**Ethical Guidelines Checklist**

The following are ethical guidelines to co-facilitate this curriculum. Review these guidelines with your Co-Facilitators before and after your sessions for quality control:

* Plan for co-facilitation of every session, with two to three trained and certified Co-Facilitators available
* Before committing to work with a group, make adequate time to prepare
* Be flexible in your planning and agenda
* Be well prepared and know the materials
* Start and end the group sessions on time
* Begin with a brief introduction that builds trust and connects to the material
* Organize presentations that are clear and to the point. Use the agendas and activities in the curriculum as a guide
* At the beginning, share with participants what you will be co-facilitating. Then co-facilitate the curriculum. At the end, summarize what was co-facilitated
* Adjust the content of the curriculum materials so that the essential points are covered
* Co-facilitate most of the time on the shared ideas of the group on wellness and recovery
* Model mutual support, respect, and shared facilitation between Co-Facilitators. Allow plenty of time before and after sessions to connect with your Co-Facilitator(s) and have a mutual understanding of how to be supportive to each other
* Make presentations and co-facilitation as interactive as possible. Co-facilitate a diversity of participation and input, and build discussions around the strengths of individuals
* Plan and design activities that build on participant connections
* Allow plenty of time for everyone’s input, affirming and validating all responses
* Support individuals to advocate for and choose what treatments work and determine what does not work
* Support everyone to work at an individual pace and to determine their own readiness to work on goals
* Support many choices and options from the group, not final answers from the Co-Facilitators
* During breaks or after the session, connect with people
* Keep the focus on a group process; the group supports individual needs
* Keep the focus on individual strengths and potentials
* Use nonclinical language at all times; emphasize language that is based on wellness, the five key concepts (hope, personal responsibility, education, self-advocacy, and support), and the values of this curriculum
* Use personal experiences and real-life examples to facilitate the materials presented
* Share practical information that participants can use in their lives
* Provide examples and personal experience that promote the five key concepts (hope, personal responsibility, education, self-advocacy, and support) as defined in the curriculum
* Ensure that all points stated support the key concepts of hope, personal responsibility, education, self-advocacy, and support as defined in the curriculum
* Emphasize simple, safe, inexpensive, non-invasive personal strategies and skills
* Provide affirmations and validation of individuals’ experiences and styles of participation
* Support and promote voluntary participation
* Practice self-care at all times
* Leave personal political and religious agendas outside of this work and curriculum