



BC Family Health Visiting Program

Curriculum

April 2026

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Overview

This document provides a clear framework for engaging with learning resources within the BC Family Health Visiting Program (BC FHVP) Curriculum (the Curriculum). The learning activities outlined are recommendations only. Health authorities may choose to direct providers to complete alternative learning activities; however, any alternatives are expected to be equivalent or superior and to address the same learning outcomes.

The six action steps outlined in [Table 1](#) – Deep Dive, Quick Scan, Navigate and Familiarize, Save for Easy Access, Complete, and Watch – are designed to guide learners through the Curriculum in a flexible and purposeful way. These steps support the development of core competencies (essential knowledge, skills, and attitudes), help refresh understanding of familiar resources, and ensure timely access to essential materials for practice.

Assumptions

This Curriculum is designed primarily for registered nurse Family Health Visitors. Learners are encouraged to consult with their supervisor or clinical nurse educator to identify their learning priorities and determine the most appropriate starting point within the Curriculum. Non-nurse providers may be directed to complete a modified or limited version of the BC FHVP Curriculum, based on role and scope of practice.

It is assumed that the learner:

- Has completed the BC Communicable Disease Control (BCCDC) Immunization Competency Training
- Has access to required digital platforms and systems used to support learning and practice (e.g., Learning Hub and other relevant provincial or regional platforms)

Table 1: Resource Engagement Guide

Level of Action	Description
Deep Dive	Thoroughly read and understand the resource(s) or specified sections to build foundational knowledge
Quick Scan	Skim the resource for key points or refresh your memory if you have seen it before
Navigate and Familiarize	Locate the resource, understand its structure, and learn how to access and use it when needed
Save for Easy Access	Bookmark, download, or print the resource so it is readily available for future reference (e.g., during home visits)
Complete	Enroll and complete courses or modules
Watch	View video resource

Clinical Practice: Foundations

MODULE 1: Foundations of Public Health			Estimated Total Learning Time: 15 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Public Health Fundamentals	Quick Scan	Understanding the report on Key Health Inequalities in Canada; review infographics linked at bottom of page (<i>Public Health Agency of Canada, 2019</i>)	<1 hr	<ul style="list-style-type: none"> • Understand what health inequalities are and why they matter • Identify the main indicators used to measure health inequalities • Describe which groups experience the largest health inequalities • Explain the relationship between socioeconomic status and health

MODULE 1: Foundations of Public Health			Estimated Total Learning Time: 15 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Public Health Fundamentals <i>cont.</i>	Quick Scan	Healthy Start Initiative: Provincial Perinatal, Child, and Family Health Services (<i>Province of British Columbia, 2013</i>)	30 min	<ul style="list-style-type: none"> • Explain the role of public health nursing in the perinatal-early childhood continuum • Apply standardized screening and assessment practices • Provide evidence-based health promotion and education • Identify and support vulnerable families • Collaborate across disciplines and community systems • Promote equitable access to services • Support breastfeeding and early childhood development • Implement early intervention and prevention strategies • Understand the structure of BC's public health service model
	Deep Dive	About Public Health (<i>Province of British Columbia</i>)	45 min	<ul style="list-style-type: none"> • Understand the purpose, focus, and key roles and competencies in public health in BC • Identify core public health functions and connections within these core areas • Describe how the determinants of health influence population outcomes and how to address inequities

MODULE 1: Foundations of Public Health			Estimated Total Learning Time: 15 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Public Health Fundamentals <i>cont.</i>	Quick Scan	British Columbia's Population and Public Health Framework: Strengthening Public Health; Best Start in Life pp. 45-46 (<i>BC Ministry of Health, 2024</i>)	5 min	<ul style="list-style-type: none"> Understand the purpose and scope of the framework and foundational principles Identify and describe the Best Start in Life priority area
	Complete	Health Promotion Essentials; requires registration and log-in (<i>Public Health Ontario, 2020</i>): <ul style="list-style-type: none"> Module 1: Foundations of Health Promotion Module 2: What is Health Promotion? Module 3: Social Conditions that Influence Health Module 4: Anti-Oppressive Health Promotion Module 5: Putting the Pieces Together – Health Promotion in Practice 	2.5 hrs	<ul style="list-style-type: none"> Gain a greater understanding of foundational concepts integral to health promotion and how it can contribute to health outcomes
	Quick Scan	A Time for Urgent Action: the 2024 report of the National Advisory Council on Poverty (<i>Employment and Social Development Canada, 2024</i>)	30 min	<ul style="list-style-type: none"> Describe rising property costs in Canada Identify systemic barriers to Canadians accessing benefits Recognize which groups are most affected by poverty Summarize the Council's core recommendations

MODULE 1: Foundations of Public Health			Estimated Total Learning Time: 15 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Public Health Fundamentals <i>cont.</i>	Quick Scan	Ottawa Charter for Health Promotion: An International Conference on Health Promotion <i>(Public Health Agency of Canada, 2017)</i>	15 min	<ul style="list-style-type: none"> Understand the core definition and purpose of health promotion Identify the determinants for health Explain three health promotion strategies Apply five action areas of health promotion
	Deep Dive	CDC Health Impact Pyramid <i>(Connecticut Health Improvement Coalition, 2010)</i>	5 min	<ul style="list-style-type: none"> Describe five tiers of Health Impact pyramid Explain how the impact on population health differs across the pyramid Identify examples of interventions
	Watch	Introduction to Upstream; video <i>(Canadian Centre for Policy Alternatives; Think Upstream Project)</i>	5 min	<ul style="list-style-type: none"> Understand upstream movement to create a healthy society through evidenced-based, client-centred ideas
Health Equity	Complete	Introduction to Health Equity; requires registration and log-in <i>(National Collaborating Centre for Determinants of Health and Public Health Ontario, 2023):</i> <ul style="list-style-type: none"> Modules 1: What are health inequities Module 2: Pathways to health equity Module 3: Acting to improve health equity Module 4: Reflections on world views Module 5: Building organizational capacity for equity work 	2.5–3 hrs	<ul style="list-style-type: none"> Apply Canada’s Public Health Core Competencies in practice and professional growth Support professional development, orientation, and performance appraisal in public/community health Address learning needs across public health roles and associations Facilitate guided discussions within communities of practice

MODULE 1: Foundations of Public Health			Estimated Total Learning Time: 15 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Health Equity <i>cont.</i>	Deep Dive	Language of Health Equity <i>(National Collaborating Centre for Determinants of Health, 2023)</i>	45 min	<ul style="list-style-type: none"> Identify why language is foundational to health equity and how power dynamics are embedded in language Recognize and apply principles of strengths-based language
	Quick Scan	Wheel of Privilege and Power <i>(Government of Canada)</i>	<5 min	<ul style="list-style-type: none"> Recognize how social identities influence privilege and health outcomes Apply an intersectional lens when assessing patients and planning care Identify systemic barriers Reflect on personal privilege and bias Strengthen culturally safe, equity-informed, and trauma-informed practice
	Quick Scan	The Pencilword: On a Plate; short story of privilege <i>(Radio New Zealand, 2015)</i>	<5 min	<ul style="list-style-type: none"> Understand the concept of privilege and identify structural inequalities
Social Determinants of Health	Deep Dive	Social Determinants of Health and Health Inequalities <i>(Public Health Agency of Canada, 2024)</i>	2 hrs	<ul style="list-style-type: none"> Understand the determinants of health Distinguish between health inequality, inequity, and equity – and understand current health inequities in Canada
	Deep Dive	What are the social determinants of health? <i>(Canadian Public Health Association)</i>	15 min	<ul style="list-style-type: none"> Recognize the social gradient in health Understand how social determinants of health interact to influence health

MODULE 1: Foundations of Public Health			Estimated Total Learning Time: 15 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Nursing Practice	Navigate and Familiarize	British Columbia College of Nurses and Midwives: <ul style="list-style-type: none"> • <i>Ethical Practice</i> • <i>Duty to Report</i> • <i>Nurses: Boundaries in the Nurse-Client Relationship</i> • <i>Nurses: Conflict of Interest</i> 	30 min	<ul style="list-style-type: none"> • Identify and understand ethical practice standards of nursing profession • Explain the concept of autonomous scope of practice, understand accountability and decision-making • Apply standards, limits, and conditions to practice • Explain the legal and ethical foundations of the duty to report, identify when a report is required, and describe how to make a report
	Familiarize	Core Competencies for Public Health in Canada 2.0 (<i>National Collaborating Centres for Public Health, 2025</i>)	1.5 hrs	<ul style="list-style-type: none"> • Understand the purpose and scope of Public Health • Describe core competencies and their importance • Understand 10 competency categories • Apply public health values into practice
	Quick Scan	Community Health Nurses of Canada Standards of Practice; infographic (<i>Community Health Nurses of Canada, 2019</i>)	15 min	<ul style="list-style-type: none"> • Understand the core standards of community health nursing • Recognize the determinants of health and their impact • Describe the nurse-client relationship

MODULE 1: Foundations of Public Health			Estimated Total Learning Time: 15 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Nursing Practice <i>cont.</i>	Navigate and Familiarize	Canadian Community Health Nursing Professional Practice Model & Standards of Practice <i>(Community Health Nurses of Canada, 2019)</i>	1 hr	<ul style="list-style-type: none"> • Understand Canadian Community Health Nursing (CCHN) Professional Practice Model • Explain the health nursing standards of practice • Understand how systems and organizations influence practice • Describe roles and different competencies of different community health specialties

MODULE 2: Foundations of BC FHVP			Estimated Total Learning Time: 6 Hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Deep Dive	BC FHVP Manual <i>(Provincial Health Services Authority, 2026)</i>	4 hrs	<ul style="list-style-type: none"> • Identify the Guiding Principles, Program Intention, and Foundational Framework of BC FHVP
	Watch	BC FHVP: Introduction and Foundations for Implementation Webinar <i>(Provincial Health Services Authority, 2026)</i>	2 hrs	<ul style="list-style-type: none"> • Identify the foundational knowledge needed to apply BC FHVP components into daily work
	Navigate and Familiarize	Review of regional health authority (RHA) policies and guidelines for (discuss with supervisor): <ul style="list-style-type: none"> • Checking in/out processes • Working alone • Pre/post-visit risk assessment • Program intake process and workflows 	Varies	<ul style="list-style-type: none"> • Understand safety requirements regarding check-in/out processes and working alone; review relevant procedures and documentation • Identify and gain familiarity with regional risk identification procedures around home visiting • Outline relevant intake processes and workflows

MODULE 2: Foundations of BC FHVP			Estimated Total Learning Time: 6 Hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	Complete RHA education regarding: <ul style="list-style-type: none"> • “Working Alone” education 	Varies	<ul style="list-style-type: none"> • Identify risks and hazards associated with working alone in community settings • Follow required check-in/check-out procedures • Recognize responsibilities and actions in maintaining personal and team safety • Gain familiarity with available tools and technologies • Identify when and how rescue protocol is activated and understand how hazards or risks will be communicated • Identify reporting criteria for safety events
	Navigate and Familiarize	Promoting High-Quality Engagement During Videoconference Visits (PHN-PREP, 2022)	<15 min	<ul style="list-style-type: none"> • Learn strategies to enhance the quality of the home visitor-family relationship when using videoconferencing platforms to conduct a visit
	Watch	PHO Webinar: Engaging Fathers in Home Visiting (Public Health Ontario, PHO; PHN-PREP, 2023)	58 min	<ul style="list-style-type: none"> • List the benefits of engaging partners in home visiting • Describe the characteristics of father participation and engagement in home visiting • Consider different approaches for tailoring home visitation programming to safely increase the engagement of fathers

MODULE 2: Foundations of BC FHVP			Estimated Total Learning Time: 6 Hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Family-Centred Care	Quick Scan	Family-centred maternity and newborn care: National guidelines (<i>Public Health Agency of Canada, 2023</i>): Chapter 1: Family-Centred Maternity and Newborn Care in Canada: Underlying Philosophy and Principles	30 min	<ul style="list-style-type: none"> Understand the philosophy and principles of family-centred maternity and newborn care Recognize the importance of early attachment and breastfeeding or chestfeeding Appreciate the role of diversity and culture in providing care Identify rural and remote care realities Appreciate the need for continuous evaluation and quality improvement
	Quick Scan	Population and Public Health Prenatal Care Pathway; Approaches to Care section, pp. 3-4, (<i>Perinatal Service BC, 2014</i>)	5 min	<ul style="list-style-type: none"> Outline principles of various care models, e.g., women-centred care, trauma- and violence-informed care, etc.
Consolidation Activities	Complete	<ul style="list-style-type: none"> BC FHVP Eligibility Assessment Tool Consolidation Activity (TBD) Documentation Consolidation Activity (TBD) – DARP charting, CBE, review examples with mentor 		
Mentored Practice	Complete	<ul style="list-style-type: none"> Observe use of the BC FHVP Eligibility Assessment Tool for families eligible for BC FHVP during prenatal, postpartum, and childhood stages. 		

