



Building a Trauma Inclusive Course

Spring 2023 Faculty Development Day

GTCC
GUILFORD TECHNICAL
COMMUNITY COLLEGE

What you
should be
able to do as
a result of
today's
workshop...

- Recall the psychological and physiological impact of trauma.
- Understand the four principles of the trauma-informed pedagogy in higher education (TIPHE) framework.
- Analyze a case scenario using the TIPHE framework principles.
- Practice evaluating your course syllabi for alignment with the TIPHE framework.
- Generate ideas to better align your course with the TIPHE framework.

SAYS

THINKS

EMPATHY MAP

DOES

FEELS



The background features a grey surface with several stylized autumn leaves in shades of red, orange, yellow, and blue. A large white circle is centered on the page, containing the main text. To the left of the circle, there is a vertical dashed yellow line. To the right, there is a solid orange circle.



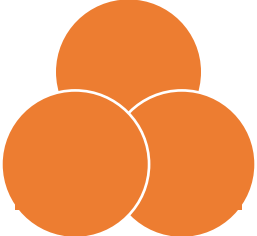
Think- Pair-Share

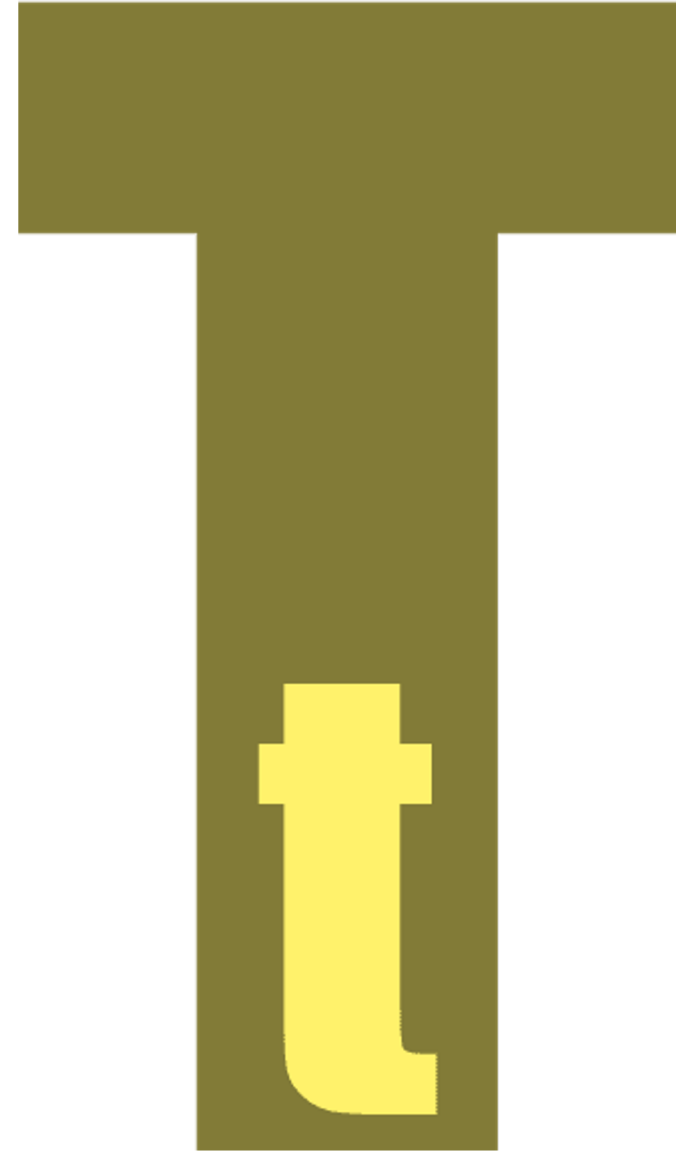
Reflect on what you see on the
jamboard - what is surprising?
Impactful? affirming?



Concepts Refresher

What is trauma?

