

Lesson Plan/Course Outline

Title: Traumatic Stress

Time	Learning Objective	Modality/description
9:00-9:20	1. List signs and symptoms of traumatic stress	<ul style="list-style-type: none"> • Welcome, logistics, trainer bio • Review of Learning Objectives and Agenda • Introductory Activity: <ul style="list-style-type: none"> ○ Pass out 3x5 cards ○ Ask participants to write down 3 signs of traumatic stress on the card ○ Ask participants to share with at least 7 other people in the room ○ In large group, ask for examples of what people heard in the room ○ Relate the signs to the agenda for the day
9:20-10:15	1. List signs and symptoms of traumatic stress	<ul style="list-style-type: none"> • Review the definition of traumatic stress • Compare the differences between traumatic stress and PTSD • Research and Statistics: <ul style="list-style-type: none"> ○ In advance, place laminated mini posters of the research and statistics face down on the training tables ○ Ask someone at each table to pick up one of the mini posters ○ Ask the participants who have posters to stand and read them aloud to the group when their number is called. ○ After each one is read, have the reader post it on the wall in a grouping visible to all ○ Ask the research and statistics are read, ask for reactions from the group ○ Share your reactions ○ Following the last posting, in large group, ask what this information means to the participants in their current roles • Review the signs of traumatic stress • Review common causes of traumatic stress

10:15-10:30		Break/Reflection Time
10:30-Noon	2. Describe potential negative impact to parenting due to traumatic stress	<ul style="list-style-type: none"> • Ask participants to think critically about all that they have heard about traumatic stress thus far and to consider how this can impact parenting • Brainstorm Activity: <ul style="list-style-type: none"> ○ In small groups, ask groups to brainstorm potential negative impacts to parenting ○ Have the groups list on flip chart paper ○ Review the brainstorms ○ Add any impacts that might not have come up • Small Group Discussion: <ul style="list-style-type: none"> ○ Have you ever known a parent with traumatic stress? ○ What were the signs and behaviors you saw that were related to traumatic stress? ○ How did this impact his/her ability to parent? • Review the research related to traumatic stress and decision making, judgment, and safety • Link the implications of traumatic stress to case planning and safety planning and permanency • View video of mother telling her story • View digital story of youth telling her story • Ask participants to review the case vignette and identify any traumatic stress signs and develop a safety plan to address the safety issues
Noon-1:00		Lunch
1:00-2:00	3. Review and practice applying strategies for coping with traumatic stress	<ul style="list-style-type: none"> • Review of literature on coping mechanisms and treatment options • Small group application activity: <ul style="list-style-type: none"> ○ Using the vignette from before lunch, develop 5 strategies/case plan interventions for both referring and providing assistance to the parent

		<p>for managing traumatic stress</p> <ul style="list-style-type: none"> ○ In large group, report out the strategies identified
2:00-2:45	4. Recognize resources available in the community for parenting support	<ul style="list-style-type: none"> ● Review list of types of community supports found in rural and urban environments: i.e. boys and girls club, parenting classes, mother's day out, AA/NA, mental health, YWCA, YMCA, etc ● Ask participants, in small groups, to identify what could be of use at these resources and to link to traumatic stress signs, behaviors, and implications
2:45-3:00		Break/Reflection time
3:00-3:45	<p>5. Review and practice applying strategies for coping with traumatic stress</p> <p>6. Recognize resources available in the community for parenting support</p>	<ul style="list-style-type: none"> ● Brainstorm as a large group the types of supports and referral sources available in the participants' counties ● Write them on a flip chart ● Ask participants to complete an action plan about ways to activate what they have learned today about helping parents with traumatic stress. Remind them to consider assessment, referrals, strategies, safety planning, case planning, etc. ● Broaden the discussion to think about the child welfare system as a whole. ● What needs to be different at the systemic level in your programs to help minimize the negative impact of traumatic stress in parenting, staffing, and outcomes.
3:45-4:00		<ul style="list-style-type: none"> ● Pass out evaluations ● Summarize and close

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