MODULE 3: Cultural Wellness and Anti-Racist Care			Estimated Total Learning Time: 33-38 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Indigenous Cultural Safety	Complete -or- Watch	San'yas Indigenous-Specific Anti-Racism Training: BC Health Course; Self-paced e-modules (Provincial Health Services Authority)	8-10 hrs over 8 weeks	San'yas Indigenous Cultural Safety Training <ul style="list-style-type: none"> Strengthen knowledge, self awareness, and skills to support culturally safe care with Indigenous people San'yas Debrief Circle <ul style="list-style-type: none"> Gain knowledge, self awareness, and skills through deeper, collective, and face-to-face dialogue regarding content of the course Cultural Safety and Humility Action Series <ul style="list-style-type: none"> Develop awareness and action on cultural safety and humility Develop tools and skills needed to be effective allies for advancing cultural safety and humility and to understand and integrate this work into their practice or interaction with First Nations and Indigenous clients
		-and- San'yas Debrief Circle -or- Cultural Safety and Humility Action Series (First Nations Health Authority and BC Patient Safety and Quality Council): <ul style="list-style-type: none"> <i>Webinar 1: Leading a Framework for Cultural Safety and Humility (58:09)</i> <i>Webinar 2: Learning and Advancing the Recommendations of the Truth and Reconciliation Commission (53:00)</i> <i>Webinar 3: The Importance of Story to Cultural Safety (1:03:00)</i> <i>Webinar 4: Intergenerational Trauma and Institutional Avoidance (1:01:14)</i> <i>Webinar 5: Pursuing Cultural Safety – From Unearthing Bias to Realizing Reconciliation (1:01:33)</i> <i>Webinar 6: Cultural Humility and Nursing in BC (1:04:13)</i> 	11 hrs	

MODULE 3: Cultural Wellness and Anti-Racist Care			Estimated Total Learning Time: 33-38 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Indigenous Cultural Safety <i>cont.</i>		<ul style="list-style-type: none"> • <i>Webinar 7: Cultural Safety – Respect and Dignity in Relationships Indigenous Peoples and the Health Care System (56:50)</i> • <i>Webinar 8: Racism as a Determinant of Health (1:02:09)</i> • <i>Webinar 9: Cultural Safety Framework and Action Plan from Vancouver Coastal Health (56:39)</i> • <i>Webinar 10: Responding to Anti-Indigenous Racism in the Health Care System (1:07:38)</i> • <i>Webinar 11: Leading with Culture in First Nations Community Contexts (58:48)</i> 		
	Complete	Complete RHA education regarding: <ul style="list-style-type: none"> • Indigenous cultural safety and anti-racism training 	Varies	<ul style="list-style-type: none"> • Explain the diversity of the First Nations, Métis, and Inuit peoples in your health service delivery region • Apply your understanding of the impact of colonialism and Indigenous-specific racism to your role in the health care system • Apply basic principles and practices of cultural safety, cultural humility, and anti-racism within your role in health care
	Deep Dive	Nurses & Midwives: Indigenous Cultural Safety, Cultural Humility, and Anti-Racism <i>(British Columbia College of Nurses and Midwives)</i>	30 min	<ul style="list-style-type: none"> • Identify clear expectations for how BCCNM registrants are to provide culturally safe and anti-racist care for Indigenous clients

MODULE 3: Cultural Wellness and Anti-Racist Care			Estimated Total Learning Time: 33-38 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Indigenous Cultural Safety <i>cont.</i>	Deep Dive	Indigenous Cultural Safety, Cultural Humility and Anti-Racism: Practice Standard Companion Guide (<i>British Columbia College of Nurses and Midwives, 2022</i>)	2 hrs	<ul style="list-style-type: none"> Gain familiarity with BCCNM's Indigenous Cultural Safety, Cultural Humility, and Anti-racism practice standard
	Quick Scan	Truth and Reconciliation Commission of Canada: Calls to Action (<i>Truth and Reconciliation Commission of Canada, 2015</i>)	45 min	<ul style="list-style-type: none"> Understand the historical context of residential schools, recognize systemic inequities facing Indigenous Peoples, and identify practical steps to support reconciliation
	Quick Scan	Delivering on Truth and Reconciliation Commission Calls to Action ; Read Health, Child Welfare, and Language and Culture sections (<i>Government of Canada, 2025</i>)	1 hr	<ul style="list-style-type: none"> Understand themes, gain knowledge about, and understand Canada's progress on the Truth and Reconciliation Commission's Calls to Action Appreciate the ongoing nature of Reconciliation
Indigenous Cultural Wellness and Health Care	Quick Scan	Anti-Indigenous Racism Resources for Health Professionals (<i>Government of Canada, 2025</i>)	Varies	<ul style="list-style-type: none"> Understand the knowledge, tools, and strategies needed to recognize, confront, and ultimately eliminate anti-Indigenous racism within health care
	Deep Dive	In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care (<i>M.E. Turpel-Lafond, 2020</i>)	3 hrs	<ul style="list-style-type: none"> Recognize Indigenous-specific racism in BC's health care system, understand the historical and systemic roots of current inequities, and describe the health impacts of racism Identify disproportionate impacts on Indigenous women and Indigenous health workers. Apply principles of cultural safety, humility, and anti-racism in care

MODULE 3: Cultural Wellness and Anti-Racist Care			Estimated Total Learning Time: 33-38 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Indigenous Cultural Wellness and Health Care <i>cont.</i>	Quick Scan	Client and Family Information Sheet: British Columbia Cultural Safety and Humility Standard (<i>Health Standards Organization, 2022</i>)	5 min	<ul style="list-style-type: none"> Gain familiarity with guidance to address Indigenous-specific racism
	Complete	Miyo-Pimâtisowin – Métis Cultural Wellness Education for Healthcare Professionals (<i>Métis Nation BC</i>)	3 hrs	<ul style="list-style-type: none"> Gain knowledge about Métis cultural wellness, traditional knowledge, the impacts of colonialism on health outcomes, and approaches to culturally grounded Métis-specific care Gain practical insight into how to support Métis patients, families, and communities with respect, recognition, and relational accountability
Indigenous Perinatal Considerations	Navigate and Familiarize Save for Easy Access	Maternal, Child and Family Health; explore resources for clients who are pregnant and parenting (<i>First Nations Health Authority</i>)	1–2 hrs	<ul style="list-style-type: none"> Gain knowledge about the cultural and community supports that Indigenous perinatal families may choose to access, approaching this learning with humility and respect
	Quick Scan	Cultural Safety & Cultural Humility (<i>Perinatal Services BC</i>)	2–3 hrs	<ul style="list-style-type: none"> Explore and gain familiarity with Indigenous-specific perinatal resources
	Deep Dive	Honouring Indigenous Women’s and Families’ Pregnancy Journeys: A Practice Resource to Support Improved Perinatal Care; read resource and see learning activity listed below (<i>Perinatal Services BC, 2021</i>)	1 hr	<ul style="list-style-type: none"> Gain awareness of challenges faced by Indigenous Peoples in the health care system in the perinatal period to ensure respectful and safe perinatal care

MODULE 3: Cultural Wellness and Anti-Racist Care			Estimated Total Learning Time: 33-38 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Indigenous Perinatal Considerations <i>cont.</i>	Watch	Cultural Practices Around Birth (Northern Health Authority, 2016)	15 min	<ul style="list-style-type: none"> Gain familiarity with cultural birth practices in some First Nations communities in BC, and how these impact health care needs
	Deep Dive	Sacred and Strong; Upholding Our Matriarchal Roles: The Health and Wellness Journeys of BC First Nations Women and Girls (First Nations Health Authority, 2021)	3 hrs	<ul style="list-style-type: none"> Honour missing and murdered Indigenous women and girls and their families and communities Recognize the strength and resilience of First Nations women and girls and celebrate the many ways they are thriving
Cross-Cultural Diversity	Complete	Diversity Competency Modules (Fraser Health): <ul style="list-style-type: none"> Module 1: What is Diversity? (Learning Hub Course #11390) Module 3: Communicating with Diverse Populations (Learning Hub Course #15368) Module 5: The Standards for Health Care Providers (Learning Hub Course #15367) Module 6: Providing Care to Refugees (Learning Hub Course #15664) 	6.5 hrs	<ul style="list-style-type: none"> Gain familiarity with fundamental concepts of culture and diversity and how health behaviours and attitudes are affected Identify the basics of diversity competent communication in the health care setting Recognize the meanings and importance of cultural sensitivity and cultural competence Create a level of understanding about refugees in your community and how to help them in practice
	Save for Easy Access	Caring for Kids New to Canada; a guide for health professionals working with immigrant and refugee children and youth (Canadian Paediatric Society, 2026)	1 hr	<ul style="list-style-type: none"> Review resources and information to enhance patient care
	Deep Dive	Review of RHA policies and guidelines for: <ul style="list-style-type: none"> Specific populations served in your region, e.g., newcomers 	Varies	<ul style="list-style-type: none"> Gain familiarity with relevant policies that will support patient-centred, inclusive nursing care

MODULE 3: Cultural Wellness and Anti-Racist Care			Estimated Total Learning Time: 33-38 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Cross-Cultural Diversity <i>cont.</i>	Navigate and Familiarize	BC FHVP Clinical Toolkit <i>(Provincial Health Services Authority, 2026):</i> <ul style="list-style-type: none"> • Connection to Culture – review entire section • Engagement with Community Supports – review referral section (resources for newcomer, refugee, and Indigenous families) 	Varies	<ul style="list-style-type: none"> • Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
Consolidation Activities	Complete	<ul style="list-style-type: none"> • Honouring Indigenous Women’s and Families’ Pregnancy Journey; Complete case study activities, pp. 25-30 (PSBC). 		
Mentored Practice	Complete	<ul style="list-style-type: none"> • Review case study activity with mentor and reflect on personal practice experiences. 		

MODULE 4: Birth Parent Assessment (Postpartum)			Estimated Total Learning Time: 6+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Quick Scan	Postnatal Assessment and Care Guide (TBD) ; focus on guidance related to birth parent (<i>Perinatal Services BC</i>)	1 hr	<ul style="list-style-type: none"> • Demonstrate competence in conducting a holistic postnatal assessment of the birth parent–newborn dyad, including the ability to provide appropriate anticipatory guidance, deliver evidence-informed nursing care, and identify and initiate recommended referrals
	Complete	Complete RHA education regarding: <ul style="list-style-type: none"> • Postpartum assessment 	Varies	<ul style="list-style-type: none"> • Demonstrate competence to complete a postpartum assessment in a community setting, review PSBC Community Liaison records
	Watch	PSBC Perinatal and Newborn Health Hub Orientation ; webinar (<i>Perinatal Services BC, January 2024</i>)	50 min	<ul style="list-style-type: none"> • Gain familiarity with the Perinatal and Newborn Health Hub • Navigate clinical care topics written and reviewed by subject matter experts • Access essential professional resources, including decision support tools, checklists, and guidance
	Watch	PSBC Pregnancy and Parent Learning Centre: Information for Providers and Partners ; webinar (<i>Perinatal Services BC, Oct 2025</i>)	<1 hr	<ul style="list-style-type: none"> • Gain familiarity with the vision of the PSBC Pregnancy and Parent Learning Centre • Outline differences between the PSBC Perinatal and Newborn Health Hub and the PSBC Pregnancy and Parent Learning Centre, and the alignment of information between them • Become familiar with the use of the PSBC Pregnancy and Parent Learning Centre, including an overview of the four Journeys

MODULE 4: Birth Parent Assessment (Postpartum)			Estimated Total Learning Time: 6+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Physical Activity	Deep Dive	Physical Activity During the Postpartum Period (<i>Perinatal Services BC</i>)	30 min	<ul style="list-style-type: none"> • Become familiar with the recommendations and available resources specific to physical activity in the postpartum period
	Deep Dive	Healthy Eating During the Postpartum Period (<i>Perinatal Services BC</i>)	30 min	<ul style="list-style-type: none"> • Become familiar with the recommendations and available resources around healthy eating in the postpartum period
	Quick Scan	2025 Canadian Guideline for Physical Activity, Sedentary Behaviour and Sleep Throughout the First Year Postpartum (<i>Canadian Society for Exercise Physiology</i>)	10 min	<ul style="list-style-type: none"> • Identify current recommendations regarding physical activity and sleep in the postpartum period
	Navigate and Familiarize	BC FHVP Clinical Toolkit; (<i>Provincial Health Services Authority, 2026</i>): <ul style="list-style-type: none"> • Adult Physical Health and Well-being – Parent • Adult Mental Health and Well-being – Parent 	Varies	<ul style="list-style-type: none"> • Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit

MODULE 4: Birth Parent Assessment (Postpartum)			Estimated Total Learning Time: 6+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Physical Activity <i>cont.</i>	Quick Scan	Family-Centred Maternity and Newborn Care: National Guidelines (<i>Public Health Agency of Canada, 2023</i>): <ul style="list-style-type: none"> • Chapter 5: Postpartum Care (focus on sections 1, 2.1, 2.2, 3.1, 3.2, 4) • Chapter 6: Breastfeeding (focus on Steps 1–4) 	2 hrs	<ul style="list-style-type: none"> • Describe the principles of family-centred postpartum care, and recognize diverse family needs and contexts • Understand care and practice recommendations for the postpartum period • Identify common complications for postpartum parents and newborns • Explain the importance of breastfeeding/ chestfeeding and understand the Breastfeeding Friendly Initiative (BFI) • Identify key practices to support breastfeeding/chestfeeding and offer guidance through breastfeeding/chestfeeding challenges
	Navigate and Familiarize	Review of RHA policies and guidelines for: <ul style="list-style-type: none"> • Postpartum assessment 	Varies	<ul style="list-style-type: none"> • Identify regional policies and requirements around maternal and newborn assessments and required documentation
Consolidation Activities	Complete	<ul style="list-style-type: none"> • Parent assessment activity (TBD) • Documentation activity (TBD) 		
Mentored Practice	Complete	<ul style="list-style-type: none"> • Observe 2-3 initial 24-48/72hr assessments of a less complex birth parent-infant dyad with your mentor. • Observe documentation of initial 24-48/72-hour visit. • Explore community resources recommended during these assessments. 		