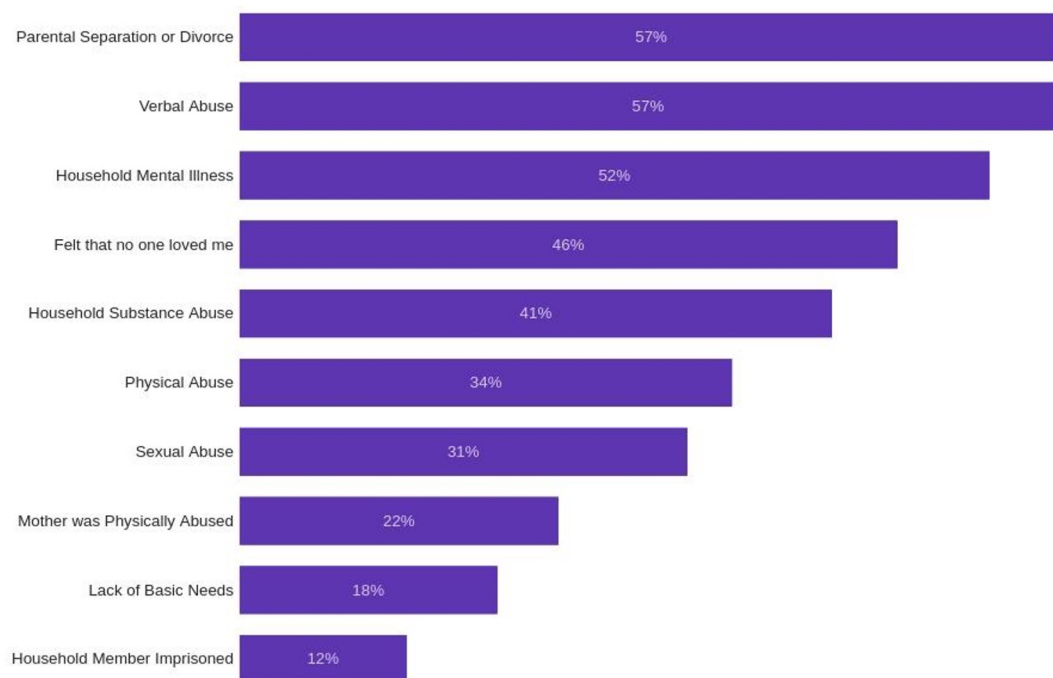
- **Acute** 
- **Chronic** 
- **Complex** 



Student Trauma Exposure

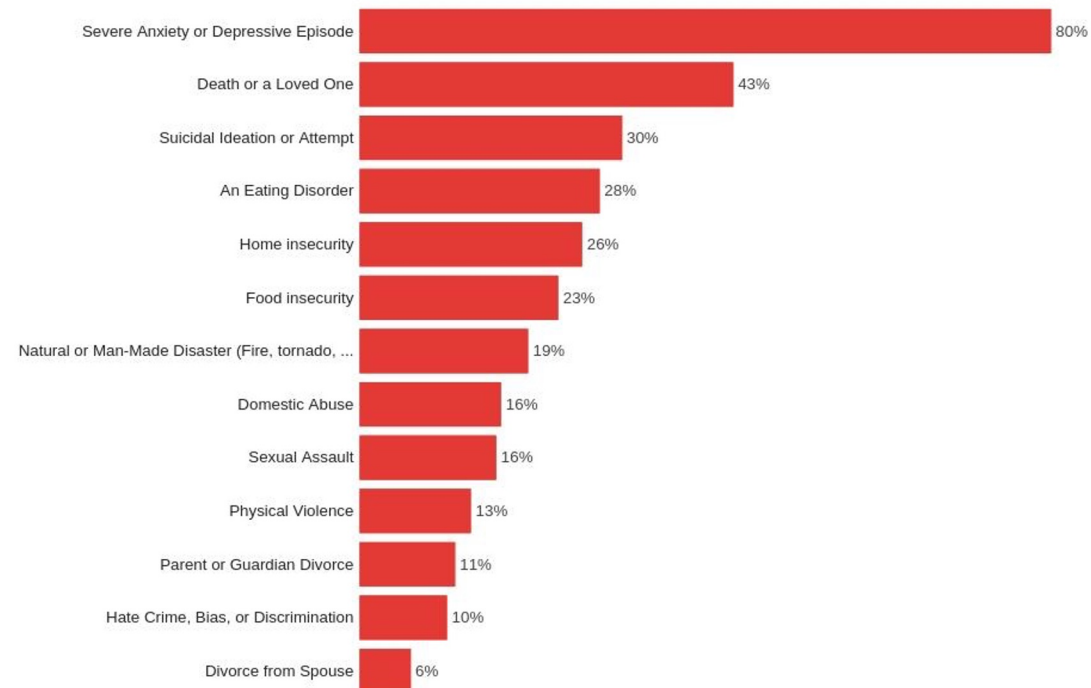
Trauma, Well-Being, Resilience, & Student Success in NC Community Colleges Study (Lynch, & Thrill, 2022)

