

## Part 146 Online Mediation Training Guidelines

- I. Overview: Online training is a permissible format for offering 24-hour Initial Mediation Courses, 16-hour Additional Mediation Courses, 40-hour Combined Case-type Specific Mediation Courses, as well as continuing education courses under Part 146.5.
- II. Requirements for Online Training
  - A. In addition to following the [Mediation Curriculum Guidelines](#), providers of online mediation trainings must also consider the following points and demonstrate that they are in their online mediation training agendas and application materials:
    1. Synchronous training is preferred for the majority of the course for quality control and to maintain group dynamics. Any pre-recorded content, reading, and assignments should be accompanied by live content, recorded demonstrations, and opportunities to practice simulations.
    2. Limit the number of trainees to allow for small group discussions, and interactive activities, and role plays.
    3. Address with trainees the overall format of the training, including, an overview of the technology. Address the allocation of pre-recorded content to online synchronous training. Describe how role plays and other exercises will be conducted. Explain expectations for trainee participation and engagement throughout the training (e.g., keep cameras on throughout training, provide full participation in role plays).
    4. Ensure there is an attendance verification procedure in place.
    5. Anticipate trainee fatigue in using an online learning environment; consider three-six hours per day maximum.
    6. Offer breaks throughout and consider a duration appropriate for the length of the preceding and subsequent training segments.
    7. Use training hours for group learning. Reading and reviewing materials cannot be included in calculating training time.
    8. Assign trainee roles, coaches, and breakout rooms ahead of time to the extent possible, and disseminate role play materials to trainees and coaches and feedback sheets to coaches ahead of time to use time efficiently.
    9. Consider coach-to-trainee ratio. Ensure role plays always have a coach present, and/or are recorded and reviewed.
    10. Provide a variety of ways to interact to maximize the diversity of adult-learning styles. For example, include breakout rooms for small group exercises and role plays, make opportunities for one-on-one instruction with the trainer if needed, include exercises,

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simulations, and use a variety of online formats (e.g., live or recorded demonstrations, the use of video clips, etc.)

11. Use a variety of methods of assessing trainee comprehension and engagement. For example, self-reflection written assignments, self-assessment tools, group discussion, feedback within platform's chat function, coach observation and feedback during role plays, and pre- and post- training questionnaires.

### B. Observation and Notices to Registrants

Trainers offering online courses must:

1. Provide ADR Office Staff access to observe their online course, in accordance with current practice for live training courses.
2. Announce to all registrants and include in their marketing materials that:
  - a) Pursuant to Part 146, court-based mediation rosters require both a combination of mediation training and [experience mediating](#).
  - b) Acceptance on court rosters depends on a court's need for mediators at any given time and may include a court's need for mediators with specific case-type training or experience and mediation experience.
  - c) Final placement on any court roster is in the discretion of the local Administrative Judge.