MODULE 5: Infant Assessment			Estimated Total Learning Time: 5+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Quick Scan	Postnatal Assessment and Care Guide (TBD) ; focus on guidance related to the newborn (<i>Perinatal Services BC</i>)	1 hr	<ul style="list-style-type: none"> Gain familiarity with the tools available to support completion of a holistic postnatal assessment of the birth parent–newborn dyad, including the ability to provide appropriate anticipatory guidance, deliver evidence-informed nursing care, and identify and initiate recommended referrals
	Navigate and Familiarize	BC FHVP Clinical Toolkit ; (<i>Provincial Health Services Authority, 2026</i>): <ul style="list-style-type: none"> Growth and Development – all resources related to the newborn period 	Varies	<ul style="list-style-type: none"> Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
	Quick Scan	Family-centred maternity and newborn care: National guidelines (<i>Public Health Agency of Canada, 2023</i>): <ul style="list-style-type: none"> Chapter 5: Postpartum Care; focus on sections 2.3 and 3.3 Chapter 6: Breastfeeding; focus on Steps 5-9 	3 hrs	<ul style="list-style-type: none"> Identify monitoring for maternal and newborn health after birth Demonstrate knowledge of support and follow-up care needed in early weeks postpartum Outline how health care providers and systems can promote and support breastfeeding/chestfeeding through family-centred care, education, and early bonding practices
	Navigate and Familiarize Save for Easy Access	Photo Gallery ; newborn assessment (<i>Aby., J. Stanford Medicine Newborn Nursery</i>)	45 min	<ul style="list-style-type: none"> Recognize and describe normal and abnormal physical findings in newborns across all major body systems, using high-quality clinical images as reference

MODULE 5: Infant Assessment			Estimated Total Learning Time: 5+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Infant Sleep	Navigate and Familiarize Save for Easy Access	Understanding Sleep Health in Families of Infants (PHN-PREP, 2025)	15 min	<ul style="list-style-type: none"> Explain the key factors that shape healthy sleep patterns in infants and how these factors affect family well-being
	Navigate and Familiarize Save for Easy Access	Interventions to Promote Sleep: Supporting Families in their Management of Sleep Concerns (PHN-PREP, 2025)	30 min	<ul style="list-style-type: none"> Identify and apply evidence-informed strategies that help families manage infant and child sleep challenges in a supportive, family-centred way
	Deep Dive	Review of RHA policies and guidelines for: <ul style="list-style-type: none"> Newborn assessment (if available) 	Varies	<ul style="list-style-type: none"> Demonstrate competence to complete a newborn assessment in the home, review PSBC Community Liaison records
	Quick Scan	Complete RHA education regarding: <ul style="list-style-type: none"> Newborn assessment Growth Monitoring Include review of Fenton 2025 Third Generation Preterm Growth Charts 	10 min	<ul style="list-style-type: none"> Conduct a comprehensive newborn assessment, identify risk and variances, respond with appropriate interventions Interpret and apply growth charts to monitor growth and assign size-for-gestational-age in infants
Consolidation Activities	Complete	<ul style="list-style-type: none"> Infant assessment activity (TBD) Documentation activity (TBD) 		
Mentored Practice	Complete	<ul style="list-style-type: none"> Observe 2-3 initial postpartum assessments with a less complex parent-infant dyad with your mentor. Observe documentation of initial postpartum visit. Explore community resources recommended during these assessments. 		

MODULE 6: Infant Safety			Estimated Total Learning Time: 5 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Skin to Skin	Deep Dive	Sudden Unexpected Postnatal Collapse (SUPC) <i>(Perinatal Services BC)</i>	30–50 min	<ul style="list-style-type: none"> Outline background and definition, and identify key risks for SUPC Identify guidance to inform clinical practice – safe skin-to-skin, R.A.P.P.T. assessment, etc. Gain knowledge of key educational resources for families and health care providers
	Watch	Safe Skin-to-Skin Contact and SUPC Webinar <i>(Perinatal Services BC, November 2023)</i>	<1 hr	<ul style="list-style-type: none"> Identify and understand current and up-to-date resources and how to access them Learn more about Sudden Unexpected Postnatal Collapse (SUPC), e.g., timing, risk factors, surveillance, education, and empowerment Identify current practice recommendations and updates around skin-to-skin contact
	Navigate and Familiarize	Golden Hour for Healthy Late Preterm and Term Babies; explore clinical care topics and resources <i>(Perinatal Services BC)</i>	15 min	<ul style="list-style-type: none"> Understand benefits of deferred cord clamping (DCC), skin-to-skin contact (SSC), and initiation of breastfeeding or chestfeeding during the first hour after birth Understand cultural agility to facilitate important traditions and beliefs around SSC and the Golden Hour, and recognize importance of supporting cultural rights following birth
Sleep	Watch	Safer Infant Sleep; webinar <i>(Perinatal Services BC, March 2022)</i>	1 hr	<ul style="list-style-type: none"> Identify key messages around safe sleep practices Explore how key messages and support tools may be used in practice to facilitate and encourage open discussion with families

MODULE 6: Infant Safety			Estimated Total Learning Time: 5 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Sleep <i>cont.</i>	Deep Dive	Honouring Our Babies (Safer Sleep Toolkit): Facilitator Guide and Cards ; 3rd edition (<i>Perinatal Services BC, 2023</i>)	30 min	<ul style="list-style-type: none"> Understand culturally safe, trauma-informed approaches to safer infant sleep, and protective cultural practices Gain knowledge around sleep-related infant death and associated risk factors Obtain skills for facilitating conversations with families and demonstrate ability to use safer sleep cards as a resource for families Gain knowledge of safe sleep principles
Traumatic Head Injury	Complete and Review Save for Easy Access	PURPLE Crying Training (<i>Prevent Shaken Baby Syndrome BC</i>): <ul style="list-style-type: none"> Register for training at the Provincial Health Services Authority Learning Hub Course #6485 Review and gain familiarity with resources available here 	1 hr	<ul style="list-style-type: none"> Demonstrate ability to support parents and caregivers in their understanding of early increased infant crying
	Quick Scan	Joint Statement on Traumatic Head Injury due to Child Maltreatment (<i>Public Health Agency of Canada, 2020</i>)	30 min	<ul style="list-style-type: none"> Understand terminology and definitions, and gain awareness of epidemiology and challenges Gain knowledge of causes, injury types, and possible outcomes Gain understanding of prevention principles
	Navigate and Familiarize	Complete RHA education and policies regarding: <ul style="list-style-type: none"> Duty to Report as it relates to child safety 	Varies	<ul style="list-style-type: none"> Identify regional policies and processes around reporting requirements

MODULE 6: Infant Safety			Estimated Total Learning Time: 5 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Traumatic Head Injury <i>cont.</i>	Navigate and Familiarize	BC FHVP Clinical Toolkit (<i>Provincial Health Services Authority, 2026</i>): <ul style="list-style-type: none"> Safety and Injury Prevention – review resources relevant to the infancy period 	Varies	<ul style="list-style-type: none"> Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
Consolidation Activities	Complete	<ul style="list-style-type: none"> Infant Safety Activity (TBD) <ul style="list-style-type: none"> Describe at least three evidence-informed messages about safe infant sleep, including harm-reduction approaches to bedsharing and swaddling (tight bundling) Explain at least three key points you would share with a mother or birthing parent about providing safe skin-to-skin care at home, regardless of feeding method 		
Mentored Practice	Complete	<ul style="list-style-type: none"> Review local injury data and identify environmental, behavioural, and social risk factors in your community. 		

MODULE 7: Infant Feeding			Estimated Total Learning Time: 28+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	Complete RHA education regarding: <ul style="list-style-type: none"> Breastfeeding and chestfeeding learning pathway and ongoing education 	Varies	<ul style="list-style-type: none"> Explain basics of lactation physiology Perform complete breastfeeding assessment Demonstrate ability to provide effective hands-on support Identify common breastfeeding and chestfeeding challenges Use trauma-informed, culturally safe communication Develop individualized feeding plans Make appropriate referrals Document assessments and interventions according to regional standards

MODULE 7: Infant Feeding			Estimated Total Learning Time: 28+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	<p>Complete competency-based newborn feeding education aligned with the WHO Code and the Baby-Friendly Initiative (BFI). If no previous breastfeeding/chestfeeding education (i.e., 20-hr course) or have not completed a breastfeeding/chestfeeding course in the last 2 years:</p> <ul style="list-style-type: none"> • Register and complete <i>Step 2 Breastfeeding Essentials</i>; 10 self-paced online modules • Complete 3 hours of breastfeeding/chestfeeding mentored practice at your health unit 	22 hrs	<ul style="list-style-type: none"> • Explain the importance of breastfeeding • Demonstrate knowledge of lactation physiology • Apply evidence-informed breastfeeding practices • Assess breastfeeding effectively • Provide skilled, respectful breastfeeding support • Support informed decision-making • Recognize when and how to refer • Practice within Baby-Friendly standards
	Complete	<p>AHS 20-Hour Breastfeeding eLearning Course:</p> <ul style="list-style-type: none"> • Module 2: Informed Feeding Decisions 	1.5 hrs	<ul style="list-style-type: none"> • Facilitate informed feeding conversations that empower families to make evidence-informed feeding decisions based on best practices and responsive to their unique circumstances.
	Complete	<p>Open Educational Lactation Resources; interactive modules (<i>University of British Columbia</i>):</p> <ul style="list-style-type: none"> • Physiology of Lactation • Lactation 1: Prenatal Anticipatory Guidance • Lactation 2: Cesarean Section in Hospital • Lactation 3: Effective Breastfeeding • Lactation 4: Insufficient Milk Supply & Return to Exclusive Breast/Chest Feeding 	3.5 hrs	<ul style="list-style-type: none"> • Refresh knowledge of physiology of lactation and foundational methods of breastfeeding or chestfeeding

MODULE 7: Infant Feeding			Estimated Total Learning Time: 28+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Navigate and Familiarize	Review RHA policies and guidelines for: <ul style="list-style-type: none"> Breastfeeding and chestfeeding resources Clinical practice guidelines and policies offered as part of universal public health service delivery 	Varies	<ul style="list-style-type: none"> Understand regional standards of practice and apply clinical guidelines to practice Promote safe and effective infant feeding practices
	Navigate and Familiarize	Provincial Infant Feeding Terms and Definitions 2025 (<i>Perinatal Services BC, 2025</i>)	5 min	<ul style="list-style-type: none"> Facilitate accuracy and consistency in clinical documentation Enhance understanding of terminology for clinical decision-making around infant feeding

