AL-201

Administrator/Leader Level 2
Re-Certification

Course Description

Are we doing everything we can to create a safe environment for children, youth and vulnerable adults? Are we protecting our volunteers and staff from false allegations? You have gone through the Administrator/Leader Course, now it is time to get recertified! Let's Plan to Protect®!

This course is designed for administrators and leaders of organizations who work with or serve the vulnerable sector to become re-certified. We will address The Standard of Protection, Volunteer and Staff Engagement and Reviews, and Policy Audits/Gap Analysis. Through readings, video instruction and course assignments, participants will learn how to: assess and evaluate where they are, perform volunteer and staff reviews, and carry out the Abuse Prevention Program update to strengthen any areas of weakness. Participants will receive downloadable resources, a policy template, feedback and support. Let's raise the bar on protection!

Course Objectives

In the Administrator/Leader Level 2 (Re-certification), course participants will learn how maintain and strengthen their abuse prevention program and assess and evaluate their strengths and gaps. As a result of this course you will:

- Review the standard of protection and abuse prevention that Plan to Protect® recommends and insurance companies require.
- Assess your current program through the use of an On-line Assessment Tool and identify strategies for strengthening areas of weakness and maintaining areas of strength.
- Re-examine the legal requirements for reporting and responding to abuse of children and vulnerable adults and learn how to support reporters after a report has been made.
- Discover methods used for volunteer and staff engagement and extrapolate possible methods that might work for your organization.
- Formulate questions for volunteer/staff reviews and completing three volunteer and staff reviews.
- Recognize the importance of policy audits and gap analysis.
- Demonstrate an in-depth understanding of the course content by conducting a program overhaul.

Prerequisites

Successful completion of AL-101: Administrator/Leader Level 1 is required for this course, in 2013 or afterwards.

Required Text

Plan to Protect® Manual, 2022 edition or newer.

Course Requirements

This course will be delivered entirely online through the learning management system www.plantoprotectschool.com. Participants must have internet access and basic computer skills including word processing, PowerPoint and email.

Technical Support

onlinetraining@plantoprotect.com
1-877-455-3555, Ext. 11

Office hours:
Monday – Friday
9:00 am – 5:00 pm ET

Assignment Support

training@plantoprotect.com
1-877-455-3555, Ext. 17

Office hours:
Monday – Friday
9:00 am – 5:00 pm ET

Course Requirements

Forum Participation ………………………………………………………………………………..…..…… **10%**

This course will be participation intensive. For each module, you will participate in a group forum discussion board with other students. Participants will be marked on their contribution to the discussion, responses to other students and the value of their contribution. Forum discussion questions are included in the course calendar and posted throughout the course. Each topic will also include a reading assignment. For each reading assignment, you will demonstrate your understanding of the content through forum discussions, quizzes or the assignments listed below.

Mini Quiz on Terms and Conditions………………………………………………………………**Required**

After reviewing the Administrator/Leader Terms and Conditions, you will complete a quiz to demonstrate your understanding. You must receive 100% to proceed to the next section of the course. Participants who do not receive the required grade to proceed will be able to retake the quiz.

Plan to Protect® Assessment ………………………………………………………………… **10%**

You will complete an assessment of your organization using the free Plan to Protect® assessment available on our website. By filling out this assessment as accurately as possible, you will be provided with a report that will identify areas of strength and areas where there is a room for improvement and growth.

Assessment Review Assignment…………………………………………………………..……….. **20%**

After completing the Plan to Protect® Assessment Tool you will complete a Review Paper. You will identify and summarize your findings utilizing the template provided. Using your top 3 scores you will identify how you will continue this momentum and what tips you would give to an organization struggling in this area. Using your 3 lowest scores you will identify strategies for strengthening those areas.

Volunteer/Staff Review Assignment*…………………………………………..……………… **20%**

In this assignment you will use the provided template to formulate questions for Volunteer/Staff reviews. Then you will conduct at least three, in-person reviews and submit a reflection worksheet identifying how you felt the reviews went, what you learned and what you would do differently next time.

