Eastern Oregon University Course Syllabus

Number of Course:
ED 575

Name of Course:
Clinical Practices: Trauma in Educational Communities

Catalog Description:
A 90-hour supervised teaching and leadership experience which uses a trauma-invested lens to consider strengths and areas for growth for different stakeholders within a PK-12 educational community. Advocate for growth, enact plans for improvement, and provide mentorship in a culturally responsive and equitable manner. Prerequisites: 12 credits in Trauma in Educational Communities coursework.
You must have security clearance to work in PK-12 educational settings in order to complete this clinical practice experience. If you are a licensed teacher, you have the necessary clearance.

Credit Hours:
3

Instructor:
Name, office location, phone number, email, office hours

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.
The school placement is arranged by the candidate but must have the approval of the instructor prior to the start of the clinical practice. Candidates must submit rationale for why the cooperating teacher can appropriately guide growth related to trauma in educational communities.
Each candidate should meet (in person, by telephone or by video chat) with the instructor before beginning the clinical practice and then must make specific arrangements for the 90 clock hours of clinical practice time in a school setting.

Required Texts or Suggested Materials:
Link to the EOU Bookstore: Eastern Oregon University Bookstore (opens in new tab)

Prerequisites:
Graduate level standing

Learning Outcomes:
Upon successful completion of the course, in a culturally responsive and equitable manner, students will be able to:

1. Use a trauma-invested lens to evaluate strengths and areas for growth (for self, other individuals and collectively) within educational communities related to school-wide plans and policies, classroom learning environments, curriculum, and technology integration.

2. Effectively collaborate with others (such as: families, administrators, teachers, paraprofessionals, and professionals from other fields) to support members within the educational community related to the impact of trauma.
3. Create a proposal for growth with a rationale for area(s) of focus and approach.
4. Enact plans for improvement that advocate for growth in response to the needs of individuals within the community who have been impacted by trauma. Plans will be developed in ways that avoid additional trauma and mitigate the adverse impact of existing trauma.
5. Facilitate professional development for members of the educational community related to trauma.
6. Provide mentorship within the educational community related to trauma.

Clinical Practices Requirements

EOU's graduate Trauma in Educational Communities Specialization program is designed for in-service teachers to be able to add the Trauma in Educational Communities Specialization to an Oregon teaching license. As a result, the required 90 hour experience is aligned to TSPC expectations for clinical practices for in-service teachers for program-required specializations.

- Three quarter hours of clinical practice
- At least two formal observations and one formal evaluation of the candidate completed by the faculty supervisor (course instructor)
- At least two formal observations and one formal evaluation of the candidate completed by the cooperating teacher (school-based).

In this clinical practice experience, you are required to complete 90 contact hours working directly with students, faculty, paraprofessionals, administrators, the school community (parents, caregivers, supporters), or professionals from other fields relevant to supporting those within the educational community who have been impacted by trauma.

Course Requirements:

Time Log. Keep an accurate record of the time you devote to the clinical practices experience. You should indicate date, time in/time out, total hours for the day, and cumulative hours (see example below). The time in/out is to accurately reflect actual hours devoted to teaching with intentional preparation and implementation related to trauma-invested practices, evaluating strengths and areas for growth, effectively collaborating with others to facilitate growth related to support for those within educational communities who have been impacted by trauma, facilitating professional development, and providing mentorship. Your time log must be signed by your cooperating teacher to verify the completion of hours. 90 hours are required in order to earn a passing grade for this clinical practices course.

Example:

Date	**Time in**	**Time out**	**Hours**	**Cumulative Hours**
4/16/07	10:00	12:30	2.5	2.5
4/17/07	10:00	12:30	2.5	5
4/18/07	10:00	1:00	3	8

- Reflection Journal.
    - For each clinical practice session on the time log, you will write a journal entry. Reflections should include experience and growth aligned to clinical practices

learning outcomes, including what you learned about evaluating strengths and areas for growth related to trauma in educational communities and the process of facilitating improvement efforts, professional development, and mentorship. This can be celebrating what you did well or acknowledging the ways you need to improve.
    - In each entry you will tell what you did, what you learned, and what you think you should do next with a rationale. Place an emphasis on demonstrating your professional thinking related to trauma in educational communities. You must show that you are able to reflect on your professional practice aligned to content within the Trauma in Educational Communities coursework.
    - Submit the reflection journal three times during the term: at the end of 30 hours, at the end of 60, and at the end of the practicum.
- Improvement Plan and Implementation.
    - Based on evaluation of strengths and areas for growth, you will submit a plan for an improvement effort, implement the plan, and reflect on the impact of the plan.
- Video Observations and discussions.
    - You will submit two video observations (unless the instructor can observe the candidate in person). Schedule a pre-meeting before and a follow-up debrief after each observation.
- Evaluation.
    - At the end of the term, the university supervisor and cooperating teacher will complete a comprehensive evaluation aligned to Trauma in Educational Communities program standards based on evidence observed and submitted throughout the term.

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+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	Under 60%

Means of Assessment:
The time log (90 hours verified), observations, and evaluations are required in order to earn a passing grade for the course but are not calculated as part of the course grade.

Assignment	Percentage of Final Grade	Course Outcomes
Time Log	N/A	N/A
Reflection Journal	50%	1, 2, 5, 6
Improvement Plan and Implementation	50%	3, 4
Video Observations and Discussions	N/A	4
Evaluation	N/A	1-6

Brief Outline of Course:
Candidates will be filling out their time log and writing reflections throughout the entire term. In addition, the following outline the timeline for other aspects of the course.
Prior to the start of the term/week 1: Approval of placement and cooperating teacher, plan for completion of hours

- Weeks 1-3: Evaluation of Strengths and Areas for Growth at Placement
- By the end of Week 4: Proposal for Improvement Plan
- Weeks 5-9: Implementation of Improvement Plan
- By the end of week 6: Observation #1
- By the end of week 9: Observation #2
- Week 10: Reflection of improvement plan implementation and Evaluation

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:
May 2020