MODULE 7: Infant Feeding			Estimated Total Learning Time: 28+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Baby-Friendly Initiative	Watch	Bringing Evidence to Practice: Introducing the Baby-Friendly Initiative (<i>BFI Strategy for Ontario, 2017</i>)	<10 min	<ul style="list-style-type: none"> Gain familiarity with BFI principles
	Quick Scan	Baby-Friendly Initiative Implementation Guideline (<i>Breastfeeding Committee for Canada, 2021</i>)	30 min	<ul style="list-style-type: none"> Understand the foundations and purpose of BFI Explain the 10 steps to successful breastfeeding or chestfeeding in Canadian context Apply key standards, targets, and monitoring requirements Understand competency requirements Identify tools and resources for BFI implementation
	Quick Scan	Breastfeeding Protocol-Informed Decision Making: Infant Feeding (<i>Breastfeeding Protocol Informed Decision: Infant Feeding, 2020</i>)	30 min	<ul style="list-style-type: none"> Understand how to support informed decision-making, in non-judgmental unbiased manner Understand importance of breastfeeding or chestfeeding, recognizing the risks of suboptimal feeding, and applying safe, evidence-informed supplementation Gain knowledge of resources and when to offer referrals Understand difference between direct breastfeeding and feeding expressed breastmilk (EBM)

MODULE 7: Infant Feeding			Estimated Total Learning Time: 28+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Baby-Friendly Initiative <i>cont.</i>	Navigate and Familiarize	BC FHVP Clinical Toolkit (<i>Provincial Health Services Authority, 2026</i>): <ul style="list-style-type: none"> • <i>Infant and Young Child Feeding – Breast/chest and formula feeding</i> 	Varies	<ul style="list-style-type: none"> • Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
Consolidation Activities	Complete	<ul style="list-style-type: none"> • Infant Feeding Activity (TBD) 		
Mentored Practice	Complete	<ul style="list-style-type: none"> • Observe 2-3 initial postpartum office, phone, home or virtual feeding assessments with a family having less complexity with your mentor or another PHN. • Actively seek opportunities to shadow and/or discuss complex infant feeding cases with an experienced mentor or IBCLC-trained peer. • Observe 2-3 initial postpartum office, phone, home or virtual feeding assessments with a family having more complexity with your mentor or another PHN. • Develop an infant feeding plan with your mentor, implement and follow up • Document using DARP/CBE. • Review documentation with mentor before saving in EMR. • Explore community resources such as: <ul style="list-style-type: none"> – Community/virtual breastfeeding/chestfeeding professional and peer led supports – How to access rental pumps in your community 		

Enhanced Clinical Practice: Foundations

MODULE 8: Relational Practice and Motivational Interviewing			Estimated Total Learning Time: 25+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	Core Principles in Quality Care <i>(Centre for Collaboration, Motivation and Innovation)</i>	3 hrs (complete within 60 days)	<ul style="list-style-type: none"> Gain familiarity with the common principles of trauma-informed care (TIC), cultural safety (CS), person- and family-centred care (PFCC)
	Complete	The Spirit of Motivational Interviewing ; Learning Hub Course #24602, virtual – based on CCMI content <i>(Provincial Health Services Authority)</i>	2.5 hrs	<ul style="list-style-type: none"> Describe the spirit of MI and ways to express it Recognize the difference between styles of helping interactions (Directing to Supporting) Contrast MI consistent and inconsistent practices Describe and demonstrate the core skills for MI (open-ended questions, affirmations, reflections, and summaries). Identify ways to provide information and advice consistent with the spirit of MI Demonstrate ask-tell-ask
	Watch	Using the BRAIN Worksheet for Informed Decision Making <i>(Centre for Collaboration, Motivation and Innovation)</i> <ul style="list-style-type: none"> BRAIN worksheet 	45 min	<ul style="list-style-type: none"> Apply the BRAIN framework (Benefits, Risks, Alternatives, Intuition, Next Steps) to support clear, informed, and values-aligned health decisions

MODULE 8: Relational Practice and Motivational Interviewing			Estimated Total Learning Time: 25+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Navigate and Familiarize	The LEARN Model (PSBC)	5 min	<ul style="list-style-type: none"> • Create open and non-judgmental conversations with parents and families
	Quick Scan	Professional Standard 3: Client-Focused Provision of Service (British Columbia College of Nurses and Midwives)	5 min	<ul style="list-style-type: none"> • Explain how nurses collaborate, coordinate care, and appropriately assign/delegate tasks to ensure services are delivered in the client's best interest • Describe the nurse's responsibility to guide others, support quality improvement, and report unsafe or unethical practice
	Complete	Motivational Interviewing Foundations ; 13 self-paced modules (Centre for Collaboration, Motivation and Innovation)	18 hrs (must be completed in 60 or 90 days)	<ul style="list-style-type: none"> • Build an understanding of the spirit of MI • Develop core skills, including using OARS (open-ended questions, affirmations, reflections, and summaries) • Respond to the way people talk about change • Help people to make Brief Action Plans • Understand "resistance"
	Quick Scan	Coercion and Consent: Clinical Pearls (First Nations Health Authority)	5 min	<ul style="list-style-type: none"> • Describe how to ensure patient-led, free, prior, and informed consent by fostering culturally safe, respectful, and empowering communication that acknowledges power imbalances and upholds the patient's full autonomy in health-care decision-making
Consolidation Activities	Complete	<ul style="list-style-type: none"> • Relational Practice Activity (TBD) 		
Mentored Practice	Complete	<ul style="list-style-type: none"> • Practice 3 x 30-minute practice sessions with expert trainers (included with Motivational Interviewing Foundations, CCMI course). • Conduct ongoing MI practice with regional trainers per RHA recommendations. 		

MODULE 9: Trauma- and Resiliency-Informed Care			Estimated Total Learning Time: 14-18 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	Trauma- and Violence-Informed Care (TVIC) Foundations ; self-paced online learning, requires registration (<i>Western University, Equip Health Care, University of British Columbia</i>) <i>*Prerequisite for Trauma- and Violence-Informed Home Visiting and Outreach in Public Health</i>	5–7 hrs	<ul style="list-style-type: none"> • Applies practical guidance on how to provide care in a trauma- and violence-informed way • Understand how to better serve people seeking health and social services • Understand requirements to develop policies and protocols to support TVIC practice
	Complete	Trauma- and Violence-Informed Care (TVIC) Public Health Nurse Home Visiting & Outreach Curriculum ; self-paced online learning, requires registration (<i>Public Health Nursing Practice, Research and Education Program; McMaster University; Western University</i>)	4–6 hrs	<ul style="list-style-type: none"> • Gain familiarity with guidance on how to provide care in a trauma- and violence-informed way
	Complete	Trauma Training Initiative (<i>Alberta Health Services</i>) Part 1: self-paced e-learning modules <ul style="list-style-type: none"> • Module 1: An Introduction to Trauma & Violence-Informed Care • Module 2: Understanding Trauma & Violence • Module 3: Recognizing Trauma and Violence • Module 4: Trauma, Violence & Emotion • Module 5: Implementing Trauma & Violence-Informed Care • Module 6: Workplace Trauma & Violence Exposure & Self-Care • Module 7: Trauma and Violence in Children 	4 hrs	<ul style="list-style-type: none"> • Gain essential knowledge and practical strategies for applying trauma- and violence-informed approaches across diverse settings • Gain familiarity with the core principles of trauma- and violence-informed care (TVIC) • Differentiate TVIC from trauma-focused care • Apply strategies to create safer, more supportive clinical environments • Explore cultural and systemic influences on trauma and identify tools to recognize and manage compassion fatigue

MODULE 9: Trauma- and Resiliency-Informed Care			Estimated Total Learning Time: 14-18 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Quick Scan	Trauma-Informed Practice Guide <i>(BC Centre for Excellence in Women's Health, 2013)</i>	30 min	<ul style="list-style-type: none"> Describe how to integrate trauma-informed principles into practice by creating safe, empowering, and responsive environments for clients, particularly those with mental health or substance-use concerns, using concrete strategies outlined in the TIP Guide
	Quick Scan	NEAR@Home Toolkit, 5th Edition ; register to have toolkit sent via email	30 min	<ul style="list-style-type: none"> Gain understanding of, and develop skills in NEAR sciences (neuroscience, epigenetics, ACEs, resilience research) Demonstrate ability to practice trauma-informed care Increase confidence in discussing trauma and ACEs Enhance capacity to support parent-child relationships Improve self-care and reflective practice skills
	Watch	Compassion-Informed Care <i>(Northern Health Authority and National Collaborating Centre for Indigenous Health, 2022)</i>	<10 min	<ul style="list-style-type: none"> Describe how compassion-informed care recognizes trauma, centres strengths and resilience, and builds trusting, respectful relationships through open conversation and attentive listening, particularly when serving Indigenous peoples and communities
	Deep Dive	Trauma- and Violence-Informed Approaches to Nursing Education <i>(Public Health Nursing Practice, Research and Education Program, 2023)</i>	10 min	<ul style="list-style-type: none"> Describe how to apply the four core principles of Trauma- and Violence-Informed Care – understanding trauma and violence, creating emotional and physical safety, fostering choice/collaboration/connection, and using strengths-based approaches – to support clients and families in safe, equitable, and effective ways

MODULE 9: Trauma- and Resiliency-Informed Care			Estimated Total Learning Time: 14-18 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Consolidation Activities	Complete	• Learning activity related to trauma- and resiliency-informed care (TBD)		
Mentored Practice	Complete	<ul style="list-style-type: none"> • Review core principles of trauma- and resiliency-informed care • Shadow your mentor during a visit and focus on: <ul style="list-style-type: none"> - How your mentor establishes emotional and physical safety - Language used to promote collaboration - Recognition of trauma responses - Strengths-based engagement 		

MODULE 10: Provider Wellness and Reflective Practice			Estimated Total Learning Time: 4+hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	Complete RHA education regarding: <ul style="list-style-type: none"> • Reflective practice 	2 hrs	<ul style="list-style-type: none"> • Understand how reflective practice supports Family Health Visitor practice with BC FHVP families • Develop a working knowledge of using reflective practice in 1:1 reflections and case conferences • Review resources and tools to support 1:1 reflective practice
Reflective Practice	Save for Easy Access	Reflective Supervision Checklist: Public Health Nurses (PHN-PREP, 2021)	10 min	• Review evidence on how public health nurses can prepare for reflection on their practice with their supervisors
	Quick Scan	Types of Supervision Used in Home Visitation Programs (PHN-PREP, 2022)	<5 min	• Differentiate between various types of supervision used in home visitation programs

MODULE 10: Provider Wellness and Reflective Practice			Estimated Total Learning Time: 4+hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Reflective Practice <i>cont.</i>	Deep Dive Save for Easy Access	Gibb's Reflective Cycle (BCcampus, 1998)	15 min	<ul style="list-style-type: none"> • Explain the purpose and structure of Gibb's reflective cycle • Apply reflective thinking to clinical situations • Conduct deep analysis of clinical events • Identify learning, strengths, and areas for growth • Develop an action plan for future practice
Provider Wellness	Complete	Understanding and Addressing Compassion Fatigue and Burnout ; Learning Hub Course #8604 (Provincial Health Services Authority)	1 hr	<ul style="list-style-type: none"> • Recognize the signs and symptoms of compassion fatigue and burnout, the risk factors associated, and self-care strategies that can help reduce risks and support recovery
	Complete	Understanding and Addressing Vicarious Trauma ; Learning Hub Course# 7284 (Provincial Health Services Authority)	1 hr	<ul style="list-style-type: none"> • Create preventative and protective action plans to reduce the impact of trauma and risk of it recurring
Consolidation Activities	Complete	<ul style="list-style-type: none"> • Reflective Consolidation Activity (TBD) 		
Mentored Practice	Complete	<ul style="list-style-type: none"> • Discuss with your supervisor the schedule, modality and tools for reflective practice sessions and case conferencing. 		

