



Introduction to the Core Story of Brain Development

COURSE TIME(S)/ LOCATION(S)

COURSE DESCRIPTION

This course is based on the *Core Story of Brain Development* offered by the Alberta Family Wellness Initiative (AFWI). Brain Story Certification is designed to improve your knowledge of the science of brain development and its consequences for the lifelong health of individuals, families, and communities. Following completion of the online portion of this course, students will receive a Brain Story certificate.

This course is designed to supplement the information provided in the Brain Story Certification and support students to consider how the Brain Story science informs their individual professional practice.

Hours: 53 (20 hours asynchronous; 33 hours synchronous)

Prerequisite(s): None

LEARNING RESOURCES

- Brain Story Certification course
 - All students must register for this course themselves. It is found on the Alberta Family Wellness Initiative (AFWI) website: <https://albertafamilywellness.org/training/>
- 19 modules of materials provided by MHC via Blackboard Learn

COURSE OBJECTIVES

Lifelong health is determined by more than just our genes. Experiences at sensitive periods of development change the brain in ways that increase or decrease the risk for later physical and mental illness, including addiction. In *Brain Story Certification*, you will hear from leading experts about the biological processes at play during brain development and about how experiences and relationships shape these processes for better or for worse. You will learn how adverse early experiences can disrupt brain architecture, leading to increased risk for addiction, depression, and anxiety, and you will learn how interventions for both children and adults are being informed by this science to improve outcomes and break the intergenerational cycle of early adversity.

After completing this course (both the online *Brain Story Certification* and in-class supplements), you will be able to:

1. Explain the neurobiological, environmental, and relational factors that impact lifelong health and development.
2. Identify the consequences of early adverse experiences on the architecture of the developing brain.
3. Describe the science behind brain development and how experiences during sensitive periods of development shape the architecture of the developing brain in ways that impact developmental and wellness outcomes throughout the lifespan.
4. Discuss ways in which genetics, experiences, and relationships contribute to patterns of addiction and recovery.
5. Identify how prevention, intervention, policy, and practice contexts impact individuals and family systems to help decrease risk factors and promote protective experiences.
6. Identify how the content within the *Brain Story* course relates to real-world scenarios and professional contexts.

COURSE EVALUATION

Brain Story Certification Course (AFWI, online)	20%
In-Class Discussion Participation	20%
In-Class Discussion Facilitation	10%
Workbook (glossary, colouring sheets)	20%
Case Conceptualisation and Presentation	30%

To pass this course, you must achieve an average of at least 50%.

INSTRUCTIONAL TECHNIQUES

This course is delivered over 53 hours (20 hours asynchronous online; 33 hours in person)

STUDENT RESPONSIBILITIES

Assigned by the instructor



Resilience Coach - Skills

COURSE TIME(S)/ LOCATION(S)

COURSE DESCRIPTION

This course covers theory and skills applicable to cross-discipline work with individuals affected by trauma and addiction.

Hours: 27

Prerequisite(s): Introduction to the Core Story of Brain Development

LEARNING RESOURCES

- 12 modules of materials provided by MHC via Blackboard Learn

COURSE OBJECTIVES

After completing this course, you will be able to:

1. Explore the importance of the professional relationship and critically reflect on personal beliefs, values, biases, and experiences that construct professional identity.
2. Articulate an individual understanding of the use of power in practice and explore strategies to decrease violence and misuse of power in professional contexts.
3. Identify principles of trauma-informed practice and explore trauma-informed practice as it relates to prevention, intervention, and recovery from addiction.
4. Define intersectionality and explore diversity in practice, specifically as it relates to non-dominant populations and addiction.
5. Define the crisis cycle and explore strategies for prevention, intervention, and de-escalation.
6. Increase skills for effective, non-violent interpersonal communication.
7. Explore frameworks for addiction intervention and recovery (i.e., harm reduction, hierarchy of needs, stages of change, and the recovery cycle).

COURSE EVALUATION

Self-Assessment (Pre and Post Course)	10%
Participation	40%
Workbook Assignments	25%
Skill Video and Self-Assessment Paper	25%

To pass this course, you must achieve an average of at least 50%.

INSTRUCTIONAL TECHNIQUES

This course is delivered over 27 hours (in-person).

STUDENT RESPONSIBILITIES

Assigned by the instructor