the expectations and responsibilities of trainers.

- ✓ Participate in one of the 3 Train-the-Trainer sessions
- ✓ Follow the TPAAN curriculum as designed
- ✓ Use all the learner handouts
- ✓ Ensure DAS complete pre and post paperwork
- ✓ Identify a training site based on specifications from PHI
- ✓ Arrange for food at the training session up to \$17.50 per day per individual
- ✓ Recruit the DAS to attend with assistance from consultant
- ✓ Conduct at least 3 training session with a maximum of 60 DAS serving people 60 and older by September 15, 2015.¹
- ✓ Report to PHI any way to improve the curriculum and training program, and DAS questions that you have difficulty answering.

PHI Expectations and Responsibilities

In turn, PHI is here to make sure you have everything you need to become a successful trainer in the TPAAN Project and beyond! As part of this project, PHI will support trainers in the following ways:

- ✓ Conduct a 3-Day Train the Trainer
- ✓ Provide ongoing support and opportunities to provide feedback on their local TPAAN trainings
- ✓ Provide supply box and learner handouts
- ✓ Pay for food during local TPAAN trainings up to \$17.50 per day per individual
- ✓ Assist with recruitment of DAS
- ✓ Assist with finding a local TPAAN training site, if needed
- ✓ Pay trainers \$30 per each person who completes a local TPAAN training and the required forms.

¹Trainers can continue to use the curriculum and conduct as many classes as you want but must complete the learner pre and post paperwork. For these extra trainings, the grant will not be able to pay you, provide food, or money for food. PHI can work with you or your sponsoring organization to find funding to support additional trainings and refer employers to you who want a TPAAN conducted.

TPAAN ~~ Adult Learner Centered Approach Trainer Skill and Comfort Level Self-Assessment

To help us understand your background, skills and style as a trainer, we would like you to complete the following survey. For each area, please rate yourself on a scale of 1-10, where 1= very low; 10= very high. Feel free to make comments in the space provided.

I am comfortable leading groups:

1 2 3 4 5 6 7 8 9 10

I enjoy teaching:

1 2 3 4 5 6 7 8 9 10

I like to use interactive training or group facilitation techniques:

1 2 3 4 5 6 7 8 9 10

I am interested in learning new ways of teaching and working with groups and individuals:

1 2 3 4 5 6 7 8 9 10

I am comfortable participating in self-reflection activities:

1 2 3 4 5 6 7 8 9 10

I am comfortable with change:

1 2 3 4 5 6 7 8 9 10

I use good listening skills:

1 2 3 4 5 6 7 8 9 10

I am effective as a supervisor:

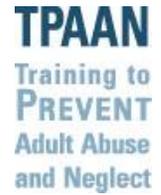
1 2 3 4 5 6 7 8 9 10 not applicable

I believe that it is possible to prevent abuse and neglect:

1 2 3 4 5 6 7 8 9 10



TPAAN
Training to
PREVENT
Adult Abuse
and Neglect



TPAAN Trainer Application

Personal Information

Full Name: _____
Last *First* *M.I.*

Address: _____
Street Address *Apartment/Unit #*

City *State* *ZIP Code*

Home Phone: _____ Cell or Alternate Phone: _____

Email _____
Ongoing communication will be by email though other arrangements can be made if needed. Will email work for you as a primary communication vehicle? Yes No

Job Information

Current
Title: _____ Employer: _____
Supervisor: _____ Department: _____

Do you have permission from your current employer to participate in this project? Yes No

May we contact your current supervisor? Yes No

Supervisor's Phone Number: _____ Supervisor's Email: _____

What percentage of people served by your agency are 60 years of age or older? _____

Previous work, volunteer, or civic experience (feel free to attach a resume): _____

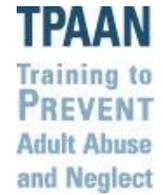


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PHI's Qualities of Successful Adult Learner-Centered Trainer Candidates

The TPAAN curriculum uses an Adult Learner-Centered (ALC) training approach that is highly interactive and pulls from the knowledge and experience of learners as well as the expertise of the trainer. In selecting trainers to deliver ALC trainings, PHI looks for people who demonstrate the following characteristics, as they have the strongest foundation from which to learn the technical skills and knowledge to be effective and successful adult learner-centered trainers.

