

Eastern Oregon University Course Syllabus

Number of Course:

ED 571

Name of Course:

Building a Trauma-Invested School Community

Catalog Description:

This course provides a foundation in building trauma-invested school communities including critical examination of the various factors that influence these efforts. Students will explore the ways in which identity and positionality of individuals within the school community influence one another in positive or negative ways. In addition, students will survey a variety of current recommendations and efforts in school-wide implementation of trauma-invested strategies and provide recommendations for areas of growth.

Credit Hours:

3

Instructor:

TBD

Time and place of the course:

Courses in the trauma concentration are delivered fully online (asynchronous) and administered through the EOU Canvas Learning Management System.

Required Texts or Suggested Materials:

Link to the EOU Bookstore: [Eastern Oregon University Bookstore \(opens in new tab\)](#)

Prerequisites:

ED 570 (or concurrent enrollment); graduate standing.

Learning Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain various considerations and perspectives involved in building a trauma-invested school community.
2. Describe how identity and positionality can influence relationships within school communities as it relates to trauma and its impacts.
3. Critically analyze recommendations for creating trauma-invested school communities.
4. Examine case studies of school communities working towards building trauma-invested spaces to provide recommendations for areas of growth.
5. Critically examine beliefs about school communities.

Course Requirements:

- Explorations: Selected Readings and Reflections/Discussions
 - Students will read a selection of relevant articles or other resources related to the content of the course and write reflections and/or discussion board posts relating the content to their current context or experiences.

- Positionality and Identity Case Study
 - Students will examine case studies involving groups of individuals working towards implementing school-wide trauma-invested practices to analyze the role of positionality and identity in the work, identifying areas of strength and areas for growth.
- School-wide Initiatives Case Study
 - Students will critically examine case studies of school communities working towards building trauma-invested spaces and apply their understandings of the work to highlight strengths and make recommendations for areas of growth.

Grading Policies:

Scoring guides and rubrics are provided in Canvas. Policies on late work and resubmission of assignments are set by the instructor and will be included in the syllabus.

Grading Scale:

Letter Grade:	Percentage:
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D	60-69.9%
F	Under 60%

Means of Assessment:

Assignment	Percentage of Final Grade	Course Outcomes
Explorations: Selected Readings and Reflections/Discussions	60%	1,2,3,5
Positionality and Identity Case Study	20%	2,5
School-wide Initiatives Case Study	20%	1-5

Brief Outline of Course:

NOTE: This is a preliminary outline. Additional details and revisions will occur as the course is updated.

This course is an online course administered via Canvas. The following will be covered and investigated by students through a critical lens:

- Beliefs about school communities and their implications for school-wide initiatives (like Trauma-Invested Strategies)
- Influence of positionality and identity within school communities

- The nature of relationship within the work of building trauma-invested school communities
- The concept of ‘safe spaces’
- Current practices of school-wide initiatives in trauma-invested practices

General Education Category and Outcomes:

[Insert text here if GEC course]

University Writing Requirement Outcomes:

[Insert text here if UWR]

Writing Center Statement:

The EOU Writing Center provides a place — physical or virtual — where every EOU student can find an interested, responsive reader. Writing tutorials are free of charge for EOU undergraduate and graduate students and are available for writing at any course level and for writing resumes, job letters, and graduate applications. For drop-in hours or to schedule in-person, synchronous online, or asynchronous online tutoring, please visit the EOU Writing Center: [Writing Center – Eastern Oregon University \(opens in new tab\)](#).

Classroom Decorum:

[Insert text here]

Academic Misconduct Policy:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these.

Accommodations/Students with Disabilities Policy:

Any student who feels they may need accommodation for any type of disability must contact the Disability Services Office in Loso Hall, Room 233. Phone: 541-962-3081.

Disclaimer:

This standard syllabus provides only general information on the course. For those enrolled in the course a detailed syllabus will be provided by the Instructor at the beginning of the term. Please keep in mind that not all courses are offered every year.

Syllabus Prepared By:

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Date:

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Updated by K. Gomez Fall 2021