SYLLABUS

Course Name and ID Number
Trauma-Informed Practices for Educators, #672

Course Statement
An overview of the fundamentals of Trauma-Informed Practices (TIP) from a brain-based neuroscience perspective, that asks participants to examine their own practice to include proactive and responsive TIP constructs.

Course Description
In this course, you will learn fundamental theory and practices for engaging with students, staff, and parents in your school setting. You will begin by gaining a full understanding of the theories behind the practices that make Trauma-Informed Practices (TIP) effective. Among these theories include basics of brain development and brain organization, 6-R's of positive development, dosing stress, heterogeneous stress response, Neurosequential Model in Education (NME), state-dependent functioning, co-regulation, mirror neurons, relational sensitivity, optimal learning environments, sequence of engagement, schools as buffers to trauma, the importance of positive, consistent relationships, and NME Mini-Maps. You will use these concepts to create a variety of new systems, structures, protocols, and procedures for your own classroom or organizational setting, including creating trauma-informed lesson plans, identifying dissociated and hyperaroused students, then applying effective interventions and de-escalation strategies. At the end of this course, you will be asked to create a multimedia presentation addressing how you have utilized TIP concepts in your practice.

Learning Objectives
Learners who complete this course will be able to:

1. Demonstrate knowledge of the introductory TIP including brain development and organization, 6-R's of positive development, developing student/teacher relationships, classroom management, Trauma-Informed lesson design and the Neurosequential Model in Education (NME) in your classroom or organizational setting.
2. Apply concepts of the stress response system in your classroom or organizational setting, including dosing stress, heterogeneous stress response, state-dependent functioning, and regulating behavior.
3. Create new systems, structures, protocols and procedures in your classroom or organizational setting that apply the concepts of memory, attachment, and co-regulation, including mirror neurons and relational sensitivity.
4. Summarize state-dependent functioning behaviors and interventions, including sequence of engagement, optimal learning environments, Adverse Childhood Experiences (ACEs), interventions and de-escalation strategies.
5. Apply the concepts of rhythm, relationship and regulation as related to schools as buffers to trauma, the importance of positive, consistent relationships, and the use of NME Mini-Maps.

Demonstrating Mastery: A Two-Step Process

Step One: Learning and Understanding

This course is broken down into Modules/Learning Objectives and related Topics. For each objective, you will participate in Learning Activities designed to enhance and reinforce understanding. **Learning Activities** include reflections, practical activities, readings, video and audio clips, slide presentations, Discussion Board prompts, Learning Journal prompts, practice exercises, demonstrations, as well as links to web and library resources.

Competency Structure
The table below details the Learning Objectives along with their corresponding Topics.

Module	Topics
Introduction to Trauma-Informed Practices	● Topic 1: Basics of Brain Development, Brain Organization, and the 6-R's of Positive Development ● Topic 2: Developing Student-Teacher Relationships and Classroom Management ● Topic 3: Trauma-Informed Lesson Design and Neurosequential Model in Education (NME)
Basics of the Stress Response System	● Topic 1: Dosing Stress, Heterogeneous Stress Response, and Dissociation/Hyperarousal at School ● Topic 2: Heterogeneous Stress Response Continuum ● Topic 3: State-Dependent Functioning and Regulating Behavior at School and Creating "Associations" Between Neural Activity Patterns
Memory, Attachment, and Co-Regulation	● Topic 1: Memory, Attachment, and the Intimacy Barrier ● Topic 2: Co-Regulation, Mirror Neurons, and Relational Sensitivity
State-Dependent Functioning Behaviors and Interventions	● Topic 1: State-Dependent Functioning and the Sequence of Engagement ● Topic 2: Optimal Learning Environments and Adverse Childhood Experiences (ACEs) ● Topic 3:Behaviors, Interventions, and De-Escalation Strategies
Rhythm, Relationships and Regulation	● Topic 1: Schools as Buffers to Trauma ● Topic 2: The Importance of Positive, Consistent Relationships ● Topic 3: NME Mini-Maps

Step Two: Final Assessment

Once you have successfully progressed through the Learning Activities, you are ready to demonstrate that you have mastered the course. In order to demonstrate mastery, you must be evaluated as proficient or exemplary on each rubric category for the corresponding performance-based assessment (paper, presentation, project, etc.). Please note that submissions may be checked for plagiarism.

Student Resources

Library Resources

The UMass Global Library provides you with access to an extensive collection of research materials and support services. You can familiarize yourself with library resources by watching this brief video introduction. Help is always available through the Ask a Librarian service.

For more information, visit: https://www.umassglobal.edu/library

Writing and Math Help

UMass Global's Online Writing and Math Center (OWMC) offers subject-specific tutoring services, live workshops, video tutorials, tutorial office hours, and links to top academic sites in order to ensure student success. Students can access the OWMC directly when logged into their courses.

Netiquette

Communicating in an efficient and respectful manner is critical to the learning process. Please view and adhere to any netiquette guidelines outlined within the competency and the Online Etiquette video.

Standards of Academic Integrity

Academic integrity is a core University of Massachusetts Global value which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. Students are required to read, understand, and apply the standards set forth concerning academic integrity found University of Massachusetts Global catalog.

Americans with Disabilities Act Statement

University of Massachusetts Global is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided timely, efficient, and equitable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). More details are available in the current University of Massachusetts Global Catalog or on the Office of Accessible Education web site.