

Working with Pregnant and Parenting Adolescents

Learning Guide for Ongoing Professional Development

Note to Learner: This guide is for Early Impact Virginia’s classroom training *Working with Pregnant and Parenting Teens*. The activities in this guide will help you transfer your learning into daily practice.

This 6-hour classroom-based, interactive training will teach home visitors best practices for working with pregnant and parenting adolescents. They will explore their own values, beliefs and biases about serving pregnant and parenting teens and will identify ways to use this information to improve home visiting services. Participants will learn the differences between teen and adult parenting and learn to identify and respond to mental health issues in teens. The training also covers risk and protective factors, basics of adolescent development and learning styles.

Ongoing: View the Professional Development Program and each EIV training module as an investment in skills and knowledge to help improve home visitor effectiveness.

Before the training:

- Learner and supervisor review course objectives and home visitor competencies
- Learner rates knowledge of learning objectives

During the training, the learner:

- Completes activities
- Reflects on own response
- Identifies questions and concerns
- Completes post-training evaluation

After the training:

- Learner:
 - Rates knowledge of learning objectives
 - Completes post-training activities, as required
 - Develops an action plan for applying skills and knowledge in daily practice
 - Meets with supervisor to:
 - Review pre- and post-training activities
 - Discuss reflections, questions, and concerns
 - Review action plan for applying skills and knowledge in daily practice
 - Assess personal learning goals, transfer of learning, and action plan

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Virginia Home Visitor Competencies Addressed:

- 2.3.b. Explains how various factors such as parents’ mental and physical health, poverty, child abuse and neglect, culture, the mother’s prenatal care and experiences, and early substance exposure affects the child’s development, well-being, and brain development.
- 5.2. Understands the principles of adult and adolescent learning.
- 5.3. Uses instructional and coaching techniques to address various learning styles.
- 6.2.a. Recognizes how one’s own personal biases and emotional responses impact attitudes and practices and the way these elements might impact worker-client relationships.

Before the Training

Rate Your Knowledge (Scale of 0 to 5, 0 = no knowledge, 5 = significant knowledge)

Learning Objective	Before the Training	After the Training
Define values and identify three of their own core values.		
Recognize how values support or do not support interactions with others.		
Identify at least three ways to address bias-based interactions with others.		
Define the concepts of risk and protective factors.		
Identify and discuss at least three risk and protective factors related to adolescent pregnancy.		
Review the basics of adolescent development including physical, emotional, cognitive, and social development.		
Identify at least three myths youth hold regarding pregnancy.		
Identify the role of family, father and community context with pregnant and parenting teens.		
Identify current statistics regarding adolescent pregnancy, including a global perspective.		
Recognize the impact of structural inequities that facilitate disparities in pregnancy rates.		
Define mental wellness.		
Discuss basic knowledge regarding mental health issues facing adolescents.		
Identify mental health issues specific to pregnant and parenting adolescents.		
Identify areas of concern and appropriate actions.		
Identify seven major learning styles.		
Review some basic best practice with pregnant and parenting adolescents.		

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My personal learning goals for this training are:

1. _____
2. _____
3. _____

After the Training

Reflections on what I learned:

Questions and concerns I identified:

Post-Training Activities:

Action Plan: (Each learner’s plan will be unique. To get you started, some ideas are listed below.) As a result of this training, I will...

- Acknowledge my feelings of bias and judgement in my interactions with families and colleagues, and work to limit those feelings.
- Help my pregnant and parenting adolescent mothers to increase their protective factors.
- Give my clients multiple choices that help them to make positive decision.
- Report concerns of child abuse and sexual assault of a teen mother to Child Protective Services.
- Highlight and affirm positive parenting actions.
- Talk to my new mothers about “baby blues” and seek additional help for the mother if she is needs it.

My Action Plan

Action	Target Date	Date Completed