



HEAL



Higher Education for All: Learning Environments built on Trauma-Informed Teaching and Communication

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Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



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COURSE DEVELOPMENT

Trauma-Informed Education: Building resilient, engagement and inclusive learning communities

Course description

This course is designed to equip educators, administrators, and students with the knowledge and tools needed to foster trauma-informed practices in educational settings. Organised into six essential modules, the course provides a deep understanding of trauma and actionable strategies to create supportive, inclusive, and resilient learning environments.

The first module, *Understanding Trauma* [M1], introduces participants to the types, causes, and impacts of trauma on mental health, behaviour, and learner engagement. It includes guidance on recognising trauma symptoms and their influence on academic performance.

Trauma-Informed Curriculum [M2] module provides insights into adapting pedagogical approaches, exploring flexible teaching methods, alternative assessments, and ways to address challenging topics sensitively.

In *Trauma-Informed Resources: Service and Delivery* [M3] module, participants will explore the role of counselling services, peer support, and digital tools in promoting mental well-being. Practical strategies for improving access to mental health resources and leveraging online support systems are emphasized.

The content of the *Stakeholders in Trauma-Informed Education* [M4] module highlights the collective responsibilities of faculty, staff, administrators, and students in fostering a trauma-informed culture, with a focus on collaboration and shared accountability.

Furthermore, the module on *Demystifying Stigma: Factors and Impact of Trauma* [M5] confronts societal and institutional stigma, offering strategies to normalise

Finally, *Building a Supportive Campus Culture* [M6] provides actionable tools for creating safe spaces, mentorship opportunities, and peer-led initiatives that nurture open dialogue and mutual support.

By the end of this course, participants will gain the insights and develop necessary skills to promote resilience, inclusivity, and mental health awareness in their educational communities.

Course Learning Objectives

The *Trauma-informed Education: Building resilient, engaged and inclusive learning communities* course aims at enabling participants to:

1. Develop an understanding of trauma:

- Defining trauma and identifying its various types and causes.
- Recognizing the symptoms of trauma and understanding its effects on mental health, behaviour, and learning.
- Analysing the relationship between trauma and academic performance across a diverse student body.

2. Understand the shape and form of trauma-informed curriculum:

- Developing and implementing flexible teaching methods and alternative assessment strategies tailored to trauma-affected learners.
- Adapting course design to foster inclusivity, resilience-building, and sensitivity to challenging topics within a trauma-informed framework.
- Evaluating teaching practices for their alignment with trauma-informed principles.

3. Examine dimensions of trauma-informed resources through service and delivery:

- Assessing the role of institutional support services, including counselling, peer support, and digital tools, in fostering a trauma-informed campus.



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- Designing strategies to make mental health resources accessible, inclusive, and well-communicated to all campus stakeholders.
- Incorporating online and hybrid learning resources into trauma-informed service delivery models.

4. Understand the types and role of stakeholders in trauma-informed education:

- Identifying and articulating the roles of academic institutions and disciplines, staff, administrators, and students in building a trauma-informed educational environment.
- Fostering collaboration among campus stakeholders to support trauma-affected individuals effectively.
- Advocating for shared responsibilities in promoting trauma-informed practices across campus.

5. Demystify stigma by examining factors and the impact of trauma:

- Examining how societal, institutional, and personal stigma surrounding trauma and mental health affect student outcomes.
- Developing strategies to dismantle stigma, promote mental health awareness, and normalise open discussions about trauma.
- Reflecting on personal biases and institutional barriers that contribute to stigma and isolation.

6. Contribute to building a supportive campus culture:

- Designing and implementing initiatives that create physical and virtual learning “safe spaces” for trauma and mental health conversations in educational settings.
- Establishing mentorship programmes, peer-led initiatives, and regular feedback mechanisms that promote a supportive campus environment.
- Developing communication channels and strategies for consistent and effective engagement across all levels of the learning and teaching community.

