

Course Outline (Higher Education)

School:	School of Education
Course Title:	RESPONDING TO CHALLENGE: TRAUMA INFORMED PRACTICE
Course ID:	EDBED3119
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDBED3114 and EDBED3117)
ASCED:	070303

Description of the Course:

This course is designed to develop knowledge and understanding of ways in which trauma experiences can impact mental health, behaviour and learning within school contexts. Trauma can affect behaviour presentations, the capacity to self-regulate and the ability to form trusting relationships with others, creating the need for teachers to manage safety, wellbeing and regulate behaviour. Underpinning the content of the course is the understanding that effective teachers manage challenging behaviour through supportive, responsive techniques rather than coercive or punitive measures. Within this course, brain-based insights, relationship-based approaches and responsive teaching methods are explored to identify supportive strategies for establishing a safe, supportive learning environment for all students, including learners who have experienced harm, (physical or mental), are at risk of harm, or have caused harm to others. A range of universal, targeted and individual strategies for supporting communication, wellbeing, participation, engagement and achievement will be investigated through a trauma-informed, multi-tiered approach to planning. Students will examine relationships between wellbeing, behaviour and learning to enhance an understanding of the nuances of characteristics, causes and presentation of learning challenges, social disruptions and problematic behaviours. Particular attention will be given to examining trauma-informed pedagogies and implications of legislative requirements, government and community initiatives and whole school approaches.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:
Knowledge:

- K1.** Examine current frameworks that support planning and development of welfare and behaviour policies and documents.
- K2.** Recognise characteristics of trauma, mental health concerns and challenging behaviour in learners with and without disability.
- K3.** Describe ways in which trauma, mental health and behaviour affect learners and impact learning access and participation.
- K4.** Explain a range of preventative and responsive strategies for supporting learners and managing problematic incidents.

Skills:

- S1.** Analyse the impact of attitudes, language and communication on learner participation and engagement.
- S2.** Examine and critique a range of policies, practices and pedagogical approaches that build safe, supportive schools.
- S3.** Investigate the functional underpinnings of trauma, mental health and behaviour within an inclusive educational approach.
- S4.** Use effective frameworks to design re-engagement pathways to active participation in learning.

Application of knowledge and skills:

- A1.** Create educational resources to support wellbeing, mental health and behavioural needs of learners.
- A2.** Examine and critique approaches and frameworks for managing wellbeing and behaviour concerns.
- A3.** Design materials and processes to support safe, respectful and regulated behaviour.

Course Content:

Topics may include:

- Policy and planning frameworks, educational programs and teaching strategies that support the development and management of safe, respectful, responsible learning communities
- Connections between trauma, mental health, behaviour and learning and their impacts within a school context.
- Attitudes, approaches, techniques, systems, supports and communication that are effective in creating a trauma-sensitive classroom.
- Positive, preventative strategies that support students at a whole school, classroom and individual level.
- Personalised planning approaches for crisis prevention, response and management.
- Practical explorations of case studies and scenarios involving complex behaviour presentations.

Values:

- V1.** Appreciate attitudes of acceptance and strategies required to support learners in a safe and respectful atmosphere
- V2.** Recognise the importance of respect, a sense of belonging, the right to learn and access to support when needed within educational settings.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S1 A1	AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2 A2	AT1
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1 S3	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3 A3	AT2 AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2 A3	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K4 S1, S2 A2 APST 4.1	Critical analysis of school policy documents. Students examine existing school policy documents and evaluate indicators of attitude, communication and effectiveness.	Written Task	10-20%
K1, K3, K4 S1, S2, S3 A1, A2 APST 1.1, 4.1, 4.3, 4.4	Evaluate approaches and frameworks for managing mental health and behaviour concerns and synthesise understanding to resolve scenario problems through practical application of theory.	Problem Centred Study	40-60%
K2, K4 S1, S3, S4 A3 APST 1.1, 3.5, 4.1, 4.3, 4.4	Design supportive materials and processes that address mental health and behavior concerns and support learner wellbeing, participation and engagement.	Applied Project	30-50%

Adopted Reference Style:

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)