

The Impact of Toxic Stress on Health and Your Role in Resilience

Program Description

Many health professionals—including nurses, substance abuse providers, and mental health professionals—do not have clear understanding of the impact of adverse childhood events (ACEs), how to mitigate the risks by building up protective factors, or how to explain to their clients how toxic stress in childhood has had a sustained impact on their physical and behavioral health. Together we will explore social determinants of health (both risk and protective factors), review tools to screen for social determinants of health (including ACES, benevolent childhood events, and adult resilience); and explore their role within a two generational approach to supporting adults who experienced ACES and the children they will be/are raising using the Community Resiliency Model.

Program Objectives

Upon completion of this program, participants should be able to:

- Explain the risk to physical and behavior health caused by adverse childhood events (ACEs) and toxic stress (including the stress caused by racial inequity and poverty)
- Describe tools for screening for social determinants of health.
- Examine a two-generation approach to supporting adults who experienced ACEs/toxic stress and the children they will be/are raising using the Community Resiliency Model.
- Discuss a plan for mitigating the risk caused by ACEs/toxic stress within their role and within their community.

Target Audience

Professionals who work in health, parent education, mental health, or substance abuse.

Program Agenda

Introduction and Self-Assessment

Self-assessment data report

Risk and Protective factors; tools for assessing social determinants of health.

Community Resilience Model key concepts and skill exploration

Developing a Plan for Mitigating Risk in Your Role in Your Community

Questions and Wrap Up

Faculty

Rachel Galanter, MPH, is El Futuro's Technical Assistance and Consultation Lead. A NC Parenting Education Network Certified Parenting Educator, she has over 25 years of experience with children, youth, and families. She uses Motivational Interviewing, the Community Resiliency Model, and Biofeedback to help families address the ambivalence, stress and

emotional issues that can be barriers to making change. She has employed proven models—Attachment Bio-Behavioral Catch Up, SafeCare, Language Is the Key, Triple P and Parent Child Interaction Therapy—to improve relationships between caregivers and children. Since 2002, Rachel has served as a task supervisor or field instructor for students in the MSW program at the School of Social Work. A certified trainer by the Motivational Interviewing Network of Trainers and the Trauma Resource Institute, she provides training and coaching to professionals on parent engagement, coaching, self-care, and cultural awareness to help other agencies engage clients who need support but are ambivalent about making change or getting professional support. In addition to her professional work on behalf of families, Rachel was a foster parent for a decade and added two daughters (and now four grandchildren) to her family from that time.