

IAC Compassionate Care Training Request for Proposals Training Outcomes

This document sets out the expected training outcomes for each of the 9 training domains IAC is requesting proposals for. Please contact Nicola Paugh at nicola@iac.bm if you have any questions regarding the expected outcomes.

PERSONAL BEST PRACTICE TRAINING SERIES

RFP 1: Emotional Intelligence Training

TRAINING CURRICULUM: The Training should cover the following topics	TRAINING OUTCOMES: The training should be able to develop the following competencies
History of EI	Emotional Self-Awareness: aware of feelings, emotional states, moods and how they influence thinking, impulses, actions and decision making. Reflects on things that cause emotions, frustrations and stress
EI Defined	Emotional Self Control: manages impulses when stressed, keeps calm in difficult situations, manages temper and reactions when emotional, frustrated or angry, does not take criticism personally, , does not ruminate about things, engages in activities that elicit positivity, demonstrate positive emotions and moods, demonstrates appropriate enthusiasm when excited, adjust to new conditions and changes
Self /Emotion Awareness	
Self/ Emotion Regulation	Emotional Reasoning and Empathy: asks others about their perspectives and feelings when problem solving, considers the feelings and potential reactions of others when making decisions, considers technical information as well as gut feelings when making decisions
Self-Motivation	Emotional Expression: effectively expresses both positive and challenging feelings at the appropriate time, provides positive feedback to colleagues, expresses optimism at work, appropriately communicates decisions, communicates in a way that captures attention, is aware of and intentional around their tone of voice
Empathy	
Emotional Management with Others	Emotional Awareness of Others: identifies and demonstrates understanding of others’ feelings, aware of what motivates others, identifies people’s responses when trying to build rapport, understands how to make people feel valued
Effective Communication	Emotional Management of Others: demonstrates empathy to others, supports others in feeling positive at work, effectively assists others in managing frustrations, annoyances, upsets and difficulties, validating the emotions of others, contributes to a positive work environment, facilitates collaboration, motivates and inspires others

RFP 2: Wellness and Self Care

TRAINING CURRICULUM: The Training should cover the following topics	TRAINING OUTCOMES: The training should be able to develop the following competencies
Neuroscience of stress	Healthy Stress Management: takes care of physical and psychological health, proactively manages and reduces stress using a range of coping strategies, achieves an equilibrium across one's personal, school, and work lives
Coping and stress management strategies	Resilience: demonstrates a positive and realistically optimistic attitude, is flexible and adaptable to change, asks for support when needed, has a growth mindset
Building Resilience and growth mindset	Growth Mindset: understands the role of mindset and adopts mindset that is open to risk-taking, views failure as feedback and challenges as opportunities. Challenges fixed ways of thinking

RFP 3: Effective Communication and Assertiveness

TRAINING CURRICULUM: The Training should cover the following topics	TRAINING OUTCOMES: The training should be able to develop the following competencies
Empathetic and active listening	Empathetic Listening: listens first to understand without judgement, demonstrates active listening skills, asks open and nonjudgmental questions to clarify understanding, paraphrases and reflects feelings to validate listener, uses appropriate nonverbals to demonstrate presence as a listener
Communication styles	Assertive: Expresses thoughts, feelings and beliefs (positive and negative) in direct, honest and appropriate ways while also accepting that others may not agree, respects the perspectives and feelings of others. Aware of passive and aggressive communication styles of others and communicating effectively with others who have different communication styles
Developing assertiveness	
Managing difficult conversations and conflicts	

RFP 4: Compassionate Leadership

<p>TRAINING CURRICULUM: The Training should cover the following topics</p>	<p>TRAINING OUTCOMES: The training should be able to develop the following competencies</p>
<p>What is Compassionate Leadership</p>	<p>Emotionally Intelligent: Demonstrates the range of EI aspects; practices self-compassion; has authenticity, confidence and strong morals and ethics; models mental balance and mindfulness; is driven by deep sense of connection to values, passion and purpose</p>
<p>Personal development / EI of the Leader</p>	<p>Fosters psychological safety of others (client/staff): models empathetic and nonjudgmental interactions with others; builds robust, trusting relationships and has ability to make others feel secure, empowered and energized; strives to enhance the happiness and well-being of others by supporting them and giving them what they need to excel, including efforts to be flexible based on individual circumstances; encourages compassion and caring in the wider environment, encourages others to talk about their problems and to provide support for one another; creates a culture whereby seeking or providing help to support others is seen as the norm</p>
<p>Tools of the Compassionate Leader</p>	<p>Inspires and motivates others: focuses on what's best for the individual, team/group, or organization which facilitates engagement and positivity in others; creates environments where people feel a greater sense of commitment to their work and/or their growth</p>

