



Transforming Trauma: Providing Students with Safety and Support

Number of Credits: 1*

Course Instructors: Mark Busch

Course Description: Schools are increasingly becoming spaces for students to find social, emotional, and mental health supports. As children and adolescents are exposed to and living through traumatic events, they walk into schools and classrooms with significant stress and anxiety. This stress and anxiety can hinder peer relationships, academic success, attendance, and overall future success. As educators, it is our role to create safe environments for all students, and we need to ensure that our students have the supports necessary to thrive in their learning environments.

The purpose of this course is to provide an understanding for what trauma is and how it effects brain function, brain development, and overall student well-being. Participants will learn about the trauma effects of bullying, grief & loss, domestic violence, physical abuse, intimate partner violence, and sexual assault. Participants will also learn how natural disasters and acts of terrorism can be sources of trauma for our students, as well. Throughout the course, participants will be provided resources for creating safe spaces for students, and they will write an implementation plan for how their new learnings will be translated into their schools, classrooms, and communities.

Learning Objectives: Upon completion of this course, students will be able to:

- Describe what trauma is and its effects on students, particularly brain function and development
- Analyze the effects of trauma on students as a result of bullying, grief & loss, domestic violence & physical abuse, intimate partner violence & sexual assault, natural disasters, and community violence & terrorism.
- Analyze best practices used to support students experiencing trauma and educators experiencing secondhand trauma
- Develop and implement strategies for supporting students in your classrooms, schools, and district experiencing trauma.

Resources: No texts are required to purchase in order to complete this course

- The mission of Iowa Safe Schools is to provide safe, supportive and nurturing learning environments for all students. Staff of the Iowa Safe Schools are experts in the fields of bullying prevention and intervention, developing positive school climate, and advocating for underrepresented and marginalized populations. GSAs are shown to be a best practice for increasing awareness of discriminatory school policies, reducing bullying, reducing deaths by suicide, and ensuring students feel safe and support in their schools and communities.
- Kann, L., McManus, T., Harris, W. A., Shanklin, S. L., Flint, K. H., Queen, B., ... & Lim, C. (2018). Youth risk behavior surveillance—United States, 2017. *MMWR Surveillance Summaries*, 67(8), 1.
This report discusses various health-related behaviors that contribute to the leading causes of death and disability among youth and adults, including behaviors that contribute to unintentional injuries and violence, sexual behaviors related to unintended pregnancy and sexually transmitted diseases, and unhealthy dietary behaviors.
- Weisz, A. and Black, B. (2009). **Programs to Reduce Teen Dating Violence and Sexual Assault: Perspectives on What Works** ISBN-10: 9780231134538
This text outlines over fifty dating violence and sexual assault programs across the United States. It provides strategies for effective teen dating violence prevention supported by research and experiences from the violence prevention community. This text addresses goals, recruitment strategies, membership, structure, community involvement, and core techniques for successful prevent programs.

***Course Requirements:** To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Check the Iowa Teaching Standards that are addressed in this course:

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

Assignment Checklist

Topic/Activity	In Class	Out of Class
Getting to Know the Class; Additional Readings: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!		3 hrs
<u>Week 1 - Getting Started</u>		
Discussion: Introductions – Participants will introduce themselves to their class and discuss what they hope to gain from the course.	1 hrs	3 hrs
Discussion: What Is Trauma? – In this lesson, participants will define what trauma is, and in a discussion post, participants will reflect on their past experiences working with students exposed to trauma.	1.5 hrs	2 hrs
Quiz: PTSD and the Effects of Trauma – In this lesson, participants will learn about what Post-Traumatic Stress Disorder is and the effects of trauma, including physical, emotional, social, and biological effects. They will understand the changes in brain function and development as a result of a traumatic event. Participants will complete a quiz to assess their comprehension.	1.5 hrs	1 hrs
Discussion: ACE Scores – In this module, participants will learn about ACE scores, their effects on mental health, and how this concept can keep an individual from fully acknowledging their emotions. The assessment will include taking an ACE score and evaluating how these experiences could affect students.	1.5hrs	2 hrs
<u>Week 2 - Diving Deeper</u>		
Discussion: Trauma and Bullying – In this module, participants will learn about the traumatic experiences of the victims of bullying. Participants will reflect on the ways they can support students and create safety plans for students in a discussion post.	1 hrs	2 hrs
Discussion: Domestic Violence and Physical Abuse – In this lesson, participants will learn about what domestic violence is and how students experience trauma as a result of violence and abuse. Through a discussion post, participants will share their thoughts on how we can best support our students.	1.5 hrs	2.5 hrs
Discussion: Intimate Partner Violence and Sexual Assault – In this module, participants will learn about the differences between intimate partner violence and sexual assault. They will learn about the trauma victims experience as a result, and in a discussion post, they will discuss the ways they can educate students about IPV and sexual assault.	1.5 hrs	2.5 hrs
Discussion: Grief and Loss – In this lesson, participants will reflect on how the various forms of grief and loss can be traumatic for students. In a discussion post, participants will reflect on ways to support their students.	1.5 hrs	2 hrs
<u>Week 3 - Putting it to Work</u>		
Discussion: Natural Disasters – In this lesson, participants will reflect on a variety of resources regarding the trauma experienced by individuals after a natural disaster. Participants will share their reflections in a discussion post.	1 hrs	2.5 hrs
Discussion: Community Violence and Acts of Terror – In this module, participants will learn about the various forms of community violence and how that can perpetuate trauma in students. This lesson will focus on the trauma resulting from school shootings and acts of terror. Participants will share their reflections in a discussion post.	1 hrs	2.5 hrs
Discussion: Secondhand Trauma and Self-Care - In this module, participants will use the online resources to evaluate their own self care practices and will discuss how they can be improved in a discussion post. Participants will also be provided with mental health resources that can be used by themselves or their students.	1 hrs	2 hrs
Final Assignment: Participants will reflect on the new learning they gained from the course and they will develop an implementation plan for taking their new learning back to their schools, classrooms, and communities.	1 hrs	3 hrs

Total Class Time	15 hours	30 hours
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Coursework: Participants can earn up to 80 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
10 Discussion Posts (5 Points Each)	50
1 Quiz (5 Points)	5
Final Implementation Plan/Paper	25
Total	80

Grading Scale – Graduate Credit

100-90% (80 - 72 points)	A
89-80% (71 – 64 points)	B
79-70% (63 - 56 points)	C
69-60% (55 - 48 points)	D
59%-Below (<47 points)	F

Grading Scale - License Renewal Credit

100-80% (80 - 72 points)	P
79%-Below (<71 points)	NP

Student Requirements Students are required to:

- Participate in **ALL** discussion forums and quizzes
- Complete a final implementation plan

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Statement of Plagiarism: Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

Grading Rubrics for Individual Activities

10 Discussions (50 points possible) Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

Final Assignment (25 points possible)

The final assignment is a critical part of this course. Participants must complete a two-page final assignment. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the final assignment, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25