

**Note to Learner:** The Institute for the Advancement of Family Support Professionals (IAFSP) 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 training module as an investment in skills and knowledge to help improve home visitor effectiveness.

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**Before the training:**

- Learner and supervisor review course objectives and family support professional competencies
- Learner rates knowledge of learning objectives

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**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

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**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 over time

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This 240-minute online module, *Maximizing Team and Peer Networks*, describes effective teams and the different roles needed from each team member. The module shares multiple strategies to honor diversity and improve communications when working with diverse populations.

**NATIONAL FAMILY SUPPORT PROFESSIONAL COMPETENCIES**

- Domain 6: Community resources and Support*
  - Dimension 22: Building community relationships*
    - Component b: Collaboration with providers*
- Domain 8: Cultural and Linguistic Responsiveness*
  - Dimension 28: Cultural competency*
    - Component a: Cultural identity*
    - Component b: Knowledge of culture*
  - Dimension 29: Cultural humility*
    - Component a: Self-awareness*

**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
Explain the difference between a team and work group.		
Identify the attributes that make a team member effective.		
Discern different team member roles and understand their function.		
Evaluate your own conflict management style and assess others'.		
Explain the internal and external dimensions of diversity.		
Assess your personal sensitivity stage on the Intercultural Sensitivity Continuum.		
Compare your experiences of American culture with the experience of those from another culture.		
Apply strategies to improve communication with diverse audiences.		

**My personal learning goals for this training are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## 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...

- Reflect on the role I play in the teams I participate on. Am I developing my strengths? Are there ways I could improve my contribution?
- Talk with my supervisor about my ability to work as a team with families. Do I need support to strengthen my abilities?
- Assess my comfort level with aspects of diversity, including age, race/ethnicity, language, religion, culture, physical and learning qualities, gender and sexual orientation.
- Assess my level of cultural sensitivity.

### My Action Plan

ACTION	TARGET DATE	DATE COMPLETED