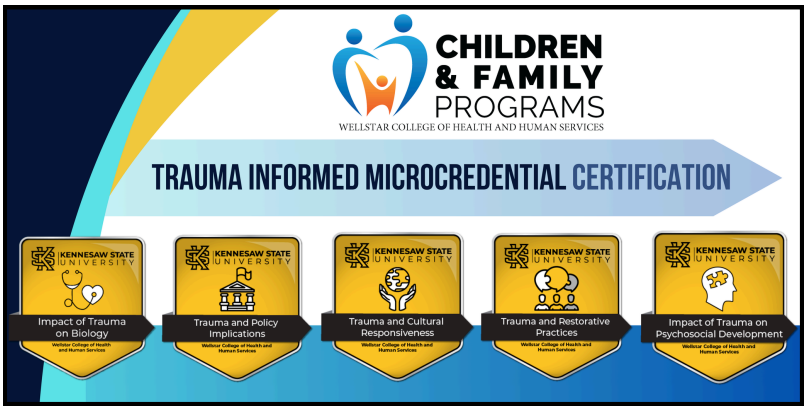
TRAUMA INFORMED MICROCREDENTAL CERTIFICATION



Kennesaw State University's (KSU) Children and Family Programs (CFP) along with faculty members and content experts developed and have implemented a microcredentialing program that contributes to a trauma informed emerging professional pipeline addressing the need to increase trauma-informed training in Georgia. By shifting the culture of education, social work, medicine, public health, and human services via embedding curriculum into their units, the project equips emerging professionals with basic skills and knowledge to work with people who have experienced trauma.

LEVEL II TRAUMA INFORMED CARE MICROCREDENTIAL BADGES

The Five Module Trauma-Informed Microcredentials include:

The microcredentials are intended to support emerging professionals by equipping them with basic skills and knowledge to work with people who have experienced trauma before reaching their field.

Learners complete a pre-test to evaluate their existing knowledge and a post-test to assess their learning progress after finishing the module. To demonstrate mastery of acquired skills and competencies necessary in professional settings, learners will engage in a case study. Upon completion, they receive a Case Study Report, serving as evidence of a Level II Badge that verifies their skills and competencies for professional and career advancement.

With this Level II Badge, learners will achieve the following outcomes for each module complete:

- ***Identify*** biological ***roots*** to an individual's ***risk*** and ***response*** to trauma.
- ***Describe*** the potential ***impact*** of trauma on ***physical health*** and ***well-being***.
- ***Analyze*** the ***efficacy*** of evidence-based trauma-informed ***interventions*** for addressing ***physically*** and ***emotionally*** rooted ***behavioral challenges***.
- ***Formulate*** a rigorous trauma-informed ***approach*** to evidence-based teaching and learning across various underserved populations in a ***culturally responsive manner***.



Biological Development: Human development is a complex process that includes the interaction of various biological, psychological and environmental factors. Throughout childhood and adolescence, there are brain developments that correspond with environmental factors such as stress, exposure to toxins, and nutrition. Research demonstrates that exposure to Adverse Childhood Experiences (ACEs), such as neglect and abuse, can have negative impacts on brain development (biological). Strategic insights are needed to reduce the impact of traumatic experiences on the body and brain. ***The goal of this module is to provide a biological perspective to understand human development and trauma's impact on it.***



Psychosocial Development: One critical dimension of psychosocial development is the acquisition of social and emotional skills that includes the interplay between psychological and social factors in shaping development throughout an individual's lifespan. ***This module's goal is to provide learners with psychosocial perspectives to understand human behavior and to provide strategies that positively model it.*** A psychosocial perspective will provide relevant insights into the complex factors that determine human behavior in order to promote positive behavior while paying respect to cultural differences.



Cultural Responsiveness Development: ***This module's goal is to prepare and train participants to understand their own perspectives and identify their own bias and how to work with difference*** – an important step to cultural competence. It is critical for learners to cultivate the ability to understand, respect, and effectively engage with individuals who belong to diverse socio-cultural and economic populations. By creating cultural competence and nurturing inclusive environments, there can be the harnessing of spaces that are respectful and supportive of individuals from all cultural backgrounds. The is also the centrality of developing participants' knowledge and skills necessary to effectively engage in a socio-culturally diverse environment.



Restorative Practices Development: ***The goal of this module is to prepare and train participants to utilize trauma informed evidence-based practices to foster positive relationships and responsive strategies embedded within supportive environments***. Restorative practice is a critical component with a high potential to help address the underlying causes of behavior rooted in past traumatic experiences toward promoting a positive environment.



System Change, Policy, and Leadership: After this module, ***learners will be able to understand and identify system-level change through policy-making and effective leadership and contribute to creating a sustainable impact.*** Learners will be able to explain the role of systemic factors, identify barriers and opportunities, analyze policy effectiveness, and formulate trauma-informed policies and practices through successful leadership that prioritizes, creates, and maintains a safe and supportive environment.

Steps to accessing Level II Trauma Informed Care Microcredential

Create an Account for Community Members

https://www.kennesaw.edu/wellstar/microcredentials/courses.php

Instructions for *CREATING* and *CONFIRMING* account with KSU

https://tinyurl.com/2mdeey8n

Create a Badgr Account

https://badgr.com/auth/login

Questions, email microcredentialscfp@kennesaw.edu