PERSONAL BEST PRACTICE TRAINING SERIES

RFP 5: Client-Centered Practice

TRAINING CURRICULUM: The Training should cover the following topics	TRAINING OUTCOMES: The training should be able to develop the following competencies
What is client-centered practice	Empowers others (clients & staff): views others as whole; engages non-judgmentally and empathically; respects the wishes, concerns, values, priorities, perspectives, and strengths of others; promotes the autonomy, rights, voice and self-determination of others; uses shared decision making and collaborative approaches in interactions with others; believes individuals are the experts in their own lives
Why client-centered practice is important	Takes an individualized approach: treats each person as unique; interacts based on individual needs, goals, concerns, hopes, wishes, preferences, strengths as perceived by the individual; considers the social, physical, culture, spiritual, environmental, medical and psychological needs of others and interacts accordingly
Client-centered values	Is Strengths-Based: focuses on skills and capacities of others rather than deficits, uses positive reinforcement and encouragement rather than coercion or punishment, uses positive language
Tools and strategies to support client-centered practice	

RFP 6: Cultural Competency / Sensitivity

TRAINING CURRICULUM: The Training should cover the following topics	TRAINING OUTCOMES: The training should be able to develop the following competencies
What is cultural competency	Culturally Aware: acknowledges cultural differences arising from racial, ethnic, gender, and sexual orientation affiliations; does not assign values such as right/ wrong or better/ worse to cultural differences; is aware of one's own cultural background and bias and how it influences their worldviews, values, patterns of thinking and automatic ways of behaving
Becoming culturally aware	Culturally appropriate engagement: seeks to understand different cultural perspectives, worldviews and ways of being; effectively communicates across cultural differences and conflicts, works to build positive relationships across cultural differences
Developing cultural sensitivity: culturally appropriate engagement and interventions	Culturally appropriate intervention: aware of institutional barriers that prevent minorities/disenfranchised from using and accessing services; sensitivity to issues of oppression, sexism, elitism, and racism; awareness of and effort to eliminate biases, prejudices, and discriminatory practices

RFP 7: Trauma Informed Practice

<p>TRAINING CURRICULUM: The Training should cover the following topics</p>	<p>TRAINING OUTCOMES: The training should be able to develop the following competencies</p>
<p>Understanding the science and impacts of trauma</p>	<p>Has a trauma lens: Understands the science of trauma, recognizes the signs and symptoms of trauma, considers how trauma impacts the presenting experiences and behaviors of others</p>
<p>Recognizing signs and symptoms of trauma</p>	<p>Addresses personal trauma: reflects on personal experiences of trauma and its influence, proactively works towards self-healing</p>
<p>What types of treatments can help and local referral options</p>	<p>Healing-focused engagement: responds to others so as to enhance safety, minimize re-traumatization and support recovery of those who have experienced trauma</p>
<p>Delivering trauma-informed services/ strategies</p>	

RFP 8: Restorative Practice

<p>TRAINING CURRICULUM: The Training should cover the following topics</p>	<p>TRAINING OUTCOMES: The training should be able to develop the following competencies</p>
<p>Introduction to Restorative Justice and Restorative Programmes</p>	<p>Takes restorative approach to resolving conflict and addressing antisocial behavior: believes in a restorative versus punitive approach to discipline, believes discipline is about learning versus punishment, creates conditions that allows others to make sense and meaning of where they are at and how they got there, work out what matters and what's important, identify what needs to change and what their role in that change is, considers how to build and sustain healthy relationships</p>
<p>Introduction to Restorative Practice</p>	<p>Using restorative tools and strategies to build positive relationships: proactively uses skills and strategies to foster strong, healthy relationships and environments, models empathetic listening and assertive communication, uses processes such as circle time to deepen relationships</p>
<p>Social Discipline Window</p>	
<p>Core restorative practice skills and strategies</p>	<p>Is Authoritative not Authoritarian: Does things “with” others versus “for” them or “to” them, demonstrating high levels of both support and accountability as well as a commitment to participatory decision making and empowerment of others</p>

ORGANISATIONAL BEST PRACTICE TRAINING SERIES

RFP 9: Supervision

TRAINING CURRICULUM: The Training should cover the following topics	TRAINING OUTCOMES: The training should be able to develop the following competencies
Theories and practices underlying supervision Supervision best practice	Commitment to adequate supervision of staff: Implements a structured, evidenced-based approach to supervision for all human services staff to ensure the growth, development and wellness of all staff providing direct care to clients