MODULE 11: Growth, Development and Early Childhood Assessment			Estimated Total Learning Time: 5+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Growth	Deep Dive	A Health Professional's Guide for Using the WHO Growth Charts for Canada <i>(Dietitians of Canada, 2014)</i>	45 min	<ul style="list-style-type: none"> • Explain the purpose and importance of growth monitoring • Identify appropriate growth chart • Demonstrate accurate measuring techniques, and interpret and plot measurements correctly • Assess growth in special populations • Discuss concerns with caregivers and identify need for follow-up
	Deep Dive	WHO Growth Chart Assessment and Counselling – Key Messages and Actions <i>(Dietitians of Canada, 2022)</i>	10 min	<ul style="list-style-type: none"> • Accurately perform and interpret paediatric growth measurements and apply growth assessment principles • Identify need for further assessment • Communicate findings effectively and with sensitivity • Navigate and use WHO resources
	Watch	Weighing and Measuring Infants and Children <i>(Dietitians of Canada, 2011)</i>	5 min	<ul style="list-style-type: none"> • Apply accurate and consistent weight and measurement techniques during pediatric assessments
	Navigate and Familiarize	WHO Growth Charts for Canada; explore growth charts, professional and parent resources <i>(Dieticians of Canada, updated 2019)</i>	1 hr	<ul style="list-style-type: none"> • Accurately interpret and apply WHO growth charts adapted for Canada when assessing the growth in infants and children

MODULE 11: Growth, Development and Early Childhood Assessment			Estimated Total Learning Time: 5+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Growth <i>cont.</i>	Deep Dive	Pediatric Growth Discussions: A Tool for Healthcare Providers (<i>Alberta Health Services, updated 2025</i>)	10 min	<ul style="list-style-type: none"> Accurately interpret paediatric growth chart data Use structured, family-centred communication strategies to discuss growth concerns with caregivers
	Deep Dive	Recognizing and addressing atypical growth; complete case study scenarios (<i>Canadian Paediatric Society, 2023</i>)	15 min	<ul style="list-style-type: none"> Understand how to accurately assess child growth and apply best practices for ongoing monitoring Identify common atypical growth patterns and strengthen clinical reason around causes of atypical growth, and perform comprehensive assessments when concerns arise Communicate effectively with caregivers Support behaviour changes and link families to resources when appropriate
	Complete	Complete RHA education regarding: <ul style="list-style-type: none"> Growth Measurement 	Varies	<ul style="list-style-type: none"> Interpret and apply growth charts to monitor growth and assign size-for-gestational-age in infants
	Navigate and Familiarize	Review of RHA policies and guidelines for: <ul style="list-style-type: none"> Growth measurement 	Varies	<ul style="list-style-type: none"> Interpret and apply growth charts to monitor growth and assign size-for-gestational-age in infants
Development	Watch	ASQ® Online Demo Videos, ASQ® Videos, ASQ® Webinars ; 3 videos (<i>Brookes Publishing Co.</i>)	1 hr 15 min	<ul style="list-style-type: none"> Gain familiarity with developmental and social-emotional screen with ASQ-3 and ASQ:SE-2

MODULE 11: Growth, Development and Early Childhood Assessment			Estimated Total Learning Time: 5+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Development <i>cont.</i>	Review and Watch	Complete RHA education regarding: <ul style="list-style-type: none"> • ASQ-3 and ASQ:SE-2 • Developmental surveillance Watch Ages and Stages Questionnaire® Video (Vancouver Coastal Health)	1hr 18 min (video)	<ul style="list-style-type: none"> • Describe the purpose of ASQ and ASQ:SE-2 • Articulate implementation of the ASQ and ASQ:SE-2 as per the ECD Screening and Support Guidelines and ASQ/ASQ:SE-2 guidelines • Understand how to administer, score, and document the ASQ-3/ASQ:SE-2 • Identify nursing interventions following completion of ASQ and ASQ:SE-2 • Locate ASQ and ASQ:SE-2 materials
Early Childhood Assessment	Navigate and Familiarize	Review of RHA policies and guidelines for: <ul style="list-style-type: none"> • Early Childhood Assessment Parent Checklists 	Varies	<ul style="list-style-type: none"> • Gain familiarity with regional requirements and recommendations regarding early childhood assessments and documentation
	Navigate and Familiarize	BC FHVP Clinical Toolkit (Provincial Health Services Authority, 2026): <ul style="list-style-type: none"> • Growth and Development • Infant and Young Child Feeding • Safety and Injury Prevention 	Varies	<ul style="list-style-type: none"> • Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
	Deep Dive	Healthy childhood development through outdoor risky play: Navigating the balance with injury prevention (Canadian Paediatric Society, 2024)	15 min	<ul style="list-style-type: none"> • Explain the concept of outdoor risky play and describe evidence-informed approaches for balancing risk with injury prevention

MODULE 11: Growth, Development and Early Childhood Assessment			Estimated Total Learning Time: 5+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Consolidation Activities	Complete	<ul style="list-style-type: none"> Locate growth charts within your office (WHO and Fenton) and measurement tools (scales, measuring tape, etc.). Locate ASQ resources in your office including toolkit if available. 		
Mentored Practice	Complete	<ul style="list-style-type: none"> Observe 2-3 initial 24-48/72hr phone/home/virtual visits with well child age (2 months-6 years) assessments with your mentor. Observe 2-3 follow-up office or home assessments of a well family with your mentor. Observe completion of ASQ-3 and ASQ:SE-2 with mentor. Review use of growth charts including Fenton growth chart with mentor and practice documenting on both. Complete an early childhood assessment with your mentor and document assessment (review before saving in EMR). Locate ASQ resources at your local office Observe administration of ASQ-3 and ASQ:SE-2 with mentor. Demonstrate completion of ASQ-3 and ASQ:SE-2 with mentor. 		

MODULE 12: Child Safety, Injury Prevention and Maltreatment			Estimated Total Learning Time: 1 hour	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Deep Dive	Child and youth injury prevention: A public health approach (<i>Canadian Paediatric Society, 2020</i>)	10 min	<ul style="list-style-type: none"> Describe key concepts, burdens, and evidence-informed strategies in child and youth injury prevention in Canada
	Navigate and Familiarize	Review of RHA policies and guidelines for: <ul style="list-style-type: none"> Reporting suspected child maltreatment 	Varies	<ul style="list-style-type: none"> Accurately identify indicators of child maltreatment and apply regional reporting protocols to ensure timely responses
	Quick Scan	A Million Messages (AMM): Injury Prevention and Safety, Information for Health Professionals (<i>Alberta Health Services</i>)	10 min	<ul style="list-style-type: none"> Identify key injury risks and evidence-informed prevention strategies for 2- month and 12-month-old children
	Navigate and Familiarize	BC FHVP Clinical Toolkit (<i>Provincial Health Services Authority, 2026</i>): <ul style="list-style-type: none"> Safety and Injury Prevention – review resources relevant to the early childhood period 	Varies	<ul style="list-style-type: none"> Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
Consolidation Activities	Complete	<ul style="list-style-type: none"> Child safety activity (TBD) 		
Mentored Practice	Complete	<ul style="list-style-type: none"> During an accompanied visit, conduct a structured child safety assessment with your mentor. 		

MODULE 13: Nutrition and Dental Health			Estimated Total Learning Time: 2+hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Nutrition	Complete	Complete RHA education regarding: <ul style="list-style-type: none"> • Child nutrition for public health 	Varies	<ul style="list-style-type: none"> • Define characteristics of responsive feeding, and describe hunger and fullness cues • Support parents in making informed feeding decisions about infant feeding • Identify and address common nutrition concerns • Articulate recommendations to support healthy feeding relationships; and recommendations for parents about time of food, fluids, and Vitamin D to support optimal growth and development • Articulate dietary recommendations to support healthy eating in the perinatal period • Identify and discuss common discomforts in pregnancy that may impact nutrition • Screen for household food insecurity/poverty • Locate appropriate professional and parent resources to address common questions and concerns in the perinatal period • Gain familiarity with local food/nutrition programs and resources that support families experiencing food insecurity • Locate and share financial benefits available to parents/guardians as appropriate
	Quick Scan	IH Standard Key Dental Health Messages for Child Health Clinics <i>(Interior Health Authority)</i>	2 min	<ul style="list-style-type: none"> • Explain age-specific dental health guidance for infants and toddlers

MODULE 13: Nutrition and Dental Health			Estimated Total Learning Time: 2+hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Nutrition <i>cont.</i>	Navigate and Familiarize	BC FHVP Clinical Toolkit <i>(Provincial Health Services Authority, 2026):</i> <ul style="list-style-type: none"> • Infant and Young Child Feeding – Solid Foods, Food Safety and Food Literacy • Growth and Development – resources related to dental health 	Varies	<ul style="list-style-type: none"> • Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
Consolidation Activities	Complete	• Nutrition and Dental learning activity (TBD)		
Mentored Practice	Complete	• Discuss with your mentor local and regional resources to address food security, child nutrition, and dental health.		

MODULE 14: Parent-Child Attachment and Responsive Parenting			Estimated Total Learning Time: 48.5-67 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Deep Dive	Infant and Early Childhood Mental Health (IECMH) Guide for professionals: Attachment (<i>Ottawa Early Childhood Mental Health Initiative, 2019</i>)	1 hr	<ul style="list-style-type: none"> • Understand core concepts of infant and early childhood mental health (IECMH), and identify and address parental mental health needs • Apply attachment-informed care • Promote resilience in children and caregivers • Support development of child’s sense of agency • Strengthen caregiver understanding of self-regulation • Integrate knowledge of early brain development, and integrate concept of temperament • Assess social determinants of health across all domains
	Quick Scan	Attachment: What you can do (<i>SickKids, 2023</i>)	10 min	<ul style="list-style-type: none"> • Explain attachment principles • Identify caregiver behaviours that promote secure attachment • Assess caregiver-child interactions • Educate caregivers using evidence-informed strategies • Support families experiencing challenges • Integrate attachment-informed care into practice

MODULE 14: Parent-Child Attachment and Responsive Parenting			Estimated Total Learning Time: 48.5-67 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	Keys to Infant Caregiving ¹ ; self-guided e-learning course, study guide included. (<i>Parent Child Relationship Programs</i>)	4.5 hrs	<ul style="list-style-type: none"> Learn to recognize and interpret infant cues, states, and behaviours Support infants' ability to self-regulate and use everyday routines – especially feeding – as opportunities to build early connection. These skills help providers confidently coach parents in responsive, relationship-focused caregiving that strengthens early parent-child bonds
	Complete	Partners in Parenting Education: PIPE Comprehensive E-Training (<i>How to Read Your Baby</i>) -or- RHA-developed training	40 hrs	<ul style="list-style-type: none"> Participants will be equipped to strengthen caregiver-child relationships by teaching emotional communication, supporting healthy infant development, and modelling responsive parent-infant interactions using practical, research-informed strategies and structured curriculum tools
	Navigate and Familiarize	BC FHVP Clinical Toolkit (<i>Provincial Health Services Authority, 2026</i>): <ul style="list-style-type: none"> Parenting Capacity 	Varies	<ul style="list-style-type: none"> Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit

¹ TBD: This resource is currently under exploration

MODULE 14: Parent-Child Attachment and Responsive Parenting			Estimated Total Learning Time: 48.5-67 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete <i>(if not completed in Module 13)</i>	Parent-Child Interaction (PCI) Feeding and Teaching Scales² ; <i>(Parent-Child Relationship Programs)</i> *training required (TBD) -or- Assessing Steps of Serve and Return <i>(Vancouver Coastal Health)</i>	2-3 full days (15-21.5 hrs)	<ul style="list-style-type: none"> Learners will be able to reliably observe, assess, and document the quality of parent-child interactions using standardized PCIS criteria, and apply these insights to support strengths-based feedback, care planning, and intervention strategies that promote healthy relational development
Consolidation Activities	Complete	<ul style="list-style-type: none"> Parent-child attachment and responsive parenting learning activity (TBD) 		
Mentored Practice	Complete	Explore and practice using the following tools with your mentor (found in the BC FHVP Clinical Toolkit – Parenting Capacity): <ul style="list-style-type: none"> PIPE lessons Promoting Maternal Mental Health During Pregnancy Baby Cues – cards (Parent Child Relationship Programs) Assessing Steps of Serve and Return (Vancouver Coastal Health) Keys to Infant Caregiving Handouts 		

² TBD: This resource is currently under exploration

MODULE 15: Protective and Compensatory/Adverse Childhood Experiences (PACEs/ACEs)			Estimated Total Learning Time: 29-42 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Watch	ACEs Primer (KPJR Films)	5 min	<ul style="list-style-type: none"> Explore ACEs and the science of resilience
	Watch	How Toxic Stress Affects Us, and What We Can Do About It (Center on the Developing Child at Harvard University, 2020)	4 min	<ul style="list-style-type: none"> Explore toxic stress and effects on child development, and health and well-being
	Watch	How childhood trauma affects health across a lifetime (TED Talk)	16 min	<ul style="list-style-type: none"> Identify effects of repeated stress on brain development, health, and well-being
	Deep Dive	Collaborative Toolbox (Doctors of BC, BC Government): <ul style="list-style-type: none"> Explore resources specific to ACEs in this toolbox 	4 hrs	<ul style="list-style-type: none"> Explore resources, recommendations, and guidance regarding ACEs
	Complete	Community Resilience Core Training ; self-paced training (Community Resilience Coalition): <ul style="list-style-type: none"> Module 1: Understanding the Brain and Body Module 2: Understanding Adverse Childhood Experiences (ACEs) Module 3: Understanding Resilience Module 4: Taking Action Using a Trauma- and Violence-informed Approach Module 5: ACEs and Resilience Interactive Practice Case -or- (see following page)	5-7 hrs (access for 6 months)	<ul style="list-style-type: none"> Gain understanding of importance of child development, impacts of adversity, and how communities can work to prevent and reduce effects of early adversity and promote resilience

