Definition/Role: While navigating an extended public health crisis and with a continuous equity and inclusion lens, the Science of Learning Project Team examined the hallmarks of professional development practices as virtual engagement is likely a permanent fixture.

FINDINGS AND BEST PRACTICES

Self-care in a virtual environment
- Tips, balance and the importance of self-compassion

E-Learning challenges
- Clear expectations and mutual respect
- Engagement strategies (PREP)
- Equitable access and support (TA)

Engagement during trainings
- Adult Learning Principles as applied to virtual learning
- Consideration of trauma and need for safety
- Usage of SAMSHA's safety principles

Post-training
- Post-training reinforcement
- Action plan
- Supervisor and peer support
- Assessment

DAILY CHECK-IN

- ☑ Stay virtually connected
- ☑ Respect your space
- ☑ Keep your mind active
- ☑ Check in with your mental health
- ☑ Find time to de-stress
- ☑ Get moving
- ☑ Give back
- ☑ Check in with your physical health

Self-careToolkit for Coping with Social Disistancing

6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

- SAFETY
- TRUSTWORTHINESS & TRANSPARENCY
- PEER SUPPORT
- COLLABORATION & MUTUALITY
- EMPOWERMENT VOICE & CHOICE
- CULTURAL, HISTORICAL, & GENDER ISSUES

Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity and possibly a cultural change at an organization level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement.

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RECOMMENDATIONS

Improve Quality and Impact
- Virtual competency building between supervisor and supervisee
- Moving from virtual or hybrid learning to practice application
  - Tools for supervisors
- Core Competencies: What is missing from virtual environment?
- Supervision and virtual observations
- Sharing and integrating learning opportunities with other comparable professional groups