

# WORKING WITH EDUCATORS

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## IN THIS SECTION

1. [Orienting and Training New Educators](#)
2. [Educator Job Description](#)
3. [EBP Educator Competencies](#)
4. [Educator Orientation Checklist](#)
5. [Professional Development & Resources for Educators](#)
6. [Professional Development Plan](#)
7. [Managing Challenging Behavior](#)

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## Orienting and Training New CAPP and PREP Educators

Here are a few strategies and resources for assessing, orienting and preparing new educators for EPB implementation. You may wish to create a formal professional development plan with the educator. A template is provided as part of the CAPP or PREP Toolkit.

### Phase 1: Preparing for implementation

- All new educators have to complete the online implementation course. This will give them a good understanding of what evidence-based programs are and why they need to be implemented with fidelity and quality. Use the following link to obtain log-in information for a new educator: [https://cornell.qualtrics.com/jfe/form/SV\\_9TZkbVIL5z9k2Sp](https://cornell.qualtrics.com/jfe/form/SV_9TZkbVIL5z9k2Sp)
- New educators may want to explore the CAPP/PREP section of the ACT website to gather additional information about the projects and its goals as well as EBP implementation. Go to [http://www.actforyouth.net/sexual\\_health/community/capp/](http://www.actforyouth.net/sexual_health/community/capp/)
- Assess each educator's competencies and/or have them self-assess their skills and readiness. For tools go to [http://www.actforyouth.net/sexual\\_health/community/capp/educators.cfm](http://www.actforyouth.net/sexual_health/community/capp/educators.cfm)
- If they require additional training in human sexuality, there are web based resources available at [http://www.actforyouth.net/sexual\\_health/community/capp/educators.cfm](http://www.actforyouth.net/sexual_health/community/capp/educators.cfm) (side bar). Answer at Rutgers offers interactive online courses (<http://answer.rutgers.edu/page/training> ). Regional workshops may be available through Planned Parenthood.
- New educators need time to familiarize themselves with the EBP/curriculum. Attending a training of educators is recommended, if available. See CAPP/PREP training schedule at [http://www.actforyouth.net/sexual\\_health/community/capp/calendar.cfm](http://www.actforyouth.net/sexual_health/community/capp/calendar.cfm)
- In-house practice is also recommended. New educators can prepare and deliver EBP activities to staff during staff meetings or special training sessions. This type of practice will help educators identify and address timing issues, enhance presentation skills and clarify if they fully understand the objectives, content and teaching strategies of the activity.
- Observing/shadowing an experienced educator is another effective strategy to onboard a new educator. A natural next step will be have new educators co-facilitate with experienced educators.
- Finally, educators need to learn and familiarize themselves with the online reporting system. Resources and a tutorial are available at [http://www.actforyouth.net/sexual\\_health/community/capp/ebp/reporting.cfm](http://www.actforyouth.net/sexual_health/community/capp/ebp/reporting.cfm) . ACT for Youth staff is also available to do a tutorial/training through a web meeting.

### Phase 2: Enhance implementation skills

- Once educators start implementing on their own, feedback is very valuable. For feedback tools, including a self-reflection tool as well as a youth satisfaction survey, go to [http://www.actforyouth.net/sexual\\_health/community/capp/educators.cfm](http://www.actforyouth.net/sexual_health/community/capp/educators.cfm) . If the educator is implementing the EBP in a classroom, feedback can be provided by the classroom teacher. See

the venue survey on the shared resources page

[http://www.actforyouth.net/sexual\\_health/community/capp/resources.cfm](http://www.actforyouth.net/sexual_health/community/capp/resources.cfm)

- Additional in-house practice is recommended as well. Once new educators start implementing on their own, they will recognize activities they struggle with or have questions about.
- Twice a year educators have to be observed by the supervisor. This is a great opportunity to provide positive and constructive feedback, identify training needs and develop professional enhancement plans. A protocol and tools for observation are available at [http://www.actforyouth.net/sexual\\_health/community/capp/ebp/observations.cfm](http://www.actforyouth.net/sexual_health/community/capp/ebp/observations.cfm)
- Once new educators gain some experience delivering EBPs, they will benefit from attending the facilitation training offered once a year by ACT for Youth. This will enhance and fine-tune their implementation and facilitation skills. See training calendar at [http://www.actforyouth.net/sexual\\_health/community/capp/calendar.cfm](http://www.actforyouth.net/sexual_health/community/capp/calendar.cfm)

## Additional Training

Other helpful training resources include:

- Positive Youth Development 101 Online Courses  
[http://www.actforyouth.net/youth\\_development/professionals/online\\_courses.cfm](http://www.actforyouth.net/youth_development/professionals/online_courses.cfm)
- Adolescent Development Toolkit  
<http://www.actforyouth.net/adolescence/toolkit/>
- Sexual health and Development  
[http://www.actforyouth.net/sexual\\_health/](http://www.actforyouth.net/sexual_health/)



# Health Educator SUPERVISOR TRAINING

## JOB DESCRIPTION: HEALTH EDUCATOR

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The Comprehensive Adolescent Pregnancy Prevention (CAPP) initiative will support staffing for a team of Health Educators.