MODULE 15: Protective and Compensatory/Adverse Childhood Experiences (PACEs/ACEs)			Estimated Total Learning Time: 29-42 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	<p>Brain Story Certification; self-paced (<i>Alberta Family Wellness Initiative</i>):</p> <ul style="list-style-type: none"> • Module 1: Introduction • Module 2: Brain Architecture: How Brains Develop • Module 3: Gene Signatures: How Gene-Environment Interactions Shape Brain Architecture and Outcomes • Module 4: Serve and Return: How Social Interactions Shape Brain Development • Module 5: Toxic Stress: How Early Life Stress Shapes Brain Architecture • Module 6: Air Traffic Control: The Importance of Building Executive Function • Module 7: Interventions Addressing Child Maltreatment and Neglect • Module 8: Children’s Mental Health Part A: The Influence of Child Temperaments on Anxiety and ADHD • Module 9: Children’s Mental Health Part B: Improving Services <p>(see following page)</p>	20–30 hrs	<ul style="list-style-type: none"> • Gain understanding of brain development and implications on lifelong health

MODULE 15: Protective and Compensatory/Adverse Childhood Experiences (PACEs/ACEs)			Estimated Total Learning Time: 29-42 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
		<ul style="list-style-type: none"> • Module 10: ACEs Part A: The Impact of Adverse Childhood Experiences on a Range of Adult Health Outcomes • Module 11: ACEs Part B: Using the Science of ACEs in Practice • Module 12: ACEs Part C: The Impact of Adverse Childhood Experiences on PTSD and Depression • Module 13: Addiction and the Brain Part A: A Neurobiological Perspective • Module 14: Addiction and the Brain Part B: Process Addictions • Module 15: The Effects of Toxic Stress, Addiction and Depression on Parenting • Module 16: Addiction Treatment Part A: Family-Based Approaches • Module 17: Addiction Treatment Part B: Specialized Approaches for Women and Indigenous Populations • Module 18: Addiction Treatment Part C: Improving Services • Module 19: Using the Science of Early Brain Development to Build Resilient Children, Families, and Communities 		<ul style="list-style-type: none"> • Gain understanding of brain development and implications on lifelong health

MODULE 15: Protective and Compensatory/Adverse Childhood Experiences (PACEs/ACEs)			Estimated Total Learning Time: 29-42 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Navigate and Familiarize	BC FHVP Clinical Toolkit (<i>Provincial Health Services Authority, 2026</i>): <ul style="list-style-type: none"> Parenting Capacity 	Varies	<ul style="list-style-type: none"> Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
Consolidation Activities	Complete	<ul style="list-style-type: none"> Resiliency Consolidation Activity (TBD) 		
Mentored Practice	Complete	<ul style="list-style-type: none"> Explore and practice using the following tools with your mentor (found in the BC FHVP Clinical Toolkit – Parenting Capacity): <ul style="list-style-type: none"> Resilience Trumps ACEs (cards and handbook) 		

MODULE 16: Prenatal Assessment			Estimated Total Learning Time: 5.5 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Quick Scan	Population and Public Health Prenatal Care Pathway (<i>Perinatal Services BC, 2014</i>)	1 hr	<ul style="list-style-type: none"> Apply foundational approaches to prenatal nursing care Understand the Public Health Nurse’s role in prenatal care Conduct comprehensive prenatal assessments across nine domains Identify variances and risk factors early Provide evidence-based health education Engage in capacity building

MODULE 16: Prenatal Assessment			Estimated Total Learning Time: 5.5 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	Lactation 1: Prenatal Anticipatory Guidance e-learning module (<i>University of British Columbia, 2020</i>)	1 hr	<ul style="list-style-type: none"> • Understand foundational concepts of lactation and related prenatal guidance • Assess and support the parent-baby relationship during pregnancy • Communicate the importance and benefits of breastfeeding or chestfeeding • Teach safe skin-to-skin practices and newborn transition care • Provide clear anticipatory guidance during prenatal visits
	Quick Scan	Family-centred maternity and newborn care: National guidelines (<i>Public Health Agency of Canada, 2023</i>): <ul style="list-style-type: none"> • Chapter 3: Care During Pregnancy 	30 min	<ul style="list-style-type: none"> • Apply family-centred culturally safe care and support equitable and accessible prenatal care • Conduct effective ongoing prenatal assessments, and screen for and support mental health needs • Provide evidence-based education and health promotion • Support pregnancy behaviours through motivational approaches • Understand key prenatal screening and diagnostic pathways • Prepare families for labour, birth, and postpartum transition

MODULE 16: Prenatal Assessment			Estimated Total Learning Time: 5.5 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	Complete health authority-specific public health prenatal care and assessment education	Varies	<ul style="list-style-type: none"> • Apply foundational approaches to prenatal nursing care • Understand the Public Health Nurse’s role in prenatal care • Conduct comprehensive prenatal assessments and identify risks and variances in a timely fashion • Document assessments and interventions appropriately and in timely manner
	Navigate and Familiarize	Review of RHA policies and guidelines for: <ul style="list-style-type: none"> • Prenatal care and assessment 	Varies	<ul style="list-style-type: none"> • Provide consistent, thorough prenatal assessments • Provide consistent, evidence-informed patient education • Enhance clinical confidence practicing within health authority requirements
	Complete	Prenatal Care Pathway for Public Health Nurses (<i>Fraser Health</i>) Learning Hub Course #13093	<30 min	<ul style="list-style-type: none"> • Gain familiarity with the PSBC Prenatal Care Pathway
	Navigate and Familiarize	Pregnancy and Parenting Resources (<i>HealthLink BC</i>)	30 min	<ul style="list-style-type: none"> • Understand key Provincial resources for pregnancy and parenting • Gain familiarity with use of resources • Discover online learning resources for parents and caregivers

MODULE 16: Prenatal Assessment			Estimated Total Learning Time: 5.5 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Navigate and Familiarize	Pregnancy and Parenting Resources (<i>BC Women's Hospital + Health Centre</i>)	30 min	<ul style="list-style-type: none"> Strengthen knowledge of perinatal health, and newborn and infant care Apply toddler growth and development principles Support culturally informed and inclusive care, and strengthen health promotion education skills Improve clinical documentation and monitoring skills
	Quick Scan	Pregnancy Info (<i>Society of Obstetricians and Gynecologists of Canada, SOGC</i>)	20 min	<ul style="list-style-type: none"> Describe up-to-date evidence-informed information on healthy pregnancy Support effective patient education using accessible, patient-friendly language Identify risks and red flags across pregnancy and postpartum Promote mental health and psychosocial well-being during pregnancy
Physical Activity	Navigate and Familiarize	Physical Activity During Pregnancy (<i>Perinatal Services BC</i>)	30 min	<ul style="list-style-type: none"> Gain familiarity with recommendations and resources around physical activity in the perinatal period
Nutrition	Navigate and Familiarize	Healthy Eating During Pregnancy (<i>Perinatal Services BC</i>)	30 min	<ul style="list-style-type: none"> Gain familiarity with recommendations and resources around healthy eating in the perinatal period

MODULE 16: Prenatal Assessment			Estimated Total Learning Time: 5.5 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
.	Navigate and Familiarize	BC FHVP Clinical Toolkit <i>(Provincial Health Services Authority, 2026):</i> <ul style="list-style-type: none"> Physical Health and Well-Being –Pregnancy Mental Health and Well-Being – Pregnancy 	Varies	<ul style="list-style-type: none"> Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
Consolidation Activities	Complete	<ul style="list-style-type: none"> Prenatal consolidation activity (TBD) 		
Mentored Practice	Complete	<ul style="list-style-type: none"> Observe 1-2 prenatal phone assessments Observe 1-2 home/office prenatal assessments Document prenatal assessment Explore community resources serving families in the prenatal period 		

MODULE 17: Perinatal Depression and Anxiety			Estimated Total Learning Time: 4 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Save for Easy Access	Edinburgh Perinatal/Postnatal Depression Scale (EPDS): Scoring Guide (<i>Perinatal Services BC, 2015</i>)	5 min	<ul style="list-style-type: none"> Gain familiarity with scoring method and interpretation of EPDS screening tool
	Complete	Not Just the Blues: Perinatal Depression and Anxiety ; online self-study (<i>UBC Continuing Professional Development, Faculty of Medicine</i>)	1.5 hrs	<ul style="list-style-type: none"> Define relational, person-centred, family-centred, trauma-informed and culturally safe approaches to care Recognize approaches that can prevent or reduce the risk and severity of depression and anxiety in the perinatal period Describe the risk factors, screening for, and impact of depression and anxiety in the perinatal period Define the approach to treating depression and anxiety in pregnancy using BC Best Practice Guidelines 2014 Describe pharmacological treatment for perinatal depression and anxiety and considerations for the mother or birthing parent, fetus, and breastfeeding or chestfeeding infant Develop a Perinatal Mental Health Care Plan with the person seeking care Identify available resources in your community
	Navigate and Familiarize	Mental Health During Pregnancy and Mental Health During the Postpartum Period (<i>Perinatal Services BC</i>)	30 min	<ul style="list-style-type: none"> Gain familiarity with recommendations and resources around mental health in the prenatal and postnatal periods

MODULE 17: Perinatal Depression and Anxiety			Estimated Total Learning Time: 4 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Deep Dive	Promoting Maternal Mental Health During Pregnancy (<i>Parent-Child Relationship Programs, 2024</i>): <ul style="list-style-type: none"> Chapter 7: Assessment in Pregnancy Chapter 8: Intervening Chapter 9: Implementation Tools 	2 hrs	<ul style="list-style-type: none"> Promote maternal health using a holistic approach to wellness
	Quick Scan	Promoting Maternal Mental Health During Pregnancy: Activities (<i>Parent-Child Relationship Programs, 2024</i>)	Varies	<ul style="list-style-type: none"> Gain familiarity with information, resources, images, and modification options to provide patient-centred care
	Deep Dive	Perinatal Mood and Anxiety Disorders: New Fathers and Mental Health Problems (<i>Centre for Addiction and Mental Health, 2019</i>)	5 min	<ul style="list-style-type: none"> Understand the prevalence of mental health issues in partners Identify risk factors, and recognize how symptoms may differ Understand impacts of families on child development
	Navigate and Familiarize	Review health authority clinical protocols, guides, and policies related to: <ul style="list-style-type: none"> Perinatal depression and anxiety 	Varies	<ul style="list-style-type: none"> Review and gain familiarity with regional recommendations and policies around assessment, support, and documentation around perinatal mental health
	Navigate and Familiarize	BC FHVP Clinical Toolkit (<i>Provincial Health Services Authority, 2026</i>): <ul style="list-style-type: none"> Adult Mental Health and Well-being 	Varies	<ul style="list-style-type: none"> Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit

MODULE 17: Perinatal Depression and Anxiety			Estimated Total Learning Time: 4 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Consolidation Activities	Complete	<ul style="list-style-type: none"> Perinatal Mental Health Consolidation Activity (TBD) Locate translated versions of EPDS on PSBC website 		
Mentored Practice	Complete	<ul style="list-style-type: none"> Observe 1-2 initial perinatal depression/anxiety assessments via phone or home visit. Observe documentation of EPDS on EMR. Lead 1 perinatal depression/anxiety assessment via phone or home visit with your mentor present and review your documentation with your mentor prior to saving. Discuss with mentor how to select activities from PMMH book (see PMMH: Theory, page 105). 		

