

**Note to Learner:** The Institute for the Advancement of Family Support Professionals (IAFSP) encourages you to complete the training and activities with the support of your supervisor. The notes below will guide you in preparing to take the training, following up with your supervisor after the training, supporting transfer of learning into daily practice, and extending learning through individual supervision.

**Ongoing:** View the Professional Development Program and each training module as an investment in skills and knowledge to help improve home visitor effectiveness.

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**Before the training:**

- Learner and supervisor review course objectives and home visitor competencies
- Learner rates knowledge of learning objectives

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**During the training, the learner:**

- Completes activities
- Reflects on own response
- Identifies questions and concerns
- Prints Reflective Responses to share with supervisor
- Completes post-training evaluation

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**After the training:**

- Learner:
  - Rates knowledge of learning objectives
  - Completes post-training activities, as required
  - Develops an action plan for applying skills and knowledge in daily practice
  - Meets with supervisor to:
    - Review pre- and post-training activities
    - Discuss reflections, questions, and concerns
    - Review action plan for applying skills and knowledge in daily practice
    - Assess personal learning goals, transfer of learning, and action plan over time

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This 45-minute online module, *Leaning In: Trauma and Resilience*, provides a general overview of trauma and the impact it has on families, providers and family-provider relationships. With a strong understanding of trauma and resilience, you'll be better equipped to support families to address trauma, establish resilience and create well-being.

You'll also consider how your own and others' trauma impacts your work and your daily life and identify ways you can support your own resilience.

**NATIONAL FAMILY SUPPORT PROFESSIONAL COMPETENCIES**

*Domain 2: Child Health, Safety and Nutrition*

*Dimension 6: Infant mental health*

*Component b: Toxic stress*

*Domain 3: Parent-Child Interactions*

*Dimension 11: Influences on parenting*

*Component a: Parent’s childhood experiences*

*Component b: Social context*

*Domain 4: Dynamics of Family Relationships*

*Dimension 15: Influences on family relationships*

*Component d: Risks and stressors*

*Domain 5: Family Health, Safety and Nutrition*

*Dimension 18: Mental health*

*Component b: Toxic stress and trauma*

*Domain 10: Professional Practice*

*Dimension 37: Professional boundaries*

*Component a: Individual well-being and self-care*

*Component b: Stress management*

**BEFORE THE TRAINING**

Rate Your Knowledge (Scale of 0 to 5, 0 = no knowledge, 5 = significant knowledge)

Learning Objective	Before the Training	After the Training
Define trauma and list potential traumatic events for adults and children.		
Describe the science that clarifies trauma and resilience.		
Identify the effects of trauma on the brain, body and behavior.		
Explore the use of resilience as a strategy to mitigate trauma.		
Understand how your own trauma history impacts your work with families.		
Define compassion fatigue and vicarious trauma and list strategies to take care of yourself and support your own resilience.		

**My personal learning goals for this training are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## AFTER THE TRAINING

**Reflections on what I learned:**

**Questions and concerns I identified:**

**Action Plan:** (Each learner’s plan will be unique. To get you started, some ideas are listed below.) As a result of this training, I will...

- Share information about neuroscience, epigenetics, ACEs and resilience with my families.
- Share information about the importance of positive childhood experiences with my families.
- Provide ACEs screenings according to my model or program’s guidelines.
- Support families to seek out additional services and supports to mitigate trauma, as needed.
- Share strategies for supporting children’s resilience with families.
- Share meditations with my families.
- Talk to my supervisor or other support person about my own trauma history or about any concerns I have about vicarious trauma or compassion fatigue.
- Try using meditations to support my self-care and resilience.

### My Action Plan

ACTION	TARGET DATE	DATE COMPLETED