**Turning Trauma into Teachable Moments**

EDMA 232

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**Dates**

**Synchronous Meetings**

**Bi-weekly Check-ins**

TBD by Participants and Instructor

Course Overview:

This course examines childhood trauma from the perspective of how it can be addressed in ways that make it a growth experience. It will outline the neurobiology of somatic experiences that can be either traumas or teachable moments so educators can develop strategies for approaching students in ways that reinforce social-emotional learning. Examples will be provided of how to manage students’ spatial, interpersonal, and temporal experiences to minimize stress and trauma. Assignments will be based on participants’ practicing different positive proactive somatic interactions.

This course will be delivered online using the Blackboard Learning Management System and will be broken down into several components of study/analysis:

1. Text readings
2. Video presentations (module overviews, content, video examples/demonstrations, and/or external experts)
3. Reflections
4. Active Experimentation
5. Interaction with your peers and your instructor
6. Assignments designed to allow for application of the concepts addressed in this course

Instructor Information:

Robert Stensrud, EdD is a professor in the Drake counseling program who has worked in mental health crisis centers, provided in-patient counseling, 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:

Badenoch, Bonnie. (2018). *The heart of trauma: Healing the embodied brain in the context of relationships*. New York: W. W. Norton and Company.

**Attendance Policy:**

Since this course is structured to include mandatory synchronous meetings, regular and punctual attendance is of prime importance. Participants are **expected to attend all class meetings**. When a participant 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.

**Course Goals/Objectives:**

1. Provide an understanding of the neurobiology of trauma, how it becomes locked into a person’s experience as content memory and how those experiences are accessed through contextual memory.

2. Describe how relationships either reinforce contextual traumatic memories or positive opportunities to learn resilience.

3. Describe how school contexts can affect contextual memories in various ways that can be managed by teachers and other school personnel.

4. Provide structured assignments through which participants can experiment with how to bring preventative and therapeutic interventions into classrooms to promote resilience and social-emotional learning.

***Example* Course Assignments:**

1. Reflection on personal experiences that were contextually framed as traumas or teachable moments, and how different contextual frames alter somatic experiences.

2. Active experimentation with different interaction styles and reflection on how individuals respond.

3. Discussion of active experimentation experiences and other content related to the course where students reflect on their activities, the responses they received, and their experience of those responses so discussions can tie to course content.

4. Planning how to apply assignments to schools and classrooms.

**Course Schedule:**

Blackboard LMS and synchronous online meetings will be the instructional mediums used for this course. Individual and small group meetings can be scheduled as needed using Blackboard or other media. All assignments must be submitted by **TBD**.

**Module 1: Somatic Experiences in Children**

**Reading Assignment(s):** *The heart of trauma: Healing the embodied brain in the context of relationships* pg. ix-30, Committee of Ten

**Viewing/Listening:** Class introduction video, module 1 introduction video, module 1a video-Childhood Experiences, module 1b video-metacommunication, Bob Newhart-“Stop it!”, I Love Lucy: A Colorized Celebration-“Job Switching” clip

**Assignment:** Reflection on personal childhood experiences and adult responses

**Synchronous Meeting: TBD**

**Discussion Forum:** End of Week 1 Debrief (Module 1)

**Module 2: Context Memory Reframing**

**Reading Assignment(s):** *The heart of trauma: Healing the embodied brain in the context of relationships* pg. 33-50

**Viewing/Listening:** Module 2 introduction video, module 2 video-memories

**Assignment:** Reflection: Analysis of somatic experiences

**Discussion Forum:** End of Week 2 Debrief (Module 2) Share reflections about their Active Experimentation Assignment: Analysis of somatic experiences

**Module 3: Deeper Dive: Context Memory Reframing**

**Reading Assignment(s)** *The heart of trauma: Healing the embodied brain in the context of relationships* pg. 51-95

**Viewing/Listening:** Module 3 introduction video, module 3a video-skin communication, module 3b video- Muscle, Eye, Ear, and Voice, module 3c video-Framing and Reframing Memories, Muscle test video 1, Eye Test video 1, 2, 3, 4 & 5

**Assignment:** Reflection: Communication

**Discussion Forum:** End of Week 3 Debrief (Module 3) -Share reflections about their Active Experimentation: Communication

**Module 4: Reflective Practice in Reframing Memories**

**Reading Assignment(s):** *The heart of trauma: Healing the embodied brain in the context of relationships* pg. 96-123

**Viewing/Listening:** Module 4 introduction video, module 4 video-The Heart, Brainstem, and Midbrain

**Assignment:** Reflection: The Heart

**Discussion Forum:** End of Week 4 Debrief (Module 4) -Share reflections about their Active Experimentation: The Heart

**Module 5: Brain Hemispheres and Learning**

**Reading Assignment(s):** *The heart of trauma: Healing the embodied brain in the context of relationships*  pg. 124-136

**Viewing/Listening:** Module 5 Introduction, module 5a video-Limbic and Neocortex System, module 5b video-The mammal in Me, module 5c video-Importance of Executive Function Skills

**Assignment:** Reflection paper: Childhood Experiences

**Discussion Forum:** End of Week 5 Debrief (Module 5) -Share reflections about Childhood Experiences

**Resources:**

* [Executive Functioning: Brain Training for those with Executive Functioning Skills Deficits](https://addvantageslearningcenter.com/executive-functioning/)
* [Executive Functioning Accommodations for Classwork and Instruction](https://www.thepathway2success.com/executive-functioning-accommodations-for-classwork-and-instruction/)
* [Executive Function & Self-Regulation](https://developingchild.harvard.edu/science/key-concepts/executive-function/)

**Module 6: Cultural emphasis on different types of learning**

**Reading Assignment(s):** *The heart of trauma: Healing the embodied brain in the context of relationships* Read first pages: 149-159. Then read pages 137-148

**Viewing/Listening:** Module 6 Introduction video, module 6a video--Who We Are, module 6b video--Normal and Abnormal, module 6c video-What We May Do

**Assignment:** Reflection: Left-brain schools’ impact on learners

**Synchronous Meeting: TBD
Discussion Forum:** End of Week 6 Debrief (Module 6) -Share reflections about left-brain schools’ impact on learners

**Module 7: Conscious Discipline and Executive Function Development**

**Reading Assignment(s):** *The heart of trauma: Healing the embodied brain in the context of relationships* pg. 160-216

**Viewing and Listening:** Module 7 introduction video, module 7a video-Components of Conscious Discipline, module 7b video-Conscious Discipline Tools and Outcomes

**Assignment:** Reflection: Conscious Discipline

**Discussion Forum:** End of Week 7 Debrief (Module 7) -Share reflections about conscious discipline

**Module 8: Somatic Activities to Promote Teachable Moments**

**Reading Assignment(s):** *The heart of trauma: Healing the embodied brain in the context of relationships* pg. 218-312

**Viewing/Listening:** Module 8 Introduction Video, Module 8a Video-Somatic Activities to Promote Teachable Moments, Module 8b Video-Final Assignment

**Discussion Forum:** Plan for applying conscious discipline strategies in schools Pre-writing Activity

**Assignment:** Plan for applying conscious discipline strategies in school (Paper)

**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, Access and Success Director 515-271-1835

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. You will want to watch for an email that contains the link to the ending evaluation. Your feedback is appreciated.