Adverse Childhood Experiences



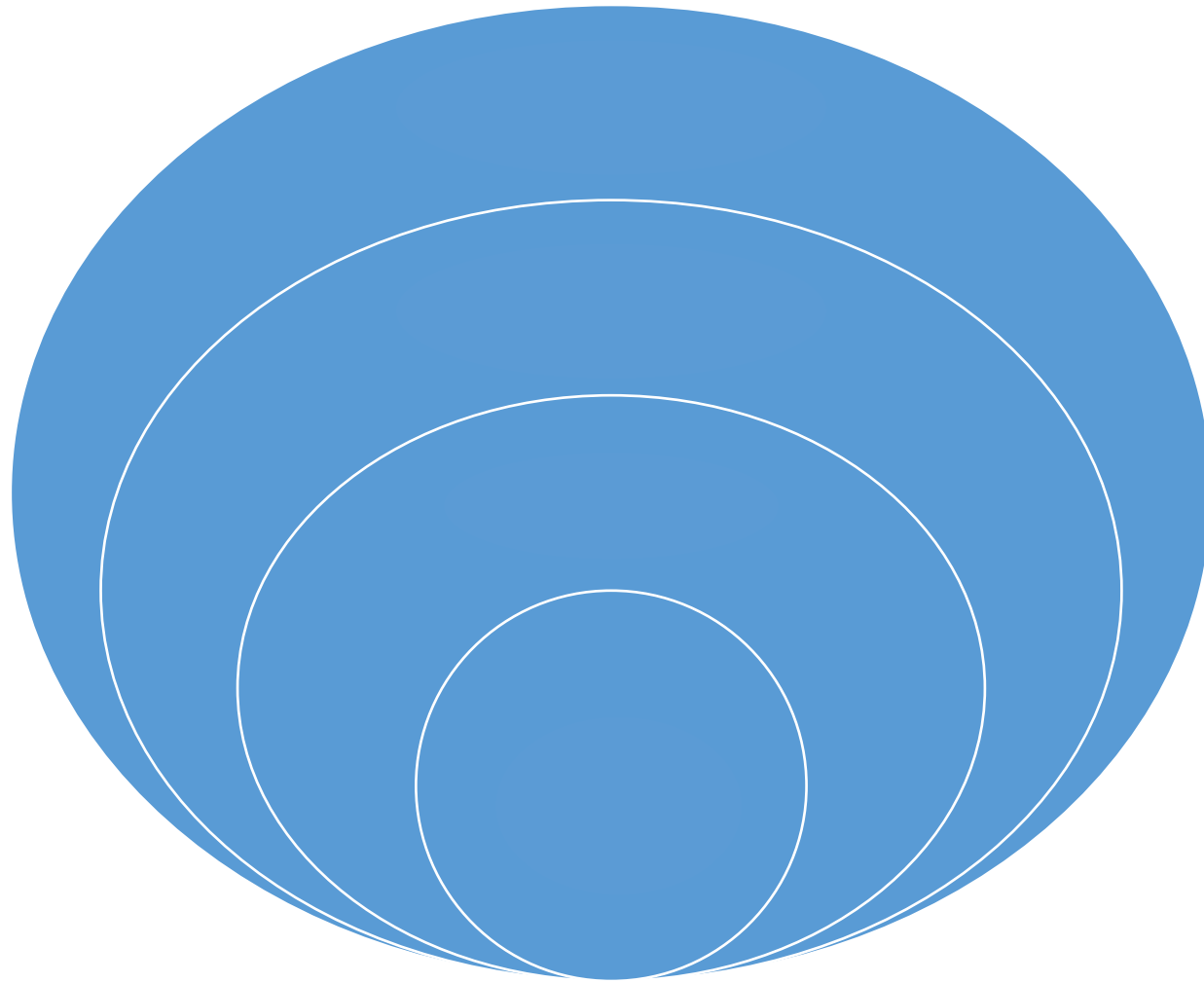
Mean = 4

Collegiate Trauma Exposure



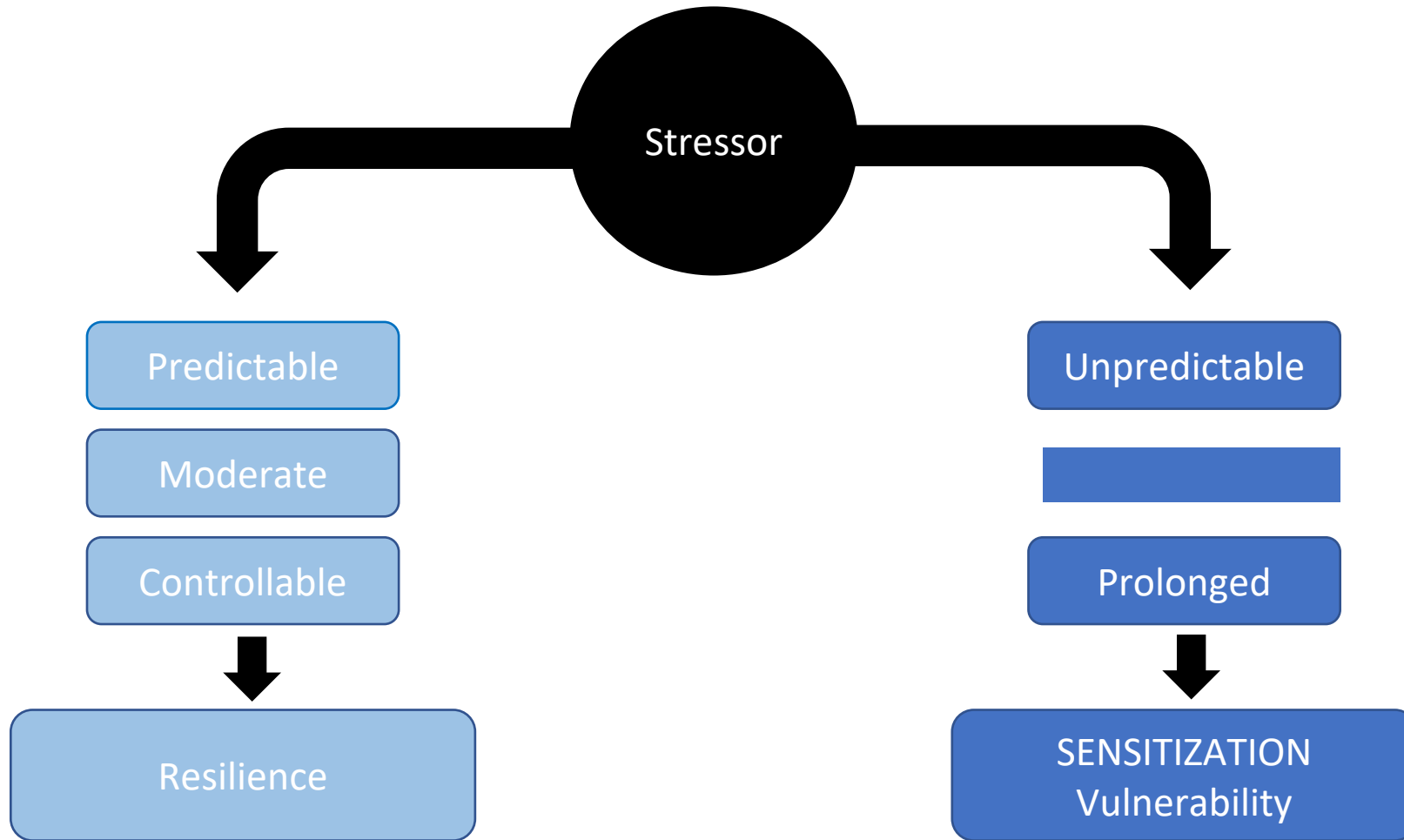
