### Trauma Informed Teaching & Learning

The instructor and students are asked to collaborate to create and maintain a trauma informed learning community. Modeling the principles of Trauma Informed Care are a shared student/instructor responsibility and will be demonstrated in at least the following ways:

| Safety                  | • Students are provided with the syllabus, narrated course orientation power point and other materials to help them determine their comfort level with the class,  
|                        | • University wide student resources/policy links are shared in the syllabus  
|                        | • Assignment feedback will always include strengths  
|                        | • Students are encouraged not to post personal and/or family illness related content on the Analysis Boards to avoid potential upset/re-traumatization to themselves and others in the course |
| Trustworthiness         | • Students are provided with the syllabus, course orientation power point and other materials to help them know what to expect from the course  
|                        | • Students are trusted to complete honest and high quality academic work  
|                        | • Students may count on the instructor providing detailed and timely assignment feedback to assist them in improving their knowledge regarding co-occurring disorders, professional SW practice, and appropriate APA citations  
|                        | • Grading rubrics provided for all major assignments |
| Collaboration           | • Students collaborate on the Analysis Boards to create a genuine learning community, as they share what they have learned and add to the learning contributions of others  
|                        | • Students are encouraged to collaborate with the instructor to shape the future of the class by providing on-going and end of semester feedback about the course and assignments  
|                        | • Students are encouraged to share learning resources with the rest of the learning community |
| Choice                  | • Enrollment in this Advanced Topics course is voluntary  
|                        | • Students have a choice of topic/interest area in several assignments  
|                        | • All assignments may be submitted to the instructor early to help students manage challenging schedules/multiple life obligations |
### Empowerment

- Students are empowered to ask questions at any time
- Students are empowered to provide both identified and anonymous course evaluation feedback
- Students are empowered to guide their own learning to areas of interest on the diversity practice paper and ABs
- Students are empowered to expect the instructor will facilitate the course in keeping with this syllabus, unless a clear majority of the class agrees to a modification
- Students are empowered to speak with the MSW Program Director about any concerns they might have, should they not be able to come to a reasonable agreement with the instructor