MODULE 18: Perinatal Substance Use			Estimated Total Learning Time: 23-26 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Harm Reduction	Navigate and Familiarize	<p>Trauma-Informed Care for Women/People During the Perinatal Period (<i>Perinatal Services BC</i>)</p> <p>-and-</p> <p>Care of the Newborn Exposed to Substances During Pregnancy (<i>Perinatal Services BC</i>)</p>	1 hr	<ul style="list-style-type: none"> Gain familiarity with education and support for evidence-based, patient-centred, trauma-informed, and culturally safe care for a pregnant person who experiences substance use and for a newborn exposed to substances during pregnancy
	Complete	<p>SafeCare Perinatal Substance Use:</p> <p>Learning Hub Course #25052 (<i>Provincial Health Services Authority</i>)</p>	6 hrs	<ul style="list-style-type: none"> Review relevant information to the perinatal population on topics such as trauma- and violence-informed practice, substance use and harm reduction, and indigenous cultural safety

MODULE 18: Perinatal Substance Use			Estimated Total Learning Time: 23-26 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Harm Reduction <i>cont.</i>	Quick Scan	Caring for Your Baby at Risk of Substance Withdrawal (<i>Fraser Health Authority, BC Women's Hospital + Health Centre, Provincial Health Services Authority, 2021</i>)	30 min	<ul style="list-style-type: none"> • Demonstrate ability to support families of babies exposed to substances with Eat, Sleep, Console strategies
	Complete	Perinatal Substance Use and Collaborative Practice (<i>Centre of Excellence for Women's Health</i>): <ul style="list-style-type: none"> • Module 1: Understanding Substance Use and Addiction • Module 2: Continuum of Substance Use Intervention and Support • Module 3: Models that Address Child Welfare and Women's Recovery Together • Module 4: Tools and Practice 	4 hrs	<ul style="list-style-type: none"> • Share current evidence about substance use and addiction • Reflect on the multi-level approaches to supporting women who use substances • Consider evidence-based practice approaches and principles for supporting women who use substances • Advance collaboration between the substance use and child welfare fields • Promote discussion and reflection around substance use interventions and policies being enacted to support both mothers and children
	Complete	Understanding Stigma (<i>Centre for Addiction and Mental Health</i>): <ul style="list-style-type: none"> • Module 1: Raising Awareness • Module 2: Impacts of Stigma • Module 3: Challenging Stigma and Discrimination 	3 to 6 hrs	<ul style="list-style-type: none"> • Address, gain knowledge around stigmatization of people with mental health and substance use, and improve attitudes • Provide improved patient care for clients with mental health and substance use

MODULE 18: Perinatal Substance Use			Estimated Total Learning Time: 23-26 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Harm Reduction <i>cont.</i>	Quick Scan	Honouring Indigenous Women and Families' pregnancy journeys: Cultural safety and cultural humility (<i>Perinatal Services BC</i>)	5 min	<ul style="list-style-type: none"> Understand key principles of cultural safety Apply the 4 Rs Support Indigenous self-determination in perinatal care, and build trust through relationship Adopt a strengths- and resilient-based lens
	Navigate and Familiarize	Perinatal Substance Use: Best Practice Resources (<i>BC Association of Pregnancy Outreach Programs</i>)	30 min	<ul style="list-style-type: none"> Strengthen knowledge of reduction approaches and available resources Apply trauma-informed, culturally safe practice into perinatal care Enhance clinical understanding of substance-specific risks and supports for families who experience substance use
	Quick Scan	Community Wellness Education Guide: Indigenous Harm Reduction in action (<i>First Nations Health Authority, 2022</i>)	30 min	<ul style="list-style-type: none"> Explain indigenous harm reduction as a culturally grounded practice Identify impacts of colonialism on substance use and health inequities Demonstrate knowledge of harm-reduction tools and safer-use practices
	Quick Scan	Fact Sheet: Indigenous Harm Reduction Principles and Practices (<i>First Nations Health Authority, 2017</i>)	5 min	<ul style="list-style-type: none"> Describe core concepts of Indigenous harm reduction Integrate culture-as-medicine approaches into care and wellness promotion Use the FNHA cultural learning model (Wolf, Eagle, Bear, Raven) as a guide

MODULE 18: Perinatal Substance Use			Estimated Total Learning Time: 23-26 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Harm Reduction <i>cont.</i>	Navigate and Familiarize	Overdose Prevention and Harm Reduction resources (<i>First Nations Health Authority</i>)	15 min	<ul style="list-style-type: none"> Recognize and navigate tools and resources for harm reduction, overdose prevention
	Quick Scan	With Open Arms; Supportive Conversations Among Friends (<i>First Nations Health Authority, 2025</i>)	30 min	<ul style="list-style-type: none"> Support youth using harm reduction principles Demonstrate effective communication around substance use Foster youth-led wellness and self-determination
	Watch	Increase the Support. Reduce the Harm; 10 Video Series (<i>First Nations Health Authority, 2022</i>)	20 min	<ul style="list-style-type: none"> Explore Indigenous peoples experience talking about harm reduction and impacts of toxic drugs in their lives and their loved ones' lives
	Deep Dive	Toward the Heart (<i>BC Centre for Disease Control</i>)	20 min	<ul style="list-style-type: none"> Explore harm reduction resources
	Quick Scan	Best Practice Recommendations for Canadian Programs that Provide Harm Reduction Supplies to People Who Use Drugs and are at Risk for HIV, HCV, and Other Harms: 2021 (<i>Working Group on Best Practice for Harm Reduction Programs in Canada</i>)	1 hr	<ul style="list-style-type: none"> Improve knowledge of harm reduction best practices

MODULE 18: Perinatal Substance Use			Estimated Total Learning Time: 23-26 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Harm Reduction <i>cont.</i>	Complete	Take Home Naloxone Distribution: A Virtual Train the Trainer; Learning Hub Course # 26657 Virtual, instructor led session (Provincial Health Services Authority)	2.5 hrs	<ul style="list-style-type: none"> Understand the Unregulated Toxic Drug Supply Crisis Gain familiarity with the logistics of distributing Take Home Naloxone (THN) Review drug poisoning prevention, recognition, and response protocols Put knowledge to practice – teaching others Feel confident and competent in training other staff within your program to distribute naloxone
	Quick Scan	Tobacco and Pre and Post Natal Risks (Government of Canada, 2025)	5 min	<ul style="list-style-type: none"> Understand physiological impact of tobacco on pregnancy Identify maternal complications and neonatal health risks related to tobacco exposure Counsel and support families in smoking cessation
Smoking and Vaping	Quick Scan	Canadian Smoking Cessation Clinical Practice Guideline (CAN-ADAPTT, 2012)	45 min	<ul style="list-style-type: none"> Increase confidence in delivering both minimal and intensive cessation counselling Understand how and when to refer additional supports Gain skills in supporting behaviour change using motivational interviewing Demonstrate ability to support relapse prevention and long-term follow-up

MODULE 18: Perinatal Substance Use			Estimated Total Learning Time: 23-26 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Alcohol	Quick Scan	Canada's Guidance on Alcohol and Health (<i>Canadian Centre on Substance Use and Addiction, 2023</i>)	1 hr	<ul style="list-style-type: none"> Learn "continuum of risk model" Understand short-term harm and long-term health effects Gain familiarity with differences in risk Understand risks during preconception, pregnancy, and breastfeeding or chestfeeding
Cannabis	Quick Scan	Cannabis Resources (<i>First Nations Health Authority</i>)	30 min	<ul style="list-style-type: none"> Gain familiarity with resources and support for individuals/families using cannabis
	Quick Scan	Canada's Lower-Risk Cannabis Use Guidelines (<i>Centre for Addiction and Mental Health, 2017</i>)	10 min	<ul style="list-style-type: none"> Explain health risks associated with cannabis use, and identify factors that contribute to increased harm Apply 10 recommendations for lower-risk cannabis use Evaluate different cannabis products and their risk profiles and recognize safer consumption practices Apply harm reduction principles
	Quick Scan	Is cannabis safe during preconception, pregnancy and breastfeeding (<i>Government of Canada, 2018</i>)	15 min	<ul style="list-style-type: none"> Identify health risks of cannabis use preconception, during pregnancy, and breastfeeding or chestfeeding Identify risks to newborn of cannabis use during pregnancy and breastfeeding
	Quick Scan	Sex, Gender & Cannabis Hub (<i>Centre of Excellence for Women's Health</i>)	15 min	<ul style="list-style-type: none"> Assess cannabis use in reproductive health context Apply harm-reduction and evidence-based counselling strategies

MODULE 18: Perinatal Substance Use			Estimated Total Learning Time: 23-26 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Cannabis <i>cont.</i>	Quick Scan	Thinking about using cannabis while parenting? (<i>Government of Canada, 2018</i>)	15 min	<ul style="list-style-type: none"> Increase knowledge around non-medical cannabis use for those parenting young children
	Navigate and Familiarize	Review health authority clinical protocols, guides and policies related to: <ul style="list-style-type: none"> Perinatal substance use and harm reduction Smoking and vaping Perinatal alcohol use Perinatal cannabis use 	Varies	<ul style="list-style-type: none"> Review and gain familiarity with regional recommendations and policies around assessment, support, and documentation around perinatal substance use, harm reduction, smoking and vaping, perinatal alcohol use, and perinatal cannabis use
	Navigate and Familiarize	BC FHVP Clinical Toolkit (<i>Provincial Health Services Authority, 2026</i>): <ul style="list-style-type: none"> Substance Use Safety and Injury Prevention Adult Physical Health and Well-being Adult Mental Health and Well-being 	Varies	<ul style="list-style-type: none"> Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
Consolidation Activities	Complete	<ul style="list-style-type: none"> Tobacco, Illicit Drugs, Alcohol, and PNDA Consolidation Activity (TBD) 		
Mentored Practice	Complete	<ul style="list-style-type: none"> Explore community resources to support clients using substances while pregnant/parenting. 		

MODULE 19: Perinatal Grief and Loss			Estimated Total Learning Time: 1+ hour	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Deep Dive	Grief and Loss (<i>Perinatal Services BC</i>)	30 min	<ul style="list-style-type: none"> Review resources and information to support clients and families experiencing perinatal loss
	Quick Scan	Family-centred maternity and newborn care: National guidelines (<i>Public Health Agency of Canada, 2023</i>): <ul style="list-style-type: none"> Chapter 7: Loss and Grief 	30 min	<ul style="list-style-type: none"> Deepen understanding of perinatal loss Apply principles of family-centred bereavement care Strengthen communication and compassionate practice Facilitate ongoing and community support Understand unique needs during pregnancy after loss Recognize impact of perinatal loss on providers Integrate evidence-informed practice
	Navigate and Familiarize	Review health authority clinical protocols, guides and policies related to: <ul style="list-style-type: none"> Perinatal grief and loss 	Varies	<ul style="list-style-type: none"> Review and gain familiarity with regional recommendations and policies around assessment, support, and documentation around perinatal grief and loss
	Navigate and Familiarize	BC FHVP Clinical Toolkit (<i>Provincial Health Services Authority, 2026</i>): <ul style="list-style-type: none"> Mental Health and Wellness – resources related to miscarriage, grief, and loss 	Varies	<ul style="list-style-type: none"> Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
Consolidation Activities	Complete	<ul style="list-style-type: none"> Learning Activity related to Grief and Loss (TBD) 		
Mentored Practice	Complete	<ul style="list-style-type: none"> Mentored Practice Activity related to Grief and Loss (TBD) 		

MODULE 20: Healthy Relationships and Intimate Partner Violence			Estimated Total Learning Time: 14+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	Gender-Based Violence: We All Can Help Improving the Health Sector's Response ; Learning Hub Course #17362, 3 courses included in this curriculum (<i>Provincial Health Services Authority</i>)	4 hrs	<ul style="list-style-type: none"> • Identify and respond to gender-based violence • Address impacts of gender-based violence on health sector workers (vicarious trauma, violence in the workplace, employer's obligations, etc.) • Identify sexual assault, learn how to respond to a disclosure of sexual assault, provide options to survivors, make an effective referral, and care for yourself
	Deep Dive	Stop Family Violence (<i>Public Health Agency of Canada</i>)	1.5 hrs	<ul style="list-style-type: none"> • Understand the scope and forms of family violence in Canada • Identify risk and protective factors across populations • Apply trauma- and violence-informed approaches in clinical practice • Recognize signs of family violence and respond safely • Understand legal responsibilities and mandatory reporting • Use evidence-based tools, guidelines, and promising practices • Support clients with culturally relevant, population-specific resources • Provide appropriate referrals and navigation to national/provincial support • Educate clients and communities using public materials • Strengthen inter-professional collaboration

MODULE 20: Healthy Relationships and Intimate Partner Violence			Estimated Total Learning Time: 14+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Quick Scan	Top Things Any Provider Can Do To Support People Experiencing Violence (Equip Health Care, 2017)	10 min	<ul style="list-style-type: none"> • Understand the principles of Trauma- and Violence-Informed Care (TVIC) • Recognize gendered dimensions of violence • Apply practical strategies to support people experiencing violence • Identify indicators of structural and systemic violence • Enhance relational, trust-building approaches in clinical encounters • Support patients without requiring disclosure • Integrate TVIC into workflow and organizational practice • Strengthen interprofessional collaboration

MODULE 20: Healthy Relationships and Intimate Partner Violence			Estimated Total Learning Time: 14+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Deep Dive	Mother's Mental Health Toolkit; Chapter 3: Understanding Mothers' Mental Health pp. 93-122 (<i>IWK Health Center, 2011</i>)	45 min	<ul style="list-style-type: none"> • Explain the core dimensions of maternal mental health • Identify how family violence affects maternal mental health • Assess risk factors influencing maternal mental health • Understand determinants of progress or recovery • Describe causes and contributing factors to maternal mental health problems • Identify signs, symptoms, and presentations of maternal mental health issues • Understand diagnostic possibilities relevant to mothers • Integrate a culturally competent and communication-sensitive approach • Strengthen ability to provide supportive, non-judgmental care