Mean = 3

The Ripple Effect of Trauma

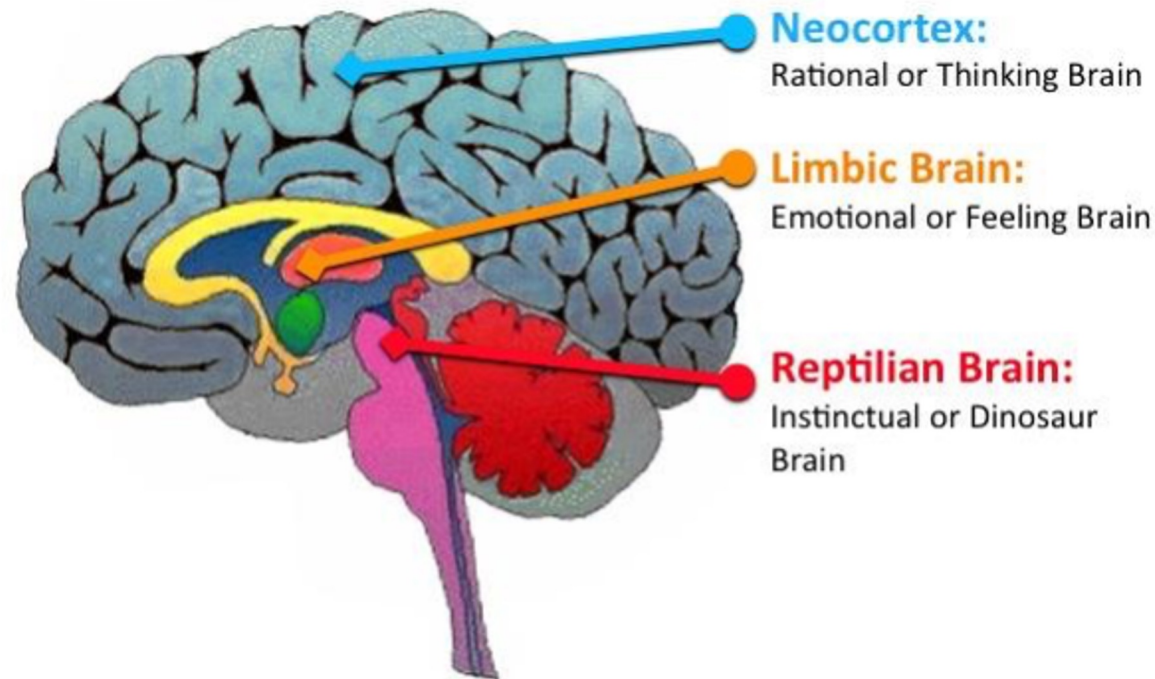


Perry's Pattern of Stress Activation

(Perry & Winfrey, 2021)