Final Assignment: Program Update*……………………………………………………..…… **40%**

In the final assignment, you will demonstrate an in-depth understanding of the course content by conducting a program update assignment. You will choose activities to help you strengthen the three lowest categories on the Plan to Protect® assessment completed earlier in the course.

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Total: 100%

*Students who receive scores of 75% or more, on every category, of the Plan to Protect® assessment will have the option to do an alternate assignment instead of the final 3 assignments of this course. Participants who receive 75% or more, on every category, may apply for the Plan to Protect® Seal of Excellence in lieu of the Assessment Review Paper, Volunteer/Staff Review Assignment, and Program Overhaul. The Seal of Excellence submission will therefore be worth 80% of the final grade in this course. Please contact the Director of Training for more information, training@plantoprotect.com.

Please note: you and your supervisor will receive a letter at the end of your course indicating your final grade and status.

Submissions

All assignments should be submitted via the online school. When you submit, please label each assignment and email subject line with your first and last name, followed by a hyphen organization name, followed by another hyphen and the assignment (for example, Naomi Suggs – Sunrise Day Care – Recruitment and Screening Process Map).

Deadlines

All assignments must be completed and submitted within 8 weeks of beginning the course. If assignments are not completed, you will receive an incomplete and will not be considered a certified Administrator/Leader.

Late Work

Work must be submitted on or before the final due date. Late work will NOT be accepted unless an extension has been granted by Plan to Protect® prior to the due date, in writing. Extensions are ONLY granted for serious emergencies – call or email for permission. No work will be accepted after the final due date.

Letter Grade

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A+	97-100%
A	94-96%
A-	90-93%
B+	86-89%
B	82-85%
B-	78-81%
C+	74-77%
C	70-73%
C-	66-69%
D	61-65%
F	<60%

Participants must receive a C- or above to pass the course. Participants who receive a D, will receive a conditional pass and may be required to resubmit assignments (some conditions may apply and some assignments may be subject to a resubmission fee).

Netiquette Guidelines

Netiquette is a set of rules for acceptable behaviour online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences - no matter how different or controversial they may be perceived - must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips* will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use profane or offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggest shouting or use acronyms (ex. LOL, btw, etc.).
- Popular emoticons such as ☺ can be helpful to convey your tone but do not overdo it or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an 'open-mind' and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the 'send' button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.
- Please do not criticize participants spelling, grammar, etc.

Please keep in mind the following items when participating in any and all Plan to Protect® discussion boards:

- Plan to Protect® provides the HIGHEST STANDARD of protection and abuse prevention. We will not recommend or endorse anything that contradicts this HIGHEST STANDARD of protection, conflicts with Human Rights or breaks legal requirements.
- Plan to Protect® clients represent a vast array of political and religious opinions – please be sensitive to this when leaving questions and comments.
- Plan to Protect® clients represent a vast array of organizations (churches, charities, schools, day cares, camps, sporting leagues, retirement homes, transportation companies, refugee sponsorship groups, etc.).
- Plan to Protect® clients work with a variety of vulnerable sectors (children, youth, vulnerable adults, refugees, etc).
- There is a high likelihood that participants in the course may be victim/survivors of abuse or know someone who is a victim/survivor. Please be sensitive and thoughtful when leaving comments, questions or feedback.
- Please note participants in the course may be from different countries as Plan to Protect® clients come from Canada, United State and globally.

*Adapted from:

- Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus.*   Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm
- Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/

Communication Guidelines

Students will receive weekly support emails with reminders and announcements. You are expected to check your email regularly. Because documents will be distributed electronically and downloaded from the Learning Management Services, you must inform us immediately if there is a problem retrieving or downloading them. Inability or failure to download or open documents is not an acceptable excuse for incomplete assignments.

