FACULTY GUIDELINES

Faculty Tasks

To prepare for your participation in The Training Institutes, all faculty members must complete the following tasks by the deadlines:

Tasks	Deadlines
1. Participate in a lead faculty conference call with University of Maryland Baltimore (UMB) TA Consultant if requested by UMB.	March 26, 2018
2. Ensure resumes/CVs are submitted for all faculty. This is required in order to provide Continuing Education Credits for Training Institutes participants.	March 31, 2018
3. Provide UMB with all confirmed faculty, including which faculty will receive the discounted registration.	March 31, 2018
4. Registration for Early Bird Rates (to receive a discount) for additional non-discounted faculty only.	April 16, 2018
5. Submit your session agenda and description (with entire faculty information: name, degree, bio, organization, title) in the provided format.	April 16, 2018
6. Reserve your travel and hotel accommodations to ensure the accommodations at the conference location.	As Soon as Possible
7. Register for the conference.	June 25, 2018
8. Submit resource materials and power point presentations. We will not print any materials for sessions and they will only be available on our website. Instructions will be provided by email on how to submit your resources electronically. If bring your own materials, please print 100 copies. We will provide you with a PowerPoint template to be used for all presentations.	June 25, 2018
9. Receive email with Faculty reminders and room assignments.	July 1, 2018
10. Check in at the Faculty Registration Station in The Training Institutes registration area when you arrive. This is essential to ensure that we have the presentations you submitted in advance, that you provide presentations not previously submitted, and that we have the most up-to-date revisions of your presentations. Your presentations will be pre-loaded on the computers in your assigned meeting rooms.	July 24, 2018

Important Information

- Faculty discounted registration rate is $695 (2 faculty for institute sessions and 1 for workshops are eligible.)
- Early bird registration is $850
- Regular registration $925
- Youth and parent scholarships for registrations are available. If presentations include parents and youth, they are also eligible to apply. The application **deadline is April 16, 2018** and is available on our website.

Session Planning Guidelines

1. A University of Maryland TA Consultant will be assigned to assist in planning each session. The lead presenter from your faculty team will be the key contact person to coordinate the session planning process with the TA Consultant.
2. Develop an agenda that structures the 3.5-hour institutes (with a 15-minute break), 1.5-hour workshops, or an outline for the ignite sessions. This will clarify the overall design and organization of the session, as well as the topics and presenters planned for the time period
3. Focus on practical, in-depth, useful, "how to" information, not on the history or excessive detail about the particular program, system, or approach. Participants want strategies, knowledge, and skills that they can apply in their home states and communities. Focus not only on successes but also on barriers and how these were overcome, and on problems encountered and solutions.
4. Incorporate audience participation, discussion, questions and answers, and experiential exercises where appropriate to keep participants interested and involved, particularly in Institutes. Sessions should attempt to reach an appropriate balance between presentations of much-needed information and opportunities for interaction.
5. Incorporate the perspectives of family members and youth into sessions. Ideally, a family member or youth will be part of your faculty team when appropriate. If a family member or youth is not part of your team, use creative methods to incorporate their perspectives.
6. Incorporate information and perspectives related to serving culturally and linguistically diverse populations, achieving cultural and linguistic competence and responsiveness, and reducing disparities into sessions.
7. Maximize the use of audio-visual aids, such as PowerPoint presentations and video. A laptop computer, wireless PowerPoint remote, LCD projector, screen, DVD player, and an easel with flip chart and markers will be provided in each meeting room. You will be provided with a PowerPoint template to be used for all presentations. Ensure that PowerPoint slides are prepared in large enough font so that they are readable, especially from the back of the rooms. Font size should be no smaller than 20pt but can be larger if space allows.
8. A Support Team will be available on site to assist you with all of your AV, PowerPoint, and other technical needs. Support Team members will be available at the Faculty Registration and will be assigned to monitor needs in each meeting room area throughout the Institutes.
9. A Staff Host will be assigned to each meeting room to assist the faculty team. Staff Hosts will distribute handouts, distribute and collect evaluations, contact Support Team members for technical support during the session, verify participant attendance for the purpose of Continuing Education Credits, and be available to troubleshoot in case of any difficulties.

Tips for Language and Content

1. Use people first language, e.g., “children with mental health challenges or emotional problems” rather than “seriously emotionally disturbed children” or “SED children.”
2. Use language that is respectful of families and youth. Avoid any language that could be misunderstood as blaming, degrading, or stigmatizing, e.g., “dysfunctional families.”
3. Plan the structure, content, and delivery of your session to account for the different learning and communication styles of culturally diverse participants.
4. Incorporate the perspectives of family members and youth of culturally and linguistically diverse backgrounds into sessions.
5. Describe the racial, ethnic, linguistic, and other cultural features of your program or community.
6. Incorporate information and perspectives that support achieving cultural and linguistic competence and eliminating disparities in mental health care including access, engagement, utilization, appropriateness, and outcomes of services and supports.
7. When providing examples, include examples representative of culturally and linguistically diverse populations as appropriate.
8. Use acceptable labels and/or titles to address culturally and linguistically diverse populations and communities. When in doubt, use Census Bureau designations.
9. Use "diverse communities” or “ethnically and racially diverse communities," rather than "minority populations."
    a. Use “people of color” or “populations of color" if that is specifically what is meant.
    b. Either “Hispanic” and/or “Latino” can be used based on preference.
    c. The terms “Native American” and “American Indian” are used interchangeably, based on preference.
    d. For persons of “Asian” ancestry, use the specific group(s) to the extent possible.
    e. Use the terms “African American” or “Black” as per the Census Bureau. Include reference to the specific Caribbean or African origin when known.
    f. Use the term “White” rather than “Caucasian” as per the Census Bureau.
    g. Use appropriate terminology related to populations with diverse sexual orientation, gender identities and expressions (i.e. lesbian, gay, bisexual, transgender or non-binary, etc.)
10. When providing demographic and statistical information, share the degree to which culturally and linguistically diverse persons are included in the data.
11. When referencing an evidence-based treatment/intervention, describe the cultural characteristics of the population on which it was normed.