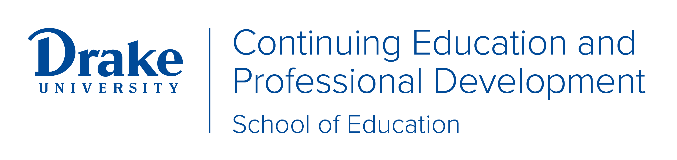
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**Trauma Centered School Cultures**

EDMA 259

Dates: June 12 – August 13th

Synchronous Meetings:

June 24th and July 29th

Course Overview:

This course describes the issues childhood trauma introduces into education environments and how schools can create cultures that promote students’ developing the resilience to thrive in safe educational environments. The course will describe the nature of trauma and how it affects children and the adults who care for them. It provides strategies schools can apply to promote psychological health and the social, emotional, and intellectual skills necessary to become resilient.

Instructor Information:

Robert Stensrud, EdD is a professor in the Drake counseling program who has worked in mental health crisis centers, provided out-patient counseling and consulting, and teaches courses on counseling at Drake. He has published over 60 professional articles on disability and mental health, including his recent article on the prevalence of reported childhood trauma among prison inmates.

Required Textbook:

Craig, S. (2015). *Trauma-Sensitive Schools: Learning Communities Transforming Children’s Lives, K-5*. New York: Teachers College Press. ISBN 10-9780807757451.

**Attendance Policy:**

Since this course is structured to include mandatory synchronous meetings, regular and punctual attendance is of prime importance. Students are **expected to attend all class meetings**. When a student is unable to attend a synchronous class meeting due to extenuating circumstances, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus. In that situation, an alternate assignment will be provided.

Supplemental Readings/Educational Resources:

Levine, P. (2010). *In an unspoken voice: How the body releases trauma and restores goodness*. Berkeley, CA: North Atlantic Books. ISBN: 978-1-55643-943-8.

Seigel, D., & Bryson, T. (2011). *Your whole-brain child: 12 revolutionary strategies to nurture your child’s developing mind.* New York: Bantam. ISBN: 978-0-553-38669.

Steele, W., & Malchiodi, C. (2011). *Trauma-Informed practices with children and adolescents*. New York: Routledge. ISBN: 978-0-415-89052-6

Szalavitz, M., & Perry, B. (2010). *Born for love: Why empathy is essential—and endangered*. New York: William Morrow. ISBN: 978-0-06-165679-8.

Tough, P. (2012) *How Children Succeed: Grit, Curiosity, and the hidden power of character*. New York: Houghton, Mifflin, Harcourt. ISBN: 978-0-547-56465-4

Van der Kolk, B. (2015). *The body keeps the score: Brain, mind, and the body in the healing of trauma*. New York: Penguin. ISBN-10: 0143127748

Course Goals/Objectives:

1. Provide an understanding of the biological, psychological, social, and cultural aspects of trauma--how people become traumatized; how their response to trauma affects them and the people around them; and the cumulative effect of trauma, secondary trauma, and vicarious trauma on learning environments.

2. Provide skills and strategies that school personnel can develop for supporting themselves, each other, and students and their families.

3. Provide information on how schools’ cultures can become safe places in which students can develop the intellectual, social, and emotional competencies necessary for future success.

4. Provide resources and strategies schools can use to support themselves and their communities.

*Example* Course Assignments:

Complete Assignment 2 by integrating the questions and directions below with your reflections from module 3--approximately 5 pages in length 20 points)

1. Review module 3 reflections and discuss how teachers and associates can apply those strategies to assist students who are demonstrating trauma-related behavior in the classroom.
2. How can these strategies be used with students demonstrating aggressive behavior?
3. How can these strategies be used with students demonstrating hyperactive behavior?
4. How can these strategies be used with students demonstrating folding (withdrawing) behavior?
5. How can counselors and administrators use these strategies to support teachers and associates?

Afterreading and viewing everything in Module 7, integrate your reflections from Modules 6 and 7 and reflect on the following sets of questions to write an approximately five page paper:

1. How would schools change if “Reflective Supervision” would be applied in a school?
2. Given what you have learned about the brain, how does this strategy fit with the way the brain learns?
3. What support would such a strategy get?
4. What resistance would it get?
5. What is your opinion of this model?

Course Schedule:

Blackboard LMS and Face to Face meetings will be the instructional mediums used for this course. Face to Face meetings will be held on June 24th, and July 29th. Individual and small group meetings can be scheduled as needed using Blackboard or other media. All assignments must be submitted by **August 13th**.

Assignment Listing:

**Module 1**

First F2F or Synchronous Meeting Attendance and Participation

**Module 2**

Assignment 1 10 points

**Module 3**

Module 3 PRE Journal completion

**Module 4**

Assignment 2 20 points

**Module 5**

Assignment 3 10 points

**Module 7**

Assignment 4 20 points

Assignment 5 20 points

**Module 8**

Last F2F or Synchronous Meeting Attendance and Participation

Assignment 6 40 points

Attendance and Participation 20 points

Total Points 140 points

**Confidentiality of Subjects:**

The nature of this course is to help teachers learn more about observing students. In order to learn this skill, there must be practice. However, we are committed to the ethical and legal responsibility of protecting the privacy of the individuals referred to in the assignments and conversation. Therefore, please do not use a child’s real name in conversations or in written form.

Evaluation Criteria:

All assignments should be completed using double-spaced documents in Microsoft Word and submitted using Blackboard. Assignments will be graded with 90% of the grade for the content and 10% for timeliness, reference documentation, and writing style.

**Grading Criteria:**

For Drake re-licensure and graduate credit the grading scale is based on letters and submitted by the instructor as an *A, B, C, D* or *F*. There are no (+) plus or (-) minus grading scale options due to our system and re-licensure formats.

Grades of either an *A* or *B*are considered passing. Both re-licensure and graduate courses assign a letter grade. Not passing grades are *C, D* and *F,* specific to re-licensure only.

Incompletes are when an educator has an extenuating circumstance beyond their control (hospitalization, bereavement, jury duty, etc.) and cannot complete the required assignments/coursework. If the instructor gives an extension for coursework to be completed beyond when grades are due an *I* grade will be assigned. If the work is not completed by the assigned date then the grade submitted will reflect the coursework that has been completed.

**90-100 % A**

**80-89 % B**

**70-79 % C**

**60-69 % D**

**Below 60 % F**

**Statement of Plagiarism:**

The penalty for plagiarism, cheating, and other forms of academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Give credit where credit is due.  For additional information, such as definitions and policies regarding plagiarism, cheating, academic dishonesty, and the appeal process click on the following link: <http://www.drake.edu/studentlife/handbook-resources/handbook/academic/#ed>

**Accommodations Clause:**

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day of class. Accommodations are coordinated by Michelle Laughlin and you are welcome to reach out to her as well.

Michelle Laughlin, Director of Student Disability Services 515-271-1835

[michelle.laughlin@drake.edu](mailto:michelle.laughlin@drake.edu)

**Nondiscrimination Statement:**

The principles of equal access and equal opportunity require that all interactions within the University be free from invidious discrimination. Drake University therefore prohibits discrimination based upon race, color, national origin, creed, religion, age, disability, sex, pregnancy, gender identity or expression, sexual orientation, genetic information, veteran status or any characteristic protected by law in its educational programs and activities, admissions, or employment.

**Course Evaluation:**

Once the course is completed, you will complete a course evaluation, which will be found in the last module of your Blackboard course. Your feedback is appreciated.