

Draft Prepared by Khris Decker

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

Trauma-Informed Teaching continued

Empowerment	<ul style="list-style-type: none">• 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
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