Trauma, Learning, & the Brain

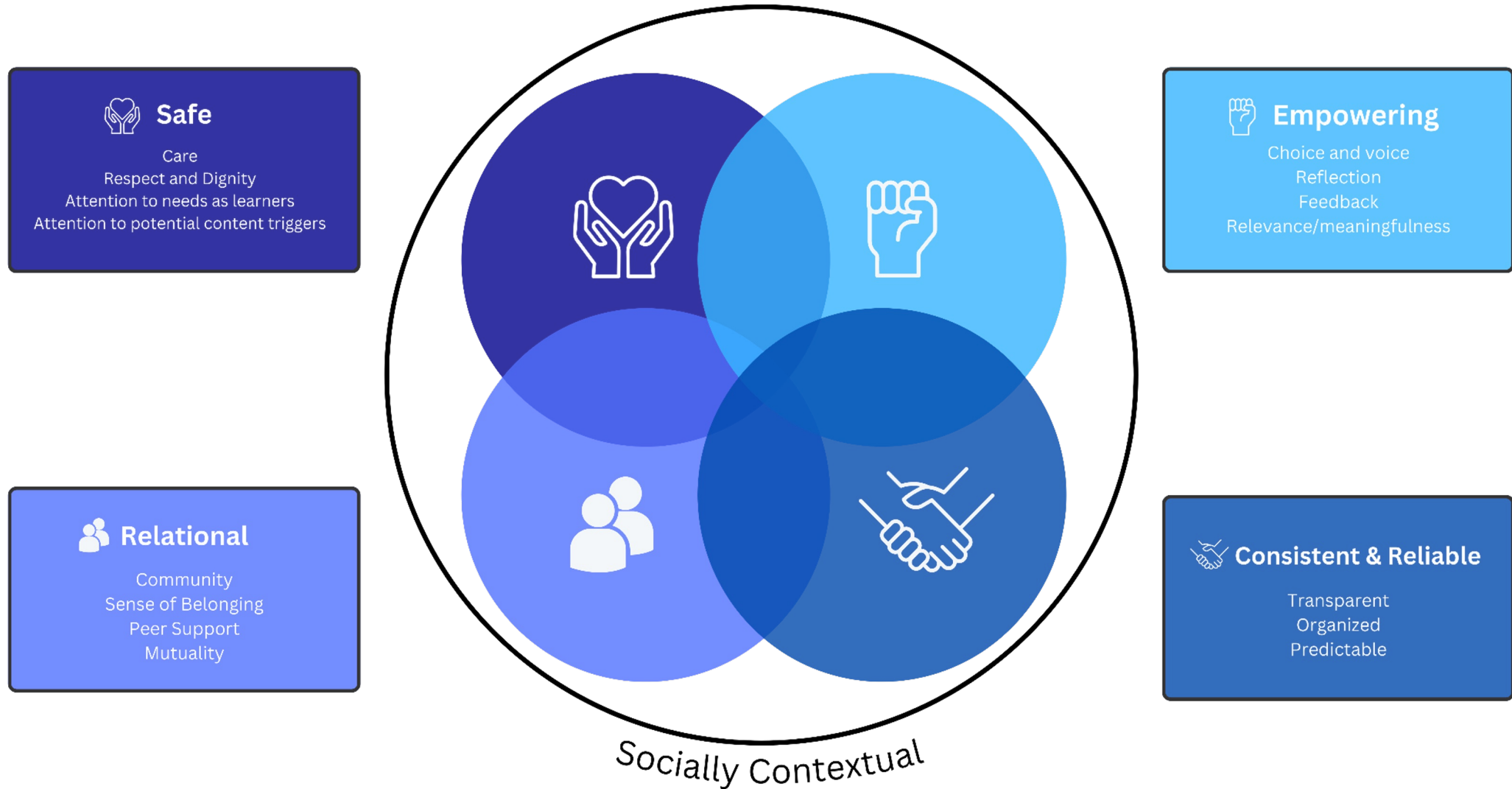


Img: <https://bravetherapy.com/from-barbara-schmidt-reptilian-mammal-and-rational-brain-speak-different-languages-trauma-education-ii/>



Translating Theory to Practice

Trauma-Informed Pedagogy in Higher Education (TIPHE) Framework





Safe

Care

Respect and Dignity

Attention to needs as learners

Attention to potential content triggers

Trauma-Informed Teaching Practices Scale Items

Safe

- I felt safe to be myself in the class.
- My instructor was inclusive of students from diverse backgrounds.
- I felt comfortable communicating with my instructor.
- If I made a mistake in class, or performed poorly on an assignment/test, I believe my instructor would still view me positively.



Relational

Community

Sense of Belonging

Peer Support

Mutuality

Trauma-Informed Teaching Practices Scale Items

Safe	Relational		
<ul style="list-style-type: none">• I felt safe to be myself in the class.• My instructor was inclusive of students from diverse backgrounds.• I felt comfortable communicating with my instructor.• If I made a mistake in class, or performed poorly on an assignment/test, I believe my instructor would still view me positively.	<ul style="list-style-type: none">• I was given opportunities to collaborate with other students in my class• I was able to work together with peers and my instructor to achieve my goals• I felt connected to the classroom community• I felt that my instructor was present and engaged with our community• I felt cared for as a student• My instructor made an effort to get to know students		



Consistent & Reliable

Transparent

Organized

Predictable

Trauma-Informed Teaching Practices Scale Items

Safe	Relational	Consistent & Reliable	
<ul style="list-style-type: none">• I felt safe to be myself in the class.• My instructor was inclusive of students from diverse backgrounds.• I felt comfortable communicating with my instructor.• If I made a mistake in class, or performed poorly on an assignment/test, I believe my instructor would still view me positively.	<ul style="list-style-type: none">• I was given opportunities to collaborate with other students in my class• I was able to work together with peers and my instructor to achieve my goals• I felt connected to the classroom community• I felt that my instructor was present and engaged with our community• I felt cared for as a student• My instructor made an effort to get to know students	<ul style="list-style-type: none">• My instructor was transparent/clear about expectations.• My instructor maintained high expectations of the students in class• There was a consistent routine in class throughout the term.• Clear guidelines and expectations were provided for assignments and activities	



Empowering

Choice and voice

Reflection

Feedback

Relevance/meaningfulness

Trauma-Informed Teaching Practices Scale Items

Safe	Relational	Consistent & Reliable	Empowering
<ul style="list-style-type: none"> • I felt safe to be myself in the class. • My instructor was inclusive of students from diverse backgrounds. • I felt comfortable communicating with my instructor. • If I made a mistake in class, or performed poorly on an assignment/test, I believe my instructor would still view me positively. 	<ul style="list-style-type: none"> • I was given opportunities to collaborate with other students in my class. • I was able to work together with peers and my instructor to achieve my goals. • I felt connected to the classroom community. • I felt that my instructor was present and engaged with our community. • I felt cared for as a student • My instructor made an effort to get to know students. 	<ul style="list-style-type: none"> • My instructor was transparent/clear about expectations. • My instructor maintained high expectations of the students in class. • There was a consistent routine in class throughout the term. • Clear guidelines and expectations were provided for assignments and activities. 	<ul style="list-style-type: none"> • I felt empowered by my instructor. • I felt like my instructor wanted me to be successful. • My instructor provided supportive feedback throughout the course. • The instructor provided several for me to develop skills and knowledge in the course. • I felt like I had a voice in the learning process. • I was given some options with some activities and assignments. • I was able to choose some topics or ideas to explore that were of interest to me.



Let's Practice:
Case Scenario



TIPHE Case Scenario

Institutional Context

Central State Community College (CSCC) is a large urban community college in the southeastern US, enrolling nearly 11,000 students per year, 40% of them full-time. 43% of students identify as white, with 33% identifying as Black, 20% identifying as Hispanic/Latino/a, and 4% identifying with another racial category. Roughly 55% identify as women, 40% as men, and 5% as another gender. Over half of students are eligible to receive a Pell grant.

Individual(s) Central to the Case

Robert Tufts (he/him) has been a chemistry instructor in the physical sciences department at CSCC for 20 years. He grew up in a military affiliated family and moved around a lot as a kid. He's often described as brusque and rigid, and students are rumored to often avoid enrolling in his sections of introductory chemistry. He is a straight white male who is married with two adult children. His philosophy of teaching centers a perception that "the real world is tough, and students need to start preparing for that in the classroom."

Maria Vasquez (she/her) is in her second semester in the CSCC and wants to transfer to a nursing program at a nearby university. Her mother died when she was young, and her dad struggled emotionally and financially raising her. She is now in her early thirties and a single mother of three. In addition to her children, her elderly father lives with her, and was recently diagnosed with a terminal illness. Prior to CSCC she worked as a desk receptionist by day and a restaurant server on nights and weekends while her father watched her children. She has always enjoyed being of service to others, and more than anything, she hopes to provide financial stability for her kids.



TIPHE Case Scenario

Case Scenario

Maria is enrolled in Mr. Tufts' introduction to chemistry course, as it was the only section that fit her hectic schedule. Maria felt intimidated by Mr. Tufts and tried to avoid interacting with him, if possible, therefore she often relied on peers when she had questions or needed clarification about course content. Still, Maria enjoyed learning the material, and had a solid B halfway through the course.

The day of her chemistry midterm, Maria's father was hospitalized due to a severe complication related to his illness. She emailed Mr. Tufts from her phone to let him know she would not be at the test due to a family emergency and asked if it was possible to take the test once she got her father's situation under control. Two days later, Maria received a reply from Mr. Tufts stating,

Dear Maria,

The policy discussed within the syllabus states that emergency requests must be submitted 24 hours before any assignment or test. Unfortunately, I am unable to allow you to make up this test since you submitted your request the day-of the test.

Regards,

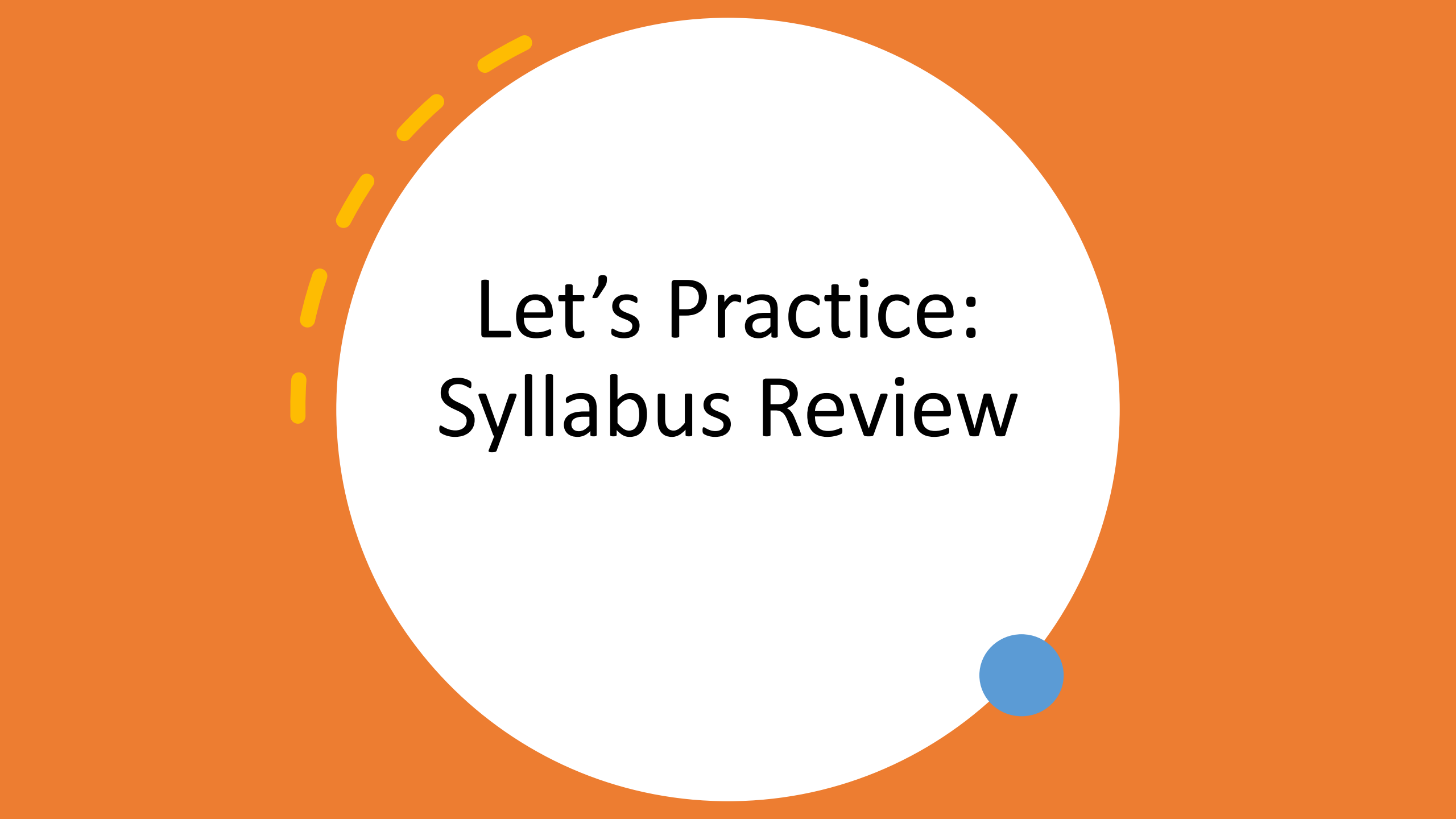
Robert Tufts

Given the weight of the test within the course grade formula, being forced to take a "0" on the test would mean Maria could only earn a "C" at best. Unfortunately, the nursing program she hoped to attend only accepts students with chemistry scores of B or above. Maria began crying as she felt the weight of her situation and the feeling that her dreams were slipping away.

Case Scenario Discussion

- In what ways may Maria be experiencing trauma? How do you see these experiences creating barriers for her academic success?
- What elements of the TIPHE model do you think would support Maria specifically? Why?
- How could Mr. Tufts have used the TIPHE framework to design the course so that Maria would not have suffered such a large grade reduction due to one assignment?

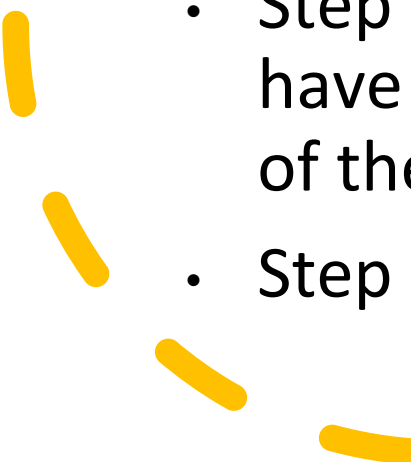





Let's Practice: Syllabus Review




Trauma-Informed Syllabus Mapping Activity

- Step 1: Take out the copy of your syllabus you brought with you.
 - Step 2: Starting with the “Evidence” side, note any evidence of how the syllabus communicates each of the principals of the TIPHE framework.
 - Step 3: Flip over the handout and note any “Ideas” you might have to better align your syllabus (or course design) with each of the TIPHE framework principals.
 - Step 4: Find a partner at your table to debrief with.
- 



Trauma-Informed Syllabus Mapping Debrief



- What was it like completing this activity?
- With which of TIPHE framework areas is your syllabus most aligned? Least aligned?
- What is one thing you can immediately do to better align your syllabus with the TIPHE framework?



Questions?

Thank You!

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