Overview

In the **Risking Connection**® curriculum powered by Toolwire, the first three Learnscapes contain scenes about the fictional Bolton family and their search for healing. As the Learnscapes introduce the Risking Connection® operating model, students apply it to the Boltons' situation, as well as to cases from the parent text, *Risking Connection: Working with Survivors of Child Abuse®*. The content of these Learnscapes has been adopted, used, and tested in a variety of settings for over a decade.

Every student will complete the core Learnscapes 1-3; after that, students may elect to complete additional, specialized Learnscapes based on their interests, work, and the people with whom they interact.

Learning Supports

Enrolled learners will have access to extensive learning supports for the Learnscapes, including:

- Regularly scheduled free teleconferences and webinars that focus on topics in the Learnscape.

- Downloadable resources from the parent text, adapted for general use, and from current sources related to specific topics and content.

- E-mail support from a master facilitator specific to implementing Risking Connection in the learner's context for the duration of access.

- Application exercises directly aligned with the parent text.

- Three-month access to the Learnscapes in which the learner is enrolled.

Risking Connection® Learnscapes powered by Toolwire use sophisticated learning strategies for a broad audience of learners, based on current evidence about how adults learn, the use of multimedia in a meaningful way, and simulations that are realistic in content and process. The time to complete the core Learnscapes, including taking advantage of the available Learning Supports, is approximately 12 hours.

Learning Objectives for the Core Set: LS1, 2, and 3

When learners complete these three Learnscapes, they will be able to

1. Provide the Risking Connection® (RC) definition of psychological trauma

2. Specify characteristics of traumatic events

3. Discuss the impact of trauma on coping

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4. Discuss the relationship of attachment to coping with trauma

5. List and explain the Core Principles of Risking Connection®

6. Discuss RICH® Relationships and their benefits

7. Discuss the development and impact of Vicarious Trauma

8. Describe their personal response to Vicarious Trauma through Self-Care

Please note that these are the same objectives as for the 20-hour Instructor Led Training course; the primary difference is that the online learning is delivered in a natural setting, and is carried by a dramatic story accompanied by specific learning activities and assessments.

Learnscape 1 Key Learning Points in Order of Introduction

1. Explore how obstacles relate to behavior and healing.

2. Demonstrate active listening/reflection, verifying the accuracy of listening.

3. Specify RC as a trauma-informed model.

4. Review and reinforce the RC Framework and its application.

5. Describe infant brain development and relates it to attachment, responsiveness.

6. Define the term self-capacity and name the three RC focuses on.

7. Describe how self-capacities develop.

8. Reframe "what's wrong" to "what happened."

9. Describe how problematic behavior can be understood as an adaptation to traumatic experience and how this helps.

10. Explore breadth of experiences are that could be perceived as traumatic

11. Describe variation in impact of traumatic events based on differences in age at occurrence, resources, development, etc.

12. Suggest that trauma most often occurs in relationships and is best healed in relationships.

13. Reframe a case using the Initial Assessment by identifying problematic behavior and how it helps the person, identifying the person's strengths, and using inclusive, person-first language.

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Learnscape 2 Key Learning Points in Order of Appearance

1. Review the ACEs study.

2. Discuss the effects of trauma on body and brain.

3. Correlate neural plasticity with recovery.

4. Describe the effects of trauma on memory/perception, judgment and beliefs.

5. Differentiate between traumatic and non-traumatic memories.

6. Discuss the feelings skills as self-capacities.

7. Recognize Mary Harvey's theory of recovery.

8. Name and explain the Core Beliefs of Risking Connection®.

9. Position RC as a strengths-based, present focused, meaning making model.

10. Differentiate how behavior is framed in the medical (disease based) model vs. RC. .

11. Discuss self-care and its impact on Vicarious Trauma.

12. Process cases using the Constructivist Self-Development Assessment, reframing the affects of trauma in the six areas described, as well as identifying specific strengths.

Learnscape 3 Key Learning Points in Order of Appearance

1. Associate RC with relational psychology.

2. Discuss vicarious trauma.

3. Introduce mirror neurons.

4. Reinforce the person-centric nature of Trauma-Informed Care and RC in particular.

5. Discuss the frequency of trauma in the histories of people with substance use issues and those receiving care in public systems.

6. Review key points about TIC.

7. Address the issue of brain disorder, and the value of assuming people do the best they can at all times.

8. Discuss the RICH® relationship.

9. Reinforce that RC is an operating model and a way of reframing one's thinking, instead of a diagnostic and treatment process.

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