Under the supervision of the Health Educator Supervisor, the Health Educator duties and responsibilities include:

- Completes orientation and trainings including mandatory on-line implementation training prior to delivering evidence-based programming. Training registration is available on the ACT for Youth website at [www.actforyouth.net](http://www.actforyouth.net). Completes training for the specific evidence-based programming, if defined by the model developer.
- Delivers evidenced-based program with fidelity to youth in a variety of settings.
- Conducts community outreach and education.
- Completes required reporting accurately and timely as designated.
- Provides assistance and/or referrals for youth to obtain comprehensive family planning services, health services or other essential support services as identified.

### ***Health Educator Qualifications:***

Minimum: Bachelor's degree in health education or health related field.

- Ability to facilitate discussion/teach classes to youth in a variety of settings on reproductive health topics such as reproductive anatomy, contraceptive methods, STDs, and HIV/AIDS.
- Experience working with youth and demonstrated ability to be inclusive and non-stigmatizing in their role.
- Knowledge of or experience with priority population to be served and community. Ability to work flexible hours, including evenings and/or weekends.
- Bilingual skills, depending on the community and youth being served.



## EBP EDUCATOR COMPETENCIES

<b>Facilitation of Youth Groups</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Enjoys facilitating groups of young people			
Able to meet youth “where they are” and engage them			
Classroom management skills			
Able to give clear and concise directions for activities			
Able to listen and validate contributions from group members			
Knowledge of adolescent development			
Able to create a safe and conducive learning environment			
<b>Knowledge of EBP content</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Comfortable delivering EBP content and teaching methods			
Committed to content and messages of EBP			
Knowledge of core components of EBP			
Committed to delivering the EBP with fidelity			
<b>Sexuality education – Knowledge and Comfort Level</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Knowledge of male and female anatomy & reproduction			
Knowledge of STDs and HIV/AIDS			
Knowledge of family planning methods			
Comfortable talking to youth about human sexuality			
Comfortable doing a condom demonstration			
Able to answer sensitive questions			
<b>Professional and Personal Boundaries</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Knowledge of agency confidentiality policies			
Has clear guidelines for self-disclosure			
Able to set and maintain boundaries			

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Knowledge of mandatory reporting policy			
Seeks supervisory support if needed			
Seeks professional development			
<b>Organization</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Able to deliver a structured, scripted curriculum			
Able to plan ahead and prepare for each module (materials and props)			
Time management skills			
Able to handle audio-visual equipment			
Prepared to troubleshoot audio-visual problems			
Intentional about planning and reflecting on group sessions			
<b>Documentation</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Knowledge of data gathering process			
Able to record EBP attendance and fidelity information in the online reporting system			
Able to administer CAPP pre/post surveys			



## CAPP EDUCATOR ORIENTATION CHECKLIST

Orientation to Agency	Yes	No	Action Steps
Human resources, policies and practices			
Agency staff, programs and resources			
Mandatory reporting			
Emergency contact & procedure			
Confidentiality policy			
If agency fleet, transportation policies and procedures			
Travel reimbursement			
Use of office equipment			
Orientation to CAPP	Yes	No	Action Steps
Overview of CAPP goals and strategies			
Project workplan & activities (annual calendar deliverables)			
Project staff and responsibilities			
NYS DOH staff and roles			
ACT for Youth staff and roles			
ACT website – review of resources			
Other local CAPP and PREP providers, staff and collaborative agreements			
Monthly CAPP/PREP webinars			
CAPP/PREP e-list and blog (The Hub)			
Orientation to EBPs	Yes	No	Action Steps
Knowledge of EBPs, core components; request online training <i>Implementing EBPs</i> log-in for educator from ACT for Youth			
Provide resources on EBPs			
Review EBP manual			
Practice sessions			
Identify training needs & opportunities			
Review & practice fidelity, demographic, and attendance documentation through the online reporting system			
Review & practice pre/post survey administration			
Review target program setting – location, contacts, schedule, etc.			
Offer opportunities to explore target community & its resources			
Supervision schedule (times and frequency)			
Shadow experienced educator			
Mentorship with experienced educator			

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Co-facilitation with experienced facilitator			
Provide an orientation CAPP binder (resources)			
Knowledge of mandatory reporting policy			
Seeks supervisory support if needed			
Seeks professional development			

# PROFESSIONAL DEVELOPMENT & RESOURCES FOR EDUCATORS

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## REQUIRED AND RECOMMENDED TRAINING

Role	Required	Recommended
CAPP Educator	Implementing EBPs (online course)  Training of Educators: Project AIM (if using this EBP)  Training of Facilitators: TOP (if using this EBP)	Training of Educators for BPBR, MPC, RTR, BPBRBP, Cuidate (if using one of these programs)  Facilitation Training (advanced)  Teaching Anatomy and Reproduction  Positive Youth Development 101  Trauma-Informed Care Training

## ONLINE COURSE FOR EDUCATORS: IMPLEMENTING EVIDENCE-BASED PROGRAMS

The goals of this training are to increase your knowledge about evidence-based programs (EBPs) and their implementation, and to develop educators' ability to deliver these programs with quality in your community. Topics include:

- Features and Benefits of EBPs
- Theoretical Framework of EBPs
- Fidelity and Adaptation
- Preparing for Implementation
- Quality of Program Delivery
- Working with your Students

Health Educator Supervisors can request log-ins for themselves and their educators by completing the request form at <http://bit.ly/capp-prep-online-training>

## ACT FOR YOUTH WEBSITE

### For CAPP and PREP Educators

<http://bit.ly/c-p-edu>

This page is designed to be the website entry point for educators. Note the resources for new sexual health educators in the **"New to the field of sexual health?" sidebar**.

