

Instructor Consistencies

Preparing New Instructor Pairings - Page 1



Background and Experience

- What is your background in mental health education? In training others?
- What is your experience teaching Y/MHFA? How comfortable are you with the curriculum?
- Have you co-trained before? If so, what worked well or didn't?



Training Goals

- What are your primary goals for this training session? Be specific. Draw from previous experiences if possible.



Roles & Responsibilities

- How would you like to split the content or responsibilities during the training? Should we divide it equally or based on experience?
- Are there specific topics you feel most comfortable handling? Are there specific segment(s) you'd like to focus on or lead?
- Are there specific sections that you'd prefer I teach?

Divide segments up now. Be conscious of the amount of time that each segment takes.



Communication

- How do you prefer to communicate **before** the training (e.g., phone, text, email, video calls; scheduled in advance or as needed)?
- How do you prefer to communicate **during** the training (e.g., during breaks, private message, via text, etc.)?
 - Would you like to check in during lunch, have solo time, or a bit of both?
 - Do you plan breaks in advance, at the top of the hour, or as needed?
- Would you like me to jump in if there is a piece of information that was missed, message you, wait until you open the floor for questions, or not mention anything?
- Who should provide follow up information **after** the training? Are you comfortable with participants reaching out with questions after the training?

Exchange contact information if you have not already done so.



Training Style

- How do you typically engage participants, and what techniques do you find effective?

Instructor Consistencies

Preparing New Instructor Pairings - Page 2



Logistics (Virtual)

- How many times would you like to meet in advance of the training?
- Who will be in charge of enrolling participants, emailing, and monitoring Connect? Who will serve as the main point of contact for participants before the training?
- Who will be the “Course Owner” in Connect, and how will payment for materials be made? Discuss other stipend/payment/reimbursement questions here.
- On the training day, when should we log in?
- Do you like to play music as people arrive or on breaks?
- How should we handle any last-minute changes or adjustments? Internet outages for one of the instructors? A participant in crisis?

Practice sharing screen, PowerPoint, videos (with audio), dropping PDFs in the chat, and opening/closing breakout rooms.



Logistics (In-Person)

- How many times would you like to meet in advance of the training?
- Will we enroll participants in Connect or provide paper surveys?
 - Who will be in charge of enrolling participants, emailing, and monitoring Connect? Who will serve as the main point of contact for participants before the training?
- Who is responsible for bringing materials? Ordering manuals/processing guides?
- On the training day, when should we arrive at the training location? Will anyone be able to go early to double check the technology?
- Will we use one computer or both? What additional technology do you have? (Speakers, clicker, projector, etc.)
- Do you like to play music as people arrive or on breaks?
- How should we handle any last-minute changes or adjustments? Instructor stuck in traffic, projector isn't working, participant in crisis.
- Do you have any specific needs or preferences for training materials or setup?

Instructor Consistencies

Preparing New Instructor Pairings - Page 3



Feedback and Evaluation

- How should we provide feedback to each other after the session? Should we plan a date now to debrief now?
- Are there particular aspects you'd like feedback on?

Post Training Reflection:

- Discuss what went well. Give specific feedback to each other as to what went well from your perspective.
- Ask your co-instructor what they might do differently.
- Give any developmental feedback.

Date and time of follow up/debrief: _____



Notes: