

Attachments

Attachments for this certification Edit

Instructors

Course instructors Edit Delete

I Cedillos , Martha
M Haberman, Christopher

Course Outline

Edit

Day	Begin	End	Subject Matter	Instructional Methodology	Instructor	Agency Notes
1	0800	0810	<p>Welcome, the introduction of the subject matter, and instructor bios. Class rules and expectations.</p> <p>Introduce yourself, your current assignment, and how long you have been with the department.</p> <p>Review Agenda The instructor facilitates a group discussion about BSCC, Title 15, and Juvenile Institutions CORE Manual.</p> <p>Session 1- Understanding and overcoming the cycle of Adverse Childhood experiences, where the concept originated. The meaning behind the data. Session 2- Identifying the effects of ACE. Session 3-Biological psychology-how trauma affects the brain structure and development. Session 4-Keys to connecting and the importance of resilience.</p> <p>By the end of this course you will be able to answer the following questions:</p> <ol style="list-style-type: none"> 1. Why are we here today? 2. Who is mandating that we are Trauma-Informed?" 3. Why does it matter that we are aware of trauma and its effects on our clients? 4. What are the signs and symptoms of those affected by trauma? 	"Lecture","Group Exercise"	"Cedillos , Martha","Haberman, Christopher"	
1	0810	0900	<p>Session 1 Introduce where the topic of Adverse Childhood Experiences emerged</p> <p>Center for Disease Control and Kaiser Permanente Collaboration Over a ten-year study involving 17,000 people (from 1995 to 1997). The higher the number of ACEs, the greater the incidence of negative outcomes</p> <p>Present ACE questionnaire and review with participants. Students will complete questionnaire and submit to instructor.</p>	"Lecture","Group Discussion"	"Cedillos , Martha","Haberman, Christopher"	

Group discussion regarding maladaptive behaviors

Ask the following question:
Do you think males underreport their Adverse childhood experiences?

Observe an inverted graph. Ask participants to comment/discuss the differences between the two populations represented in the graph. For example, socioeconomic status, healthcare availability, education, and race/ethnicity.

1	0900	0905	Break	"Other"	"Cedillos , Martha", "Haberman, Christopher"
1	0905	1000	Session II Compare a child to a tree and all the necessary things a tree needs in order to flourish. Discuss adverse community experiences Ask participants if they think that stress, in general, is normal? Answer yes. Introduce types of stress: - Positive Stress Response - Tolerable Stress Response results from more serious events and results in greater activation of the body's alert system. - Toxic Stress Response Play video "The biology of Toxic Stress" Encourage participants to take notes on the video, especially the chemicals the body releases when enduring Toxic stress. - Stressors - Disrupted Neurodevelopment - Negative effects on children's brains: - Reduced learning and memory - Decreased arousal, emotion, and lower cognitive abilities - Decreased coordination and motor behaviors - Toxic Stress or perceived hopelessness. Ask participants for examples of instances where youth lost all cognitive ability due to a high-stress situation.	"Lecture", "Group Discussion"	"Cedillos , Martha", "Haberman, Christopher"
1	1000	1010	Break	"Other"	"Cedillos , Martha", "Haberman, Christopher"

8 event(s) total

Schedule

Course dates and locations					Edit
Event ID	Start Date ▼	End Date	Location	Registration Count	
	5/30/2022	5/30/2022			
					1 date(s) total