Course Calendar

Please carefully review the course calendar below. You can use the course calendar as a checklist to ensure all assignments are completed correctly and on time. You will notice that the course has been split into multiple modules. Each module includes some readings, a video presentation, a forum, and an assignment. We ask that you proceed through the course in chronological order because each module builds on what comes before.

You have 8 total weeks to complete the course and all assignments. Our recommendation is that you **try to accomplish at least one module per week**. This will give you **4 weeks for the course content and 4 weeks for the final assignment** – which is completing a program overhaul. While you have 4 weeks for the course and 4 weeks for the final assignment – you absolutely can work faster. We encourage you to work at a pace that is convenient for you but keep in mind you will need to save enough time for yourself to complete the final assignment which is a big task.

Week	Module	Topic	Tasks and Assignments
1	1	Introduction, Overview, and Terms and Conditions	□ Introduction □ Download: o Course Syllabus o Terms and Conditions □ Read: o Course Syllabus □ Participate: o Discussion Board: 'What would you like to learn in this course?' □ Watch: o Overview and Terms & Conditions (Presenter – Victoria Bissell) □ Review: o Frequently Asked Questions □ Submit: o Sign and submit electronic Terms and Conditions o Quiz on Terms and Conditions
2	2	The Standard of Protection – Assess and Evaluate Where You Are	□ Introduction □ Download: o The Standard of Protection – Assess and Evaluate Where You Are PowerPoint Notes □ Read: o In the Plan to Protect® Manual, review the Awareness Section o Article – The Standard of Protection

			□ o The reporting guidelines for your province/state/territory
			□ Submit: o Plan to Protect® Assessment

			□ Watch:
			     o Assess and Evaluate Part One (Presenter – Melodie Bissell)
			     o Assess and Evaluate Part Two (Presenter – Melodie Bissell)

			□ Review: o Frequently Asked Questions
			□ Download: o Supporting Reporters PowerPoint Notes
			□ Watch: o Supporting Reporters (Presenter – Melodie Bissell)
			□ Review: o Frequently Asked Questions
			□ Participate: o "What is at least one thing you learned in this module that you need to work on within your organization? Also, reply to another comment with tips for that individual."
			□ Download o Assessment Review Assignment
			□ Submit: o Assessment Review Assignment

3	3	Volunteer and Staff Engagement and Reviews	□ Introduction:
			
			□ Download:
			     o Volunteer/Staff Engagement and Reviews PowerPoint Notes
			     o Progressive Discipline Steps
			
			□ Read:
			     o Progressive Discipline Steps
			     o Article – Volunteer and Staff Reviews
			
			□ Watch:
			     o Volunteer and Staff Engagement and Reviews (Presenter – Victoria Bissell)
			
			□ Participate:

			○ "If you were a volunteer/staff member receiving a volunteer/staff review, what would you find to be beneficial and encouraging?"
			
			 □ Review:
			     ○ Frequently Asked Questions
			
			 □ Download:
			     ○ Volunteer/Staff Review Assignment
			
			 □ Submit:
			     ○ Volunteer/Staff Review Assignment

4	4	Policy Audit/Gap Analysis	□ Introduction
			
			 □ Download:
			     ○ Policy Audit/Gap Analysis PowerPoint notes
			
			 □ Read:
			     ○ In the Plan to Protect® manual review the Protect Through Program Development section
			     ○ Article – Why Update Policies?
			
			 □ Participate:
			     ○ "How old is your policy and when was the last time you did a policy audit, gap analysis or assessment?"
			
			 □ Watch:
			     ○ Policy Audit/Gap Analysis
			
			 □ Review:
			     ○ Frequently Asked Questions

5-8		Work on Final Assignment	□ Download:
			     ○ Program Update Assignment
			
			 □ Choose:
			     ○ Using the Jotform link provided choose which activities you will complete for your assignment
			
			 □ Submit:
			     ○ Program Update Activities
			     ○ Course Evaluation