



INED8050

Trauma Informed Education

Session 2, Fully online/virtual 2020

Department of Indigenous Studies

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Disclaimer

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff Bronwyn Carlson bronwyn.carlson@mq.edu.au
Credit points 10
Prerequisites Admission to MIndigenousEd
Corequisites NCCW (pre-2020 units)
Co-badged status
Unit description Trauma and intergeneration trauma continue to impact Indigenous communities in Australia and around the world. This unit will provide a detailed understanding of trauma and trauma informed education as it relates to Aboriginal and Torres Strait Islander people, children and communities. It is a multi-disciplinary unit that aims to increase skills including being able to apply critical thinking, collaborative practices and judgement when working individually and within communities across service provision with children, families and communities experiencing ongoing trauma.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- ULO1:** Demonstrated knowledge of trauma and intergenerational trauma that impacts Indigenous people and communities.
- ULO2:** Understand the neuroscience behind the behaviours presented by Indigenous students and families who have experienced complex trauma.
- ULO3:** Demonstrated understanding of the principles of trauma informed educational pedagogy and practices.
- ULO4:** Develop trauma-informed strategies and policies that will minimise the risk to

Indigenous students and staff.

ULO5: Demonstrated high level of written communication skills including structuring and supporting an academic argument.

ULO6: Confidently use online communication forums and engage in informed interactive learning.

General Assessment Information

All work is to be submitted via the Turnitin function inside the ilearn site. Information about how to submit work online can be accessed through the ilearn unit.

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Referencing

Referencing is an essential component of academic writing or presentation since it enables the reader to follow up the source of ideas and information presented in your work, and to examine the interpretation you place on the material discovered in your research. Reliable referencing clearly indicates where you have drawn your own conclusions from the evidence presented. Importantly, much of the material you will use is covered by copyright which means that you must acknowledge any source of information, including books, journals, newsprint, images and the internet.

It is obligatory for students to reference all sources used in their written work including electronic material. Students should consult the University library website for a detailed explanation and examples of how to reference electronic material correctly

Different programs use different referencing styles to reflect the needs of their discipline. It is the student's responsibility to check which referencing style is used. Indigenous Studies use the Harvard referencing style

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participatory Tasks</u>	30%	No	Weekly
<u>Minor Essay</u>	30%	No	13/8/2020
<u>Trauma Informed Plan</u>	40%	No	30/10/2020

Participatory Tasks

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 26 hours

Due: **Weekly**

Weighting: **30%**

You will be required to actively participate in weekly online tutorial activities. These will be available on a weekly basis on iLearn.

On successful completion you will be able to:

- Demonstrated knowledge of trauma and intergenerational trauma that impacts Indigenous people and communities.
- Understand the neuroscience behind the behaviours presented by Indigenous students and families who have experienced complex trauma.
- Demonstrated understanding of the principles of trauma informed educational pedagogy and practices.
- Confidently use online communication forums and engage in informed interactive learning.

Minor Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 20 hours

Due: **13/8/2020**

Weighting: **30%**

The essay requires a critical analysis and discussion of trauma and intergenerational trauma in local context

On successful completion you will be able to:

- Demonstrated knowledge of trauma and intergenerational trauma that impacts Indigenous people and communities.
- Understand the neuroscience behind the behaviours presented by Indigenous students and families who have experienced complex trauma.
- Demonstrated high level of written communication skills including structuring and supporting an academic argument.

Trauma Informed Plan

Assessment Type ¹: Plan

Indicative Time on Task ²: 40 hours

Due: **30/10/2020**

Weighting: **40%**

Develop a plan or strategy for use in the workplace that addresses the principles of trauma informed teaching

On successful completion you will be able to:

- Demonstrated knowledge of trauma and intergenerational trauma that impacts Indigenous people and communities.
- Understand the neuroscience behind the behaviours presented by Indigenous students and families who have experienced complex trauma.
- Demonstrated understanding of the principles of trauma informed educational pedagogy and practices.
- Develop trauma-informed strategies and policies that will minimise the risk to Indigenous students and staff.
- Demonstrated high level of written communication skills including structuring and supporting an academic argument.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

Students are to listen to engage with all material on iLearn.

PC and Internet access are required. Basic computer skills (e.g. internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

Unit Schedule

Available on the iLearn site

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr>

al). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Protocols for Indigenous Studies

In Australia there are two distinct Indigenous peoples: Aboriginal people and Torres Strait Islander people. When writing about Aboriginal and Torres Strait Islanders do not use the acronym 'ATSI', write in full. Capital letters should always be used when referring to Aboriginal peoples and or Torres Strait Islander peoples. While Aboriginal and Torres Strait Islander are acceptable terms to use, it should be recognised that these are collective terms and often used improperly to impose a single identity on the many different communities. Aboriginal and Torres Strait Islander people generally prefer to be known by the language/cultural groups or communities, to which they belong, that is, own names rather than terms such 'the Aboriginals' or 'the Islanders'. For example, Aboriginal people in the area surrounding Macquarie University may refer to themselves as Dharug. It is important that you always check the correct name or terms to use for people in the area/region. The use of incorrect, inappropriate or dated terminology is to be avoided as it can give offence. Many historical terms or those in common usage some years ago are now not acceptable, including terms such as 'aborigine' 'native', 'savage' and 'primitive'. Similarly, do not use the terms 'half-caste', 'part-Aborigine/Aboriginal' or any reference to skin colour or physical features, as they do not signify that a person is Aboriginal and/or Torres Strait Islander and may cause offence. When quoting from academic or other sources that uses inappropriate, dated terminology or racists language, use (sic) directly after the inappropriate term or phrase, thus calling attention to the fact that it has been sourced from the original and that you understand it to be outdated, inappropriate or problematic in the contemporary context.