### CAPP and PREP Training Calendar

<http://bit.ly/capp-prep-training>

### Professional Development for Youth Workers

[http://www.actforyouth.net/youth\\_development/professionals/](http://www.actforyouth.net/youth_development/professionals/)

### CAPP and PREP Online Reporting System

<http://bit.ly/capp-prep-ors>

Educators should be thoroughly familiar with the documentation requirements before they begin implementing programs.



# Professional Development Plan

Name: \_\_\_\_\_ Organization: \_\_\_\_\_ Project/Supervisor: \_\_\_\_\_

Plan period from (date): \_\_\_\_\_ to: \_\_\_\_\_

Strengths: \_\_\_\_\_

Development Objectives: \_\_\_\_\_

Training, Learning & Development needs	Priority	How will this be met? (workshop, online course, shadowing, etc.)	Target date	Costs	Evaluation – What have you learned?	Evaluation – How much difference has this made to how you do your job?



## Managing Challenging Behavior – A Systematic Approach

As Health Educator Supervisor you are working with a team of diverse educators. As the team leader it is your responsibility to address and handle challenging behavior. It is not acceptable anymore to look the other way and avoid the conflict, since it will impact your team's work and health.

Challenging behaviors can take many forms. Below are a few examples of behavior that can interfere with your team's productivity.

Slacking	<ul style="list-style-type: none"><li>• They don't volunteer when help is needed; productivity low</li><li>• Negatively impacts team morale</li></ul>
Coasting	<ul style="list-style-type: none"><li>• Experienced in their role but have lost their spark</li><li>• May be bored or feel defeated</li></ul>
Habitually late	<ul style="list-style-type: none"><li>• Low productivity</li><li>• Irritate timely employees; may impact everybody's timeliness</li></ul>
Busy but not productive	<ul style="list-style-type: none"><li>• Show signs of business, may stay late; low productivity</li><li>• Usually poor planning/ time management</li></ul>
Clingy	<ul style="list-style-type: none"><li>• Ask lots of questions, disrupt your work</li><li>• Reasons may be lack of skills, low self-esteem, desire to be near the leader</li></ul>

For supervisors, it is helpful to be prepared and have a strategy for how to handle dilemmas like these. Let's take a look at a systematic approach or process of handling challenging behavior. This approach includes 4 steps:



### Observe

It can be very easy to observe an unproductive behavior but not understand the context that created it at all. It's also important to realize that a difficult behavior does not mean you are looking at a difficult person. A difficult person is one whose behavior consistently impacts the team and/or productivity in a negative way. Observe the person's behavior over time. You are looking for a pattern, not one incident. Everybody can be difficult once in a while.

### Gather data

What exactly is going on, and what might explain the behavior? Gather information about the staff member's work performance both from other relevant observers (colleagues, teachers if implementing in schools) and directly from the staff member. Review actual work products such as submissions to the ORS.

Since your perceptions may not be accurate, it is useful to have confidential conversation with co-workers. This way you can assess whether your perceptions match those of others.

### **Intervene**

There are two ways to intervene and address the behavior – informal and formal. Informal refers to an intervention that is a casual but needed conversation, not involving paperwork or other formalities. If the challenging behavior is modest and does not create a major problem or hurdle, an informal intervention is generally recommended. A formal intervention is needed if the behavior harms the team or project. It is usually guided by organizational policies and practices, and involves a consequence if the behavior does not change.

Often the first intervention is informal. The goal is not really to address the behavior right away. The goal is to understand the educator's behavior, to touch base and inquire how they are doing. Often the staff member is not be aware of their difficult behavior. You might casually mention that they seem bothered or a little off. That sometimes is enough to send a signal and puts the difficult behavior back in check. If the behavior is not quickly corrected, you will have to be more specific about the behavior you have observed.

### **Monitor and follow up**

The final step is to monitor the staff member and follow up as needed. Depending on the type of behavior that started the process, there might be several appropriate ways to monitor the situation, including observation, reviewing work, confidentially speaking to co-workers or other observers, quick check-ins, or scheduled meetings to check on progress made. The goal is to ensure that your staff member is genuinely trying to deal with the behavior in question. Don't be overly intrusive; remain positive. You are not trying to catch them being difficult. You are trying to help them be more productive.

Keep in mind that this model is just a general template. Depending the circumstances you may not want to follow every single step.