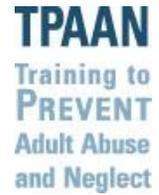
- **Strong communication and relationship skills.** Trainer candidates constructively and effectively communicate and interact with peers, subordinates and managers. They are warm and engaging with others. This, along with their other positive qualities including those that follow, allow candidates to be seen (or as having the potential to be seen) as informal leaders and great team members within their organization or community.
- **Avid learners.** Candidates actively pursue new knowledge and skills to enhance their capacity to engage successfully in their work and personal lives, and look forward to teaching as a great learning opportunity.
- **Subject matter expertise.** Candidates have thorough knowledge and skills pertaining to long term supports and services, particularly home and community based services, and a breadth and depth of experience in applying them in practical work settings.
- **Open minded.** Candidates are interested in and focus on understanding, respecting, and valuing divergent points of view.
- **Reliability.** Candidates have good attendance records, are on time for planned activities, and deliver commitments on time.
- **Patient, creative and persistent.** Candidates are able to sustain interest and effort in work that does not progress smoothly and suffers setbacks and stalls with an optimistic and positive attitude. They conceive and risk new approaches to keep initiatives moving forward.
- **Caring and compassionate attitudes towards others.** Candidates strive to respond to others without blame and judgment and focus on seeing the potential of those they interact with. They express belief in others' good intentions and understanding of the challenges that interfere with their ability to give their best. They focus on building quality relationships with others, particularly with all people using long-term care services.



- **Culturally competent.** Candidates are aware and respectful of racial, ethnic, social, religious, economic, sexuality-related and generational culture differences, and are open to engaging with others and learning from them.

Candidates will also **support the key principles of Adult Learner Centered Training**, which assert the importance of:

- ♦ Creating a safe learning environment
- ♦ Making the training “relevant”
- ♦ Ensuring that students’ knowledge, skills, experience and attitudes enrich the learning for all participants
- Structuring opportunities for people to learn by doing and reflecting rather than lecture



TPAAN Trainer Candidate - Self-Evaluation Questionnaire Adult Learner Centered Training Characteristics

Candidate Name: _____
(Please Print) Date

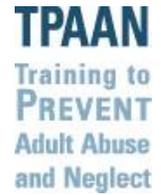
Please feel free to add more pages if necessary.

Strong Communication and Relationship Skills. Trainer candidate demonstrates ability to constructively and effectively communicate and interact with peers, subordinates and managers. S/he is warm and engaging with others. This, along with his or her other positive qualities, including those that follow, causes the candidate to be seen (or as having the potential to be seen) as an informal leader and team member.

Q: How would you facilitate cooperation with co-workers and establish rapport with participants?

Avid learners. Candidate has demonstrated ability to actively pursue new knowledge and skills to enhance his or her capacity to engage successfully in work and personal life, and looks forward to teaching as a great learning opportunity.

Q: What has been the most impactful thing that you have learned in the last year?



Patience, Creativity, and Persistence Candidate demonstrates ability to sustain interest and effort in work that does not progress smoothly and suffers setbacks and time lags with an optimistic and positive attitude. She or he conceives and risks new approaches to keep initiatives moving forward.

Q. Can you describe your strategy to recruit attendees to TPAAN trainings?

Culturally Competent. Candidate is aware and respectful of racial, ethnic, social, economic, sexuality-related and generational culture differences, and is open to engaging with others and learning from them.

Q. Describe how you have had to teach or coach someone who is different than you?
