

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	RESPONDING TO CHALLENGE: TRAUMA INFORMED PRACTICE
<b>Course ID:</b>	HENAE6119
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDBED3119 and HENAE1119)
<b>ASCED:</b>	070303

## Description of the Course:

This course is designed to develop knowledge and understanding of ways in which trauma experiences can impact mental health, social and emotional wellbeing, 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, support wellbeing and co-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 effective strategies for establishing a safe, supportive learning environment for all students. This includes learners who have experienced harm, (physical, mental, social and/or emotional), 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.

<b>Grade Scheme:</b>	Graded (HD, D, C, P, MF, F, XF)
<b>Placement Component:</b>	No
<b>Supplementary Assessment:</b>	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 and indicators of trauma, mental health concerns and challenging behaviour in learners.
- K3.** Describe ways in which trauma, mental health, social and emotional wellbeing and behaviour can 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:

- Complete all 10 modules, plus assessment
  - Module 1A Trauma Informed Practice: Introduction
  - Module 1B Trauma Informed Practice: Tools and strategies in the classroom
  - Module 1C Trauma Informed Practice: Neurology, development and behaviour
  - Module 1D Trauma Informed Practice: Practical Approaches and Practices
  - Module 2A Trauma Informed Practice: Practical Approaches and Practices
  - Module 2B Trauma Informed Practice: Emotional and Sensory Regulation
  - Module 2C Trauma Informed Practice: Growing Positive Attitudes
  - Module 2D Trauma Informed Practice: Positive, Preventative Practices

Module 2E Trauma Informed Practice: Personalised Planning for Extreme Challenge  
 Module 2F Trauma Informed Practice: Creating a Trauma Sensitive Classroom

### 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	AT2 AT3
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 K4 A3	AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S2, A2 APST 4.1	Examine school websites to identify indicators of trauma awareness and response within school policy, practice and pedagogy.	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 responding to wellbeing, safety and behaviour concerns and synthesise understanding to resolve scenario problems through practical application of theory.	Problem Centred Study	40-60%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K4 S1, S3, S4 A3 APST 1.1, 3.5, 4.1, 4.3, 4.4	Design supportive materials and planning processes that address wellbeing, safety and behavior concerns and support learner engagement and participation.	Applied Project	30 - 50%

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)