7. Understand the relevance of integrating trauma-informed principles into



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educational policies, practices, and learning spaces culture:



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- Evaluating the effectiveness of trauma-informed strategies in creating resilient, inclusive, and engaged learning communities.
- Commitment to continuous learning and adaptation to sustain a trauma-informed approach in evolving educational contexts.

Course Learning Outcomes:

By completing the course *Trauma-Informed Education: Building Resilient, Engaged, and Inclusive Learning Communities*, participants will be able to:

1. Understand the fundamentals of trauma and its impact

- Defining trauma, its types, causes, and prevalence within educational settings.
- Identifying the effects of trauma on mental health, behaviour, and learning, particularly as they pertain to academic performance and interpersonal relationships.
- Recognising common trauma symptoms and their manifestations in students, educators, and staff.

2. Develop trauma-informed pedagogical practices

- Designing and implementing flexible teaching methods and alternative assessment strategies to support diverse learner needs.
- Integrating inclusivity and resilience-building principles into curriculum design.
- Applying strategies for handling sensitive or challenging topics with empathy and care.

3. Use and enhance supportive resources and services

- Assessing and improving accessibility of mental health and support services within educational environments.
- Using counselling services, peer support systems, and digital tools to foster a trauma-informed learning atmosphere.



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- Developing strategies to communicate effectively available resources, including for campus-based, hybrid and remote learners.

4. Foster collaborative stakeholder engagement

- Identifying the roles and responsibilities of academic institutions, disciplines, staff, administrators, and students in a trauma-informed educational culture.
- Facilitating collaboration among stakeholders to create inclusive, trauma-informed policies and practices.
- Promoting shared accountability and collective action to address trauma and support affected individuals.

5. Combat stigma and normalise mental health discussions

- Analysing how stigma and societal biases affect trauma-impacted individuals and their academic experiences.
- Designing initiatives and discussions to normalize conversations around trauma and mental health.
- Advocating for policies and cultural shifts that reduce isolation and foster acceptance and understanding.

6. Contribute to building and sustaining a supportive campus culture

- Creating and maintaining safe spaces for trauma-related and mental health conversations learning spaces.
- Implementing mentorship programmes, peer-led initiatives, and inclusive communication channels that support a culture of openness and resilience.
- Developing systems for regular feedback, consistent check-ins, and transparent communication to ensure ongoing support and continuous improvement.

Module 1:	Understanding Trauma
Module Overview	This module introduces trauma-informed education, emphasising its significance in creating safe, supportive learning environments. As part of the broader course on trauma-informed practices, this module provides participants with foundational knowledge about trauma, its impact on learning, and effective strategies for promoting emotional safety and inclusive teaching practices.
Duration (estimated time to complete the module)	4 hours
Module Description	<p>Trauma is a pervasive experience that can profoundly impact individuals' emotional, cognitive, and social functioning. The <i>Understanding Trauma</i> module is the foundational component of the Trauma-Informed Education course, aimed at equipping educators, administrators, and students with essential knowledge to foster resilient, engaging, and inclusive learning communities.</p> <p>This module introduces the core concepts of trauma, exploring its types, causes, and far-reaching effects on mental health, behaviour, and academic performance. Participants will learn to identify the symptoms and signs of trauma in both young and adult learners, including emotional dysregulation, difficulty concentrating, and behavioural changes, which often manifest in educational settings.</p> <p>A key focus of this module is the understanding of how trauma influences learning processes, and interpersonal relationships. By examining real-world scenarios and evidence-based research, participants will gain insights into the challenges faced by those who have experienced trauma.</p> <p>The module emphasises an inclusion -based approach to supporting individuals affected by trauma, providing practical strategies for harnessing empathy, fostering psychological safety, and creating an environment conducive to healing and growth.</p> <p>By the end of this module, participants will develop a deeper awareness of trauma's complexities and be better prepared to contribute to learning spaces that prioritize inclusion, understanding, and resilience. This foundational knowledge will serve as the cornerstone for applying trauma-informed principles throughout the course and in real-world educational settings.</p>
Learning Aims/	The aims of the module are to enable participants to:



Objectives	<ul style="list-style-type: none">● Develop awareness of trauma Introduce the concept of trauma and provide a clear understanding of its definitions, types, and prevalence in diverse populations.● Understand the causes of trauma Exploring the personal, environmental, and systemic factors that contribute to trauma, including societal inequities, and other stressors.● Recognise the impact of trauma on individuals Examining how trauma affects brain development, mental health, cognitive abilities, and emotional regulation, as well as its influence on behaviour and academic performance.● Identify trauma symptoms in educational contexts Providing participants with the ability to identify signs and symptoms of trauma in students and educators, fostering a sensitive and informed response to these challenges.● Examine trauma-informed principles Familiarising participants with the core principles of trauma-informed education and their application in creating supportive, equitable, and inclusive learning environments.● Encourage Reflection and Empathy Promoting self-reflection on personal and systemic biases, encouraging participants to approach trauma with empathy, cultural sensitivity, and an equity-focused lens
Learning Outcomes	<p>On successful completion of the module, students should be able to: LO1: Define trauma and its types</p> <p>Demonstrating a foundational understanding of trauma by defining the term and identifying its various types, such as acute, chronic, and complex trauma, along with examples relevant to educational contexts.</p> <p>LO2: Identify causes and risk factors of trauma</p> <p>Explaining common causes and risk factors of trauma, including personal, environmental, and systemic influences, and how they intersect with learners' experiences in</p>

	<p>educational settings.</p> <p>LO3: Recognise trauma symptoms and behaviours</p> <p>Identifying signs and symptoms of trauma in educational contexts, including emotional, behavioural, cognitive, and physical manifestations, and considering their potential impact on learning space dynamics and engagement.</p> <p>LO4: Analyse trauma’s impact on learning and development</p> <p>Examining how trauma affects cognitive functioning, emotional regulation, and social interactions, with a focus on its implications for academic performance and classroom behaviour.</p> <p>LO5: Explore trauma-informed practices</p> <p>Introducing the principles of trauma-informed education, emphasizing the importance of creating safe, supportive, and inclusive learning environments that foster resilience and engagement.</p> <p>LO6: Reflecting on personal and systemic biases related to trauma</p> <p>Developing awareness of how personal biases and systemic inequities may influence the recognition and response to trauma, promoting equity and cultural sensitivity in trauma-informed approaches.</p>
<p>Module Content</p>	<p>1. Welcome and orientation</p> <ul style="list-style-type: none"> • Brief introduction video or a written welcome note explaining the significance of understanding trauma. • Pre-module self-assessment quiz to gauge participants' baseline knowledge. <p>2. Core Content</p> <p>2.1. Defining trauma</p> <ul style="list-style-type: none"> • Types of trauma such as physical, emotional, and psychological. • Differentiating between acute, chronic, and complex trauma. <p>2.2. Causes of trauma</p> <ul style="list-style-type: none"> • Adverse personal, social, and learning experiences • Natural disasters, national and global pressures • Systemic inequity.

	<p>2.3. Recognising symptoms</p> <ul style="list-style-type: none"> • Behavioural indicators of trauma in the learning spaces or workplace. • Discussion of trauma responses, such as fight, flight, freeze, or fawn. <p>2.4. Impact of trauma</p> <ul style="list-style-type: none"> • Mental health outcomes, such as PTSD, anxiety, and depression. • Behavioural signs include withdrawal and aggression. • Academic implications, such as difficulties in concentration, absenteeism, and missing deadlines and targets. <p>2.5. Trauma and Learning</p> <ul style="list-style-type: none"> • The neurobiological impact of trauma • How trauma affects memory, attention, and executive functioning. <p>3. Case studies and scenarios</p> <ul style="list-style-type: none"> • Real-world examples of trauma's impact on students. • Interactive scenario-based activities for recognizing trauma symptoms. <p>4. