

ARCS Teacher Handbook

Choose All That Apply:

1. What types of ongoing professional support do ARCS Teachers receive?

- (a) Email technical, ethical and other program-related questions to a designated contact in ARCS Admin.
- (b) ARCS Teacher Orientation Materials present effective class-building techniques.
- (c) Each Teacher's DPA will provide an Alumni Class for business-related matters.
- (d) Each Teacher's DPA will also offer ongoing access to continue attend their Coaching Certification Class.

Interviewer's Guide All of these are true.

2. In addition to the professional support resources provided by ARCS, what should all CARCs do to maintain their self-care and resultant fitness for practice?

- (a) attend support groups
- (b) acquire their own private therapist, counselor or coach
- (c) additional resources for emotional well being
- (d) additional resources for professional development

Interviewer's Guide All of these are true.

3. In the term "ARCS Proprietary Information", what does "proprietary" mean?

- (a) ARCS owns the information.
- (b) The information is ARCS "property".
- (c) The information is confidential.
- (d) Independent Contractors are legally obligated to protect the information and keep it confidential.
- (e) The information is protected by Intellectual Property laws, such as Federal Copyrights.

Interviewer's Guide All of these are true.

4. Which of the following are part of ARCS Proprietary Information?

- (a) The ARCS Coaching Certification Program
- (b) The ARCS Video-Workbook Curriculum
- (c) ARCS class-building and other trade secrets, including those provided in ARCS Teacher Orientation
- (d) ARCS marketing methods, including those offered to Teachers through the ARCS Marketing Program
- (e) All information and content on ARCS websites
- (f) ARCS business and development plans, including those announced to Teachers and discussed in Alumni Class.
- (g) Any information that ARCS discloses to a Teacher, whether directly or indirectly – verbally, or in writing.

Interviewer's Guide All of these are true.

5. In addition to ongoing support and professional development, what advantages do ARCS Teachers enjoy?

- (a) Their ARCS students-clients enjoy what the coaching industry calls "continuity of information" (all program participants receive the same information), without any additional work by the teacher.
- (b) Their ARCS students-clients enjoy what the coaching industry calls "continuity of care" (all program participants receive the same level of access and attention), without any additional work by the teacher.
- (c) Students-clients that show up for classes and sessions with a lot of insights to discuss.
- (d) A competitive edge – not only relative to other life coaches, but even relative to therapists.

Interviewer's Guide All of these are true.

ARCS Teacher Handbook

6. If you are contracted to coach-teach for ARCS, then ARCS Admin will be your:

- (a) Friend
- (b) Boss
- (c) Client
- (d) Mentor

Interviewer's Guide

- (a) Friend: While teachers often make friends amongst their colleagues, their contractual relationship with ARCS would be professional — not interpersonal. ARCS would be your client.
- (b) Boss: While ARCS is the “boss” of its own program and contracted teachers will look to them for administrative and procedural information, within their contractual relationship with ARCS — teachers are essentially their own boss, and they provide services for ARCS — ARCS would be your client.
- (c) Client: correct answer
- (d) Mentor: While teachers often find mentorship qualities in their DPA and members of ARCS Admin, their contractual relationship with ARCS is based upon teachers providing coaching services for ARCS — ARCS would be your client.

7. As an Independent Contractor, you will be responsible for:

- (a) adhering to the NBARP Professional Practice Code and ARCS Terms and Conditions
- (b) furnishing your own computer, a chalkboard, or any other class-related supplies
- (c) setting your own class and coaching schedule
- (d) maintaining your professional certifications and insurance
- (e) your advertising, monthly internet fees and income taxes
- (f) attending weekly Alumni Class and other offerings from your DPA
- (g) coming and going as you please - you have no need to report in, since you are an independent
- (h) communicating openly with your DPA and ARCS Admin, regarding your progress and challenges

Interviewer's Guide

Teachers are an independently operating entity, but all independent freelancers and businesses must work to please their clients. So while teachers can both set and change their classroom and coaching schedule, they are contractually obligated and solely responsible to, “communicate any changes in student-client scheduling or payments.”

8. What is the ethical way to terminate classes-sessions with ARCS students-clients and transfer them to another Professor?

- (a) Ethically, your focus should be on helping students-clients to avoid distress and transition smoothly.
- (b) Contactually, you should not discuss any details about the matter or any aspects of your professional relationship with ARCS.
- (c) Give notice to students-clients, which explains detailed reasons and how you feel about the matter.
- (d) Stay in touch with students-clients, to check in on their progress.
- (e) Allow ARCS Administrators, your DPA and the new Teacher to facilitate the transition.
- (f) Email all confidential student-client materials (such as applications and workbook lessons) to ARCS Admin.

Interviewer's Guide

Discussion of professional and internal matters with students-clients is both a contractual under the ARCS Teaching Agreement and an ethical violation under The NBARP Professional Practice Code. As CARCs, we are charged to prioritize student-client needs and interests, not the other way around. Therefore, any attempt by a

ARCS Teacher Handbook

CARC to involve students-clients in their business affairs or emotional needs is gross malpractice and can cause serious harm. Furthermore, students-clients can be very vulnerable at a point of transition from one practitioner to another. The NBARP Professional Practice Code clearly states that CARCs are ethically obligated to implement responsible transfer and termination of services and that, in doing so, they must "take precautionary measures to avoid any protocol that may cause an adverse reaction in clients."

9. Why does ARCS institute a 90-day probationary period, for all new teachers?

- (a) to ensure that the coach is a "fit" for the ARCS Teaching Program
- (b) to ensure that the ARCS Teaching Program is a "fit" for the coach
- (c) to help new teachers transition into interacting with ARCS Admin, their DPA and their fellow teachers in a professional capacity – rather than in the student role to which they may have become accustomed
- (d) to see if they can "measure up" to perfection
- (e) to see if they can meet ARCS' class-building quotas for new teachers
- (f) to ensure that they are capable of participating in the teaching program ethically, professionally, consistently and with an open mind to "learn the ropes" and hone their coaching skills.

Interviewer's Guide

ARCS does not in any way expect perfection of teachers, and we do not have class-building quotas. We expect new teachers to encounter challenges, and we are here to help them learn and grow.

10. The following challenges are common for new teachers. Which ones might you encounter?

- (a) studying ARCS Teacher Orientation Materials
- (b) becoming familiar with ARCS procedures and protocols
- (c) asking lots of questions in Alumni Class
- (d) incorporating boundaries for balance and self-care
- (e) grappling with internal patterns that pertain to practice (such as "caretaking")
- (f) finding your own, unique teaching style and classroom structure
- (g) developing a sense of comfort and confidence, within your own classroom

Interviewer's Guide

There is no right or wrong answer here. Each individual can answer based upon potential challenges they foresee possibly encountering. It's important for new teachers to understand that they will face challenges and to ask for help and support when needed.

11. A woman promised you that she was going to enroll for your class – but never did.

Which of the following demonstrates a positive attitude and consummate professionalism in the workplace?

- (a) You go to Alumni Class and share that you're disappointed, but that you also realize that not everyone is ready for emotional healing. You listen as your colleagues share their stories and advice – some of which are very funny, and all of which are encouraging. They let you know that you're "on the right track". You leave Alumni Class feeling renewed, with some new "tips" to add to your class-building techniques.
- (b) You go to Alumni Class and share that you're disappointed, and you're not planning on doing any class building this coming week because you're frustrated.
- (c) You go to Alumni Class and share that everything is wonderful and you're not facing any challenges.
- (d) You don't show up for Alumni Class.

Interviewer's Guide

Teachers are expected to share their challenges in Alumni Class, with a positive attitude and a willingness to learn and grow.

ARCS Teacher Handbook

12. One of your potential students texted you with a question, and one of your current students texted you with a request. It's Sunday morning, and neither your DPA nor ARCS Admin are available.

Which of the following demonstrates a positive attitude and consummate professionalism in the workplace?

- (a) You leave your DPA and Admin several text messages, each expressing more frustration.
- (b) You leave your DPA and Admin several email messages, each expressing more frustration.
- (c) You respond to the question when you don't know the answer, and you promise the request without securing approval.
- (d) You call your student back to complain about ARCS' lack of responsiveness.
- (e) You email your DPA about the question, and you email Admin about the request. You text both individuals back, letting them know that you've submitted their inquiry to the right place and you should have an answer within 1-2 business days. You end each text with a lighthearted "I'll keep you posted :)", and you resume your weekend, happy about the fact that you have just modeled adult behavior to both your prospective student and your current student.

Interviewer's Guide

Teachers are expected to respect ARCS administrators, DPAs and fellow Teachers, including but not limited to respect for reasonable communication boundaries. Each teacher and DPA will set their own hours of availability and parameters for communication. ARCS Admin offers 24-48 email turnaround time, on business days.

13. Your DPA and a member of ARCS Admin pull you aside to lend some constructive criticism. In the process, you start to "trigger" a bit, because you were constantly criticized and belittled as a child. You can feel anger and defensiveness welling up, within you.

Which of the following demonstrates a positive attitude and consummate professionalism in the workplace?

- (a) You "stuff" your feelings and make a promise to yourself, that you will never forget this betrayal.
- (b) You express all of your feelings, transforming the professional encounter into a full-on coaching session, in which you recount all of the horrible things that your mother said to you.
- (c) Your inner Adult is present. So, you let your DPA and Admin know that you need to take a quick bathroom break before continuing. You mute your connection and take a moment to ground your inner Child. You remind her that your DPA and ARCS are invested in your success, and they are not your parents. You try to listen to what they are saying, with the assumption that they are there to help, and by the end of the conversation you've actually discovered a brand new skill set for the workplace that you never knew before. You let them know that it was kind of difficult to hear, at first, but that you really appreciate their input and will both work on it and keep them apprised. Later that afternoon, you spend some nurturing and comforting time with your inner Child. Later that evening, you attend an online support group for helping professionals, and you share your story about striving to separate your current work and life experiences, from your past childhood trauma.

Interviewer's Guide

ARCS Teachers are expected to develop and sustain an ongoing regimen of support and self-care, which yields them consistently capable of self-reflection and personal accountability both within and outside of the professional environment.

14. In Alumni Class, you have a great idea for implementing a social website feature that you found into your ARCS Class. Your DPA also thinks it's a great idea, so she forwards it to Admin. A week or two later, Admin replies that they appreciate and encourage your feedback, but that they will not be implementing your idea.

Which of the following demonstrates a positive attitude and consummate professionalism in the workplace?

ARCS Teacher Handbook

- (a) You feel rejected because you work so hard to be a great coach, but ARCS doesn't value your efforts. So, the next week in Alumni Class, you share about how ARCS doesn't really care about coaches.
- (b) You feel rejected because you work so hard to be a great coach, but ARCS doesn't value your efforts. So, the next week in your Coaching Certification Class, you share about how ARCS doesn't really care about coaches.
- (c) You email Admin again, with a list of 27 reasons why they should accept your idea. You let them know that you are available to discuss the matter.
- (d) You feel disappointed, but you realize that ARCS often has variables in their decision making that you're not aware of. This fact is confirmed when you later find out that the Board turned down your idea because it goes against HIPAA confidentiality policies. So, even though you didn't like ARCS' decision, you come to realize that it was very ethical and protective of both you and student-clients.

Interviewer's Guide

It's important for ARCS Teachers to understand that, while they are independent entities within their own coaching business, ARCS is the unequivocal expert and authority regarding ARCS Programs and procedures. It is also important to understand that multiple facets are involved in ARCS decision-making. Most often, before any new process or program feature can be adopted, it must "pass muster" with both the Board and ARCS legal department. In fact, any decisions that ARCS Admin makes must be HIPAA-compliant, PCI-compliant, Board-compliant and Copyright-compliant — and this is just a "starter list" of variables that must be factored in to each ARCS decision.

15. An ARCS Teacher fails to maintain their professional liability insurance.

What would happen?

- (a) their DPA would reach out to discuss this matter.
- (b) an ARCS Administrator would need to talk with them.
- (c) ARCS could terminate their teaching contract.
- (d) ARCS could pursue legal damages from them.
- (e) The Board could suspend and/or revoke their CARC Certifications.

Interviewer's Guide

Technically, the coach's contract would be voided the moment that they allow their professional liability insurance to lapse and failed to notify ARCS immediately about the matter. Maintaining adequate professional liability insurance is in each CARCs best interests, to protect them from liability. And this is not only required by ARCS of its teachers, but also by the Certification Board —to sustain active CARC-Certification status. Based upon Board mandates and conditions, CARCs must "acquire and maintain professional liability insurance coverage, which is designed to cover the Coach's specific practice activities and which provides substantial coverage, by any and all widely-accepted industry standards, throughout their provision of their [coaching] services."

16. Without any notice or explanation, an ARCS Teacher fails to show up for for their DPA's Alumni Class or regular Coaching Certification Class.

What would happen?

- (a) their DPA would reach out to discuss this matter.
- (b) an ARCS Administrator would need to talk with them.
- (c) ARCS could terminate their teaching contract.
- (d) ARCS could pursue legal damages from them.
- (e) The Board could suspend and/or revoke their CARC Certifications.

ARCS Teacher Handbook

Interviewer's Guide

The Certification Board requires that all actively practicing CARCs, “retain and maintain ongoing weekly group and/or private coaching/counseling sessions with either an NBARP-certified Company Teacher or a Masters/ PhD-level counseling practitioner” throughout their provision of their [coaching] services. So, all CARCs must have a DPA, to remain actively certified. In the case of anyone who is accepted to teach, ARCS requires that each teacher’s DPA be an NBARP-certified Company Teacher — most often, but not always, an ARCS Teacher’s DPA is their former Professor.

If someone does not attend any of their DPA’s offerings during a given week, their DPA would surely be concerned and would seek to get in touch with the teacher. If a teacher misses weekly DPA offerings regularly, ARCS Admin would have to become involved in the situation.

17. A teacher’s contract has been terminated, so they will not be continuing to coach-teach for ARCS. They write an email to all of the students from their former ARCS class, explaining the details about why they are no longer teaching for ARCS and inviting these students to see them in private coaching sessions.

What would happen?

- (a) their DPA would reach out to discuss this matter.
- (b) an ARCS Administrator would need to talk with them.
- (c) ARCS could terminate their teaching contract.
- (d) ARCS could pursue legal damages from them.
- (e) The Board could suspend and/or revoke their CARC Certifications.

Interviewer's Guide

(c) technically the teaching contract was already terminated prior to the teacher’s inappropriate behavior.

(d) The ARCS Teaching Agreement requires that teachers do not compete with ARCS. While you are welcome to independently advertise for your own coaching practice, separate from the certification classes or sessions that you facilitate for ARCS, the ARCS teaching contract clearly states that the CARC “shall not attempt to solicit, induce, recruit, encourage, or take away any employee, independent contractor, Student-Client, or any other party affiliated with the Company, either on behalf of the Coach personally or for any other person or entity.”

The Teaching Agreement goes on to make special provisions for pursuing such matters legally, when it states that the Coach, “agrees that it would be impossible or inadequate to measure and calculate [ARCS] damages from any breach of the covenants set forth in this section. Accordingly, the Coach agrees that if the Coach breaches this section, the Company will have available, in addition to any other right or remedy available, the right to obtain an injunction from a court of competent jurisdiction restraining such breach or threatened breach and to specific performance of any such provision of this Agreement.”

(e) The Board would suspend and/or revoke the CARC’s Certifications because discussion of professional and internal matters with students-clients is an ethical violation under The NBARP Professional Practice Code. As CARCs, we are charged to prioritize student-client needs and interests, not the other way around. Therefore, any attempt by a CARC to involve students-clients in their business affairs or emotional needs is gross malpractice and can cause serious harm. Furthermore, students-clients can be very vulnerable at a point of transition from one practitioner to another. The NBARP Professional Practice Code clearly states that CARCs are ethically obligated to implement responsible transfer and termination of services and that, in doing so, they must “take precautionary measures to avoid any protocol that may cause an adverse reaction in clients.”

18. An ARCS Teacher posts ARCS class-building techniques on Facebook.

What would happen?

- (a) their DPA would reach out to discuss this matter.

ARCS Teacher Handbook

- (b) an ARCS Administrator would need to talk with them.
- (c) ARCS could terminate their teaching contract.
- (d) ARCS could pursue legal damages from them.
- (e) The Board could suspend and/or revoke their CARC Certifications.

(c) Of course, the teaching contract would be immediately terminated for such a breach.

(d) ARCS Teachers owe ARCS the same fiduciary confidentiality — as a business client — that CARCs are obligated to professionally provide to their coaching clients. Thus, ARCS would pursue this matter legally.

The ARCS Teaching Agreement clearly states that CARCs “will not disclose [ARCS Confidential Information] to any third party or use it for any purpose but to fulfill the obligations in [teaching for ARCS]. In addition, Coaches shall use due care and diligence to prevent the unauthorized use or disclosure of [ARCS] Confidential Information. The Coach agrees at all times during the Term of [teaching for ARCS] and thereafter in perpetuity (which essentially means, “forever”), to hold in strictest confidence, and not to use, except for the exclusive benefit of [ARCS], or to disclose to any person, firm or corporation without written authorization of [ARCS], any Confidential Information of [ARCS].

The Teaching Agreement goes on to make special provisions for pursuing such matters legally, when it states that the Coach “agrees that money damages may not be a sufficient remedy for any breach of [ARCS Confidential Information] by the Coach and, in addition to all other remedies, [ARCS] may seek (and may be entitled to) as a result of such breach, specific performance and injunctive or other equitable relief as a remedy.”

(e) The Board would suspend and/or revoke the CARC’s Certifications because the NBARP Professional Practice Code clearly states that, “ARCS practitioners should clearly distinguish between their role as a private individual and as a representative of the addiction-recovery coaching field, as a whole, or of a professional addiction-recovery coaching organization, such as ARCS or The NBARP. Furthermore, practitioners who claim to speak on behalf of ARCS or The NBARP can do so only with each organization’s official, written authorization.”

19. An ARCS Teacher writes their own ad about the ARCS Class that they teach. Without submitting it for approval by ARCS Legal Department and ARCS Marketing Team, they post it on the internet.

What would happen?

- (a) their DPA would reach out to discuss this matter.
- (b) an ARCS Administrator would need to talk with them.
- (c) ARCS could terminate their teaching contract.
- (d) ARCS could pursue legal damages from them.
- (e) The Board could suspend and/or revoke their CARC Certifications.

Dependent upon the content of the ad and how far outside of the stipulations of ARCS Legal Department it falls, some and or all of these responses may result. It’s important for ARCS Teachers to understand that ARCS Legal must pre-approve any content being used to represent ARCS. It is also important to understand that multiple facets are involved in ARCS decision-making. Most often, before any new process or program feature can be adopted, it must “pass muster” with both the Board and ARCS legal department. In fact, any decisions that ARCS Admin makes must be HIPAA-compliant, PCI-compliant, Board-compliant and Copyright-compliant, in addition to a host of other requirements and variables. Finally, The NBARP Professional Practice Code clearly states that, “practitioners who claim to speak on behalf of ARCS or The NBARP can do so only with each organization’s official, written authorization.”

20. An ARCS Teacher calls an ARCS student-client, to vent about her DPA’s unavailability when s/he is going through an emotional crisis.

What would happen?

ARCS Teacher Handbook

- (a) their DPA would reach out to discuss this matter.
- (b) an ARCS Administrator would need to talk with them.
- (c) ARCS could terminate their teaching contract.
- (d) ARCS could pursue legal damages from them.
- (e) The Board could suspend and/or revoke their CARC Certifications.

Discussion of professional and internal matters with students-clients is both a contractual under the ARCS Teaching Agreement and an ethical violation under The NBARP Professional Practice Code. As CARCs, we are charged to prioritize student-client needs and interests, not the other way around. Therefore, any attempt by a CARC to involve students-clients in their business affairs or emotional needs is gross malpractice and can cause serious harm.

21. Why is it important for ARCS Teachers to understand their contractual obligations?

- (a) because ARCS likes to give teachers a hard time.
- (b) because as a team of coaching professionals, we know that it's always helpful to clearly communicate our boundaries, needs and expectations when embarking upon a new relationship — and this includes business relationships.
- (c) so that teachers can have an accurate awareness of what is professional, appropriate and legally-required as they enter into the coaching-teaching field.
- (d) because ARCS wants to embark upon a longstanding, mutually respectful and collectively beneficial relationship with our teachers.