MODULE 20: Healthy Relationships and Intimate Partner Violence			Estimated Total Learning Time: 14+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Quick Scan	Ending Violence Association of BC	15 min	<ul style="list-style-type: none"> • Understand the landscape of gender-based violence services in BC • Know how to guide clients to crisis and safety supports • Understand EVA BC’s role in the provincial response to violence • Strengthen awareness of gender-based violence, harassment, and hate • Build capacity for trauma-informed, survivor-centred practice • Understand the importance of community partnerships • Improve referral confidence and clinical decision-making
	Watch	PHN-PREP Webinar Series (<i>Public Health Ontario</i>): <ul style="list-style-type: none"> • First-line Nursing Responses to Intimate Partner Violence • “All in Her Head”: The Health Impacts of Intimate Partner Violence and Evidence-Based Strategies to Promote Women’s Health • Digital Support in IPV Care: Exploring the iHEAL App • Applying Trauma-Informed Care to Intimate Partner Violence 	6 hrs	<ul style="list-style-type: none"> • Early identification of IPV • Confidently initiate safe, supportive conversations • Use trauma- and violence-informed care (TVIC) approaches • Respond effectively when IPV is disclosed • Understand the health impacts of IPV • Integrate digital tools (iHEAL app) into nursing practice • Strengthen referral skills and interprofessional collaboration • Enhance ethical, cultural, and equity-informed practice

MODULE 20: Healthy Relationships and Intimate Partner Violence			Estimated Total Learning Time: 14+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	Prioritizing Safety: Applying Trauma- and Violence-Informed Care Principles When Working with Individuals Experiencing Violence (PHN-PREP)	1 hr, plus any discussion time	<ul style="list-style-type: none"> • Apply TVIC principles in practice • Discuss the importance of understanding and addressing trauma and violence at the point of care • Establish therapeutic relationships characterized by trust • Prioritize the emotional and physical safety of the client • Communicate using trauma-sensitive language and in a non-judgmental and supportive manner
	Quick Scan	Health Care for Women Subjected to Intimate Partner Violence or Sexual Violence (World Health Organization, 2014)	30 min	<ul style="list-style-type: none"> • Understand the forms and dynamics of violence against women • Identify women who may be experiencing violence • Deliver first line support using the lives framework • Provide immediate physical and emotional care • Conduct trauma-informed clinical assessment after sexual assault • Support ongoing safety and risk reduction • Provide mental health and psychosocial support • Apply women-centred and rights-based care principles • Use job aids and tools in practice

MODULE 20: Healthy Relationships and Intimate Partner Violence			Estimated Total Learning Time: 14+ hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Navigate and Familiarize	Review health authority clinical protocols, guides and policies related to: <ul style="list-style-type: none"> • Intimate partner violence • Duty to report 	Varies	<ul style="list-style-type: none"> • Review and gain familiarity with regional recommendations and policies around assessment, support, and documentation about IPV and duty to report
	Navigate and Familiarize	BC FHVP Clinical Toolkit (<i>Provincial Health Services Authority, 2026</i>): <ul style="list-style-type: none"> • Safety and Injury Prevention • Healthy Relationships • Adult Mental Health and Well-being 	Varies	<ul style="list-style-type: none"> • Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
Consolidation Activities	Complete	<ul style="list-style-type: none"> • iHEAL app Consolidation Activity – install and become familiar with functions 		
Mentored Practice	Complete	<ul style="list-style-type: none"> • Discuss with mentor, how to use tools such as an eco-map, the Duluth Power and Control Wheel, and iHEAL app to explore healthy relationships with clients. • Explore function of iHEAL app, including strategies to completing Danger Assessment and use of safety planning tools 		

MODULE 21: Parenting Capacity and Self-Efficacy			Estimated Total Learning Time: 1+ hour	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Watch	Self Efficacy: Its Role and Sources (Yildirim, C. & Guner, E. (Producers), 2011)	5 min	<ul style="list-style-type: none"> • Define the concept of self-efficacy • Explain the role of self-efficacy in human behaviour • Identify and describe the four sources of self-efficacy • Recognize how self-efficacy develops through learning and social influences • Summarize the implications of self-efficacy for performance and personal growth • Integrate the concept of self-efficacy into real world contexts
	Watch	InBrief: What is Resilience? (Center on the Developing Child at Harvard University, 2015)	5 min	<ul style="list-style-type: none"> • Define resilience in the context of child development • Describe how resilience develops through interactions between children and their environments • Identify common obstacles to resilience • Explain the adaptive nature of resilience • Understand that resilience builds over time • Explain the role of supportive relationships in fostering resilience • Describe why promoting resilience early in life matters

MODULE 21: Parenting Capacity and Self-Efficacy			Estimated Total Learning Time: 1+ hour	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Watch	InBrief: Executive Function: Skills for Life and Learning <i>(Center on the Developing Child at Harvard University, 2012)</i>	5 min	<ul style="list-style-type: none"> • Define executive function and self-regulation • Describe why executive function skills matter for learning and life • Explain how executive function develops in the brain • Identify factors that can disrupt the development of executive function • Recognize the possibility of strengthening executive function through practice • Understand the long-term implications of executive function development
	Watch	How Children and Adults Can Build Core Capabilities for Life <i>(Center on the Developing Child at Harvard University, 2013)</i>	5 min	<ul style="list-style-type: none"> • Define core capabilities for life (executive function and self-regulation) • Describe how these skills develop from childhood through adulthood • Identify the kinds of experiences that build core capabilities • Explain how stress affects the development and use of these skills • Describe strategies for strengthening core capabilities in children and adults • Explain why building adult capabilities is essential for improving child outcomes

MODULE 21: Parenting Capacity and Self-Efficacy			Estimated Total Learning Time: 1+ hour	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Adolescents		Young Parent Program (Government of British Columbia, 2026)	5 min	<ul style="list-style-type: none"> • Understand the purpose and eligibility criteria of the Young Parent Program (YPP) • Recognize the role of designated child-care providers in supporting young parents • Identify the types of supports young parents may access through the program • Understand potential points of nursing involvement in the YPP • Strengthen awareness of community resources for young parents
	Quick scan	Adolescent Pregnancy ; Review pregnancy stats and figures (World Health Organization)	15 min	<ul style="list-style-type: none"> • Understand the global epidemiology of adolescent pregnancy • Recognize the major health risks associated with adolescent pregnancy • Understand social and structural determinants contributing to adolescent pregnancy • Identify barriers adolescents face in accessing contraception and reproductive health services • Recognize the role of violence and coercion as risk factors • Describe the consequences of adolescent pregnancy for long-term health, social, and economic outcomes • Understand global strategies and WHO recommendations for prevention • Situate adolescent pregnancy within broader global health frameworks

MODULE 21: Parenting Capacity and Self-Efficacy			Estimated Total Learning Time: 1+ hour	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Adolescents <i>cont.</i>	Quick Scan	Meeting the Needs of Adolescent Parents and Their Children (<i>Canadian Paediatric Society, 2024</i>)	15 min	<ul style="list-style-type: none"> • Understand the dual-patient nature of adolescent parenthood • Identify key health risks for adolescent parents and their children • Integrate social determinants of health into assessment and care • Apply non-judgmental, developmentally appropriate care strategies • Anticipate and address co-existing needs of the adolescent-infant dyad • Understand the importance of the “medical home” model • Determine when referral is appropriate and how to collaborate with interprofessional partners
Connection With Community Resources	Quick Scan	Prenatal Care Pathway ; review Section 6: Resources pp. 51-53 (<i>Perinatal Services BC, 2014</i>)	15 min	<ul style="list-style-type: none"> • Identify signs of inadequate or unsafe housing during prenatal assessments • Support pregnant clients in accessing financial resources • Connect families to appropriate community • Integrate an equity-informed lens into resource navigation • Strengthen the nurse’s role as a connector and advocate

MODULE 21: Parenting Capacity and Self-Efficacy			Estimated Total Learning Time: 1+ hour	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Connection With Community Resources <i>cont.</i>	Navigate and Familiarize	BC FHVP Clinical Toolkit (Provincial Health Services Authority, 2026): <ul style="list-style-type: none"> Parenting Capacity 	Varies	<ul style="list-style-type: none"> Gain familiarity with clinical tools and referral processes for tools in these sections of the Toolkit
Consolidation Activities	Complete	<ul style="list-style-type: none"> Learning Activity related to Parenting Capacity and Self-Efficacy (TBD) 		
Mentored Practice	Complete	<ul style="list-style-type: none"> Mentored Practice Activity related to Parenting Capacity and Self-Efficacy (TBD) 		

MODULE 22: Priority Populations			Estimated Total Learning Time: 6 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Quick Scan	Collaborative Practice Protocol for Providing Services for Families with Vulnerabilities: Roles and Responsibilities of the Director (Child, Family and Community Service Act) and the Ministry of Health ; Protocol Agreement (Government of British Columbia, 2019)	1–1.5 hrs	<ul style="list-style-type: none"> Understand the purpose and scope of the protocol Identify the roles and responsibilities of health authority staff Recognize the responsibilities of the MCFD Director (under the Child, Family and Community Service Act) Apply collaborative practice expectations to real-world cases Understand the information-sharing principles Understand expectations for culturally safe, trauma-informed collaboration Recognize processes for conflict resolution or clarification of roles Integrate the protocol into nursing practice

MODULE 22: Priority Populations			Estimated Total Learning Time: 6 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Gender	Complete	Intro to Gender Diversity: Expanded; Learning Hub Course #8141 (<i>Provincial Health Services Authority</i>)	1 hr	<ul style="list-style-type: none"> Gain familiarity with key terms and concepts related to gender diversity Identify barriers to care that gender diverse people commonly face Identify simple strategies for creating accessible and affirming services
	Complete	Gender-Affirming Perinatal Care: Safe, Respectful, and Celebratory; self-paced e-learning, 8 modules (<i>University of British Columbia Continuing Professional Development, Faculty of Medicine</i>)	3 hrs	<ul style="list-style-type: none"> Expand your knowledge on gender-affirming care. Gain familiarity with tools to make your practice safer for gender diverse, transgender, non-binary, and Two-Spirit people seeking gender-affirming perinatal care
	Quick Scan	2S/LGBTQQIA+ Wellness (<i>First Nations Health Authority</i>)	10-15 min	<ul style="list-style-type: none"> Understand the cultural significance of Two-Spirit identities Identify the impacts of colonialism on 2S/LGBTQQIA+ wellness Apply culturally safe and inclusive approaches to care Understand terminology used in Indigenous and 2S/LGBTQQIA+ communities Identify available FNHA supports and wellness resources Recognize best practices for supporting 2S/LGBTQQIA+ clients Identify pathways for further learning and advocacy

MODULE 22: Priority Populations			Estimated Total Learning Time: 6 hours	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
Gender <i>cont.</i>	Navigate and Familiarize	Clinical Handbook: Pregnancy & infant feeding ; health care provider resource (<i>Trans Care BC</i>) Parents & Families: Trans parents ; parent-facing resource (<i>Trans Care BC</i>)	20–25 min	<ul style="list-style-type: none"> • Provide gender-affirming perinatal and infant-feeding care • Conduct inclusive and comprehensive history taking • Offer effective anticipatory guidance during pregnancy • Support clients who bind during pregnancy and lactation • Recognize and respond to perinatal mental health needs • Understand the impact of testosterone use in pregnancy and lactation • Support diverse infant feeding methods • Advocate for safe, inclusive, culturally grounded care
Consolidation Activities	Complete	• Learning Activity related to Priority Populations (TBD)		
Mentored Practice	Complete	• Mentored Practice Activity related to Priority Populations (TBD)		

MODULE 23: Supervision (Supervisors Only)			Estimated Total Learning Time: <1 hour	
Subtopic	Action	Learning Activity	Time Required	Expected Learning Outcomes
	Complete	Complete RHA education regarding: <ul style="list-style-type: none"> Supervisors 	Varies	<ul style="list-style-type: none"> Complete necessary education to perform supervisory role
	Deep Dive	Review Modules 1-22 to assess individualized learning needs	Varies	<ul style="list-style-type: none"> Gain familiarity with Curriculum components to support BC FHVP nurses in practice
	Deep Dive Save for Easy Access	Reflective Supervision Checklist: Supervisors (PHN-PREP, 2022)	10 min	<ul style="list-style-type: none"> Apply evidence-informed strategies to prepare for, engage in, and follow up on reflective supervision sessions to create a psychologically safe, supportive, and growth-oriented environment for public health nurses
Consolidation Activities	Complete	<ul style="list-style-type: none"> Learning Activity related to Supervision (TBD) 		
Mentored Practice	Complete	<ul style="list-style-type: none"> Participate in BC FHVP Supervisor CoP (TBD) 		