

## **Faculty Learning Community for Trauma Informed Pedagogy**

Leader(s): Dr. Pamela Redela (Lecturer, Women, Gender & Sexuality Studies) & Dr. Betina Scott (FACES)

### **Description**

A trauma-informed pedagogy enables faculty to increase their awareness of the complexities of trauma and the impact past life experiences have on student learning and student well-being. This series introduces concepts that help participants recognize how institutions and university structure may unintentionally replicate student trauma, thus triggering emotions, cognitions, and behavior associated with the original traumatic experience.

This FLC, led by Dr. Pamela Redela and Dr. Betina Scott, will cover relevant scholarship on trauma-informed teaching, and engage participants in critical discussions of the required readings. These discussions will be guided by FLC leaders and guests that have related experience and/or expertise on the topics discussed, from inside and outside of CSUSM.

### **FLC Learning Outcomes**

- Demonstrate an understanding of how trauma can affect student behaviors and responses within the classroom.
- Recognize importance of basic understanding of brain development to work from a trauma-informed perspective.
- Understand student behaviors from a trauma-informed lens which will allow faculty to respond in a way that will help students maintain positive engagement in all aspects of learning and interactions with peers and faculty.
- Integrate trauma informed care practices into pedagogy to reduce re-traumatization.

### **Who should apply?**

Faculty from any discipline and rank are encouraged to apply.

### **How will faculty be selected?**

- Faculty who are open to examining classroom dynamics as they relate to student experiences of trauma.
- Faculty who are willing to engage their personal responsibility for redressing disparate educational outcomes for trauma impacted students.
- Diverse representation from different ranks, disciplines, and colleges

**What are the deliverables?**

- Increased awareness of the types of trauma that students carry with them into the classroom.
- Developing of personal action plan for implementing trauma-informed changes to a specific course or courses.
- Advocating for campus policies and practices that serve to promote the learning, development, and success of students with trauma exposure.

**Time Commitment**

- **8 Bi-weekly meetings on Fridays 12:30-2:00pm as follows:**
  - **Feb 5 / Feb 19**
  - **Mar 5 / Mar 19**
  - **Apr 2 / Apr 16 / Apr 30**
  - **May 14**

FLC will meet bi-weekly in Spring 2021, and faculty will be expected to present their personal action plans at the end of the semester. There will be readings assigned prior to the meetings that should take 2-3 hours to complete.

The FLC will meet for a total of 8 sessions. Sessions will be 1.5 hours in length and will be scheduled on Fridays at 12:30 PM to 2 PM. Sessions begin on February 5<sup>th</sup>.

**Compensation**

Faculty will receive \$250 compensation for participating in the FLC, upon completion of action plan and missing no more than 2 meetings.

Faculty will also receive a Certificate of Completion.

**Application:**

Please include a short description of knowledge/experience in the aforementioned areas and why you are interested in Trauma Informed Pedagogy. Fill out this [application](#). Priority will be given to faculty who submit their application by **January 27, 2021**.