Abusive Head Trauma (Shaken Baby Syndrome)
Learning Guide for Ongoing Professional Development

Note to Learner: Early Impact Virginia encourages you to complete the training and activities with the support of your supervisor. The notes below will guide you in preparing to take the training, following up with your supervisor after the training, supporting transfer of learning into daily practice, and extending learning through individual supervision.

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
- Prints Reflective Responses to share with supervisor
- 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

Training Description:

This module gives the home visitor an understanding of why babies are at risk for injury from shaking and describes the developmental factors for normal infant crying. The home visitor will be able to share information about the risk of abusive head trauma and strategies for teaching parents prevention. They will also be able to help families recognize triggers and apply techniques for relieving frustration non-violently.
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Virginia Home Visitor Competencies Addressed:

4.1.a Provides education to caregivers related to creating safe and healthy home environments for young children.
4.1.c. Recognizes environmental and care-giving risks to the health and safety of children and parents and takes appropriate action when safety concerns arise, including delivering an intervention, referring the family for appropriate services, or reporting concerns to a supervisor or appropriate agency.

Before the Training

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

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<tr>
<th>Learning Objective</th>
<th>Before the Training</th>
<th>After the Training</th>
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<td>Describe why babies are at risk for injury from shaking.</td>
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<td>Identify triggers and risk factors for shaking a baby.</td>
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<td>Discuss the developmental basis for normal infant crying.</td>
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<td>Describe prevention and education techniques for families.</td>
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My personal learning goals for this training are:

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
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After the Training

Reflections on what I learned:

Questions and concerns I identified:

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...

- Make sure all of my families know about 1-800-Virginia, the statewide, toll-free parent helpline and 800Children@pcav.org, to email questions and concerns to trained specialists who will respond within 48 hours.
- Give each of my families copies of NEVER Shake a Crying Baby (PCAV) and Protecting Your Baby from Abusive Head Trauma fridge notes.
- Help families develop a Crying Plan.
- Complete the Child Abuse and Prevention online module to ensure that I know when and how to make a report to Child Protective Services.

My Action Plan

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<th>Action</th>
<th>Target Date</th>
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Health Education Design Group, IIHHS, James Madison University, 2017