

RELATIONSHIP-CENTERED COMMUNICATION FACILITATORS CERTIFICATE PROGRAM (RCF)

Program Overview

PROGRAM DESCRIPTION

ACH supports the development of Relationship-Centered Communication Facilitators (RCFs). Our Train-the-Trainer approach equips facilitators to introduce relationship-centered communication skills by empowering learners to enhance personal effectiveness and rediscover their professional purpose. This program not only elevates the quality of work life but also enhances patient care.

PROGRAM BENEFITS

CME: Approximately 35 CME/CEU credit hours will be provided to each facilitator who completes the core program activities through the RCF program.

Certificate Upon Successful Completion: Participants who successfully complete the RCF program are recognized as Relationship-Centered Communication Facilitators. Graduates receive a certificate of completion and are qualified to facilitate future ACH programs on behalf of their sponsoring institution.

An RCF Certificate of Completion is not guaranteed and will be based on successful demonstration of the ACH core facilitation competencies as evaluated by an ACH Faculty mentor (see Appendix).

Relationship-Centered Communication Facilitators are encouraged to do the following annually to maintain their skills:

- Renew ACH Membership
- Participate in at least one (1) ACH Education event (online or in-person)
- Deliver the RCC Workshop within your local organization on a regular basis (minimum recommendation = quarterly workshop offering)

CONTACT US TODAY

Rukiya Wongus,
rwongus@achonline.org
achonline.org/Programs/RCF
[-Trainer-Certificate](#)



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Advancement

Past facilitators have discovered relevant advancement opportunities within their local organizations.



Expertise

ACH Facilitators gain competency to orchestrate highly effective small group learning environments.



Community

ACH Facilitators have networking opportunities & ongoing support within ACH's membership community.



Mentorship

Expert ACH Faculty provide personalized mentoring to ensure support for each facilitator throughout the program.

PREREQUISITES

Accepted applicants to the RCF Program must meet the prerequisites:

1. Current ACH Membership
2. Prior attendance at an ACH learning experience, like ENRICH or an RCC Fundamental Skills Workshop

APPLICATION PROCESS

Application Materials:

- Basic Descriptive Information
- List of ACH learning experiences that you have attended
- A short professional bio
- A narrative of your vision and strategy for rolling out RCC at your institution over the next 1-2 years
- A description of the leadership engagement and organizational resources that will ensure your success

TUITION, FEES, & EXPENSES

Tuition: \$9,500 USD pp (includes training and certificate process)

Fees & Expenses:

- ACH Membership



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FALL 2024 RCF PROGRAM COURSE SCHEDULE

Date/Time	Topic	Location
Monday, August 5, 2024 11a-5p ET	TTT Day 1: Welcome & RCC One-Day Workshop Experience	Zoom
Tuesday, August 6, 2024 11a-5p ET	TTT Day 2: Intro to Program - Rationale & Developing Initial Facilitation Skills	Zoom
Monday, August 19, 2024 11a-5p ET	TTT Day 3: Developing Facilitation Skills - Skill Set 2 Practice	Zoom
Tuesday, Sept 3, 2024 11a-5p ET	TTT Day 4: Developing Facilitation Skills - Skill Set 3 Practice	Zoom
Monday, Sept 16, 2024 11a-5p ET	TTT Day 5: Advancing Facilitation Skills - Intervention Exercises & Challenging Cases	Zoom
Monday, Oct 7, 2024 11a-5p ET	TTT Day 6: Practicing Facilitation Skills - Workshop Dress Rehearsal	Zoom
Scheduled by RCF	Pilot Workshop 1 - In-Person option subject to the availability of faculty based in proximity to your institution.	Online or In-Person
Scheduled by RCF	Pilot Workshop 2 - In-Person option subject to the availability of faculty based in proximity to your institution.	Online or In-Person
Scheduled by RCF via Calendly	Workshop Implementation & Strategy Planning Consultation (optional between Aug 12 & Oct 31, 2024) https://calendly.com/rwongus/meet	Zoom

APPENDIX: CERTIFICATE COMPETENCIES

Facilitators must successfully demonstrate the following skills to complete the RCF certificate process.

- Demonstrate fundamental skills of relationship-centered communication (in large group and during facilitation of small groups)
- Set up role plays:
 - Explain the purpose of role play; elicit and respond to concerns/fears/prior experiences with role play
 - Solicit volunteers
 - Choose and clarify a scenario
 - Arrange chairs to create a stage
 - Review goals with primary learners
 - Review ground rules of role play
 - Assign roles to observers
- Run role plays:
 - Accurately identify primary learner's ability to demonstrate the skills being practiced
 - Use time outs appropriately toward skill development
 - Coach toward performance of skill
- Debrief role plays:
 - Debrief in appropriate order (primary learner, patient, observers, self)
 - Debrief in appropriate format (What was effective? What would you do differently? Review of observers' assignments)
 - Use replay when able and appropriate
 - Elicit "take homes" from primary learner
- Facilitate small group learning:
 - Track each participant's learning needs and behaviors
 - Respond to challenging or disruptive participation by using the skills
 - Keep entire small group focused and adherent to ground rules and format of debrief
 - Provide behaviorally specific feedback
 - Role model the skills during teaching
- Run and debrief the following:
 - Demonstrations of each skill
 - Reflective listening exercise
 - Ice-breaker exercises
 - Transitions in and out of small groups
 - End of course wrap-up
 - Manage time effectively

APPENDIX: CERTIFICATE COMPETENCIES

- Orchestrate the mechanics of a one-day training:
 - Set up the room, AV, handouts etc.
 - Ensure adequate orientation of trainers to the agenda, roles, assigned groups etc.
 - Troubleshoot problems as they arise
 - Facilitate huddles to attend to the needs of the trainers during the day
 - For virtual workshops: manage the virtual space and dynamics of participant tracking
- Run an effective debrief of the day w/ facilitation team
- Present Didactics:
 - Explain the relevance and importance of communication skills
 - Describe each skill and evidence to support its use
 - Use language appropriate to the audience and occasion
 - Use vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest appropriate to the audience and occasion
 - Use pronunciation, grammar, and articulation appropriate to the audience & occasion
 - Use physical behaviors that support the verbal message
- Facilitate for Equity and Inclusion:
 - Demonstrate self-awareness about the impacts of facilitator identities
 - Recognize diversity as a resource within the group and use facilitation strategies to foster inclusion
 - Effectively describe RCC's relevance to equitable care
 - Support participants to consider and apply RCC skills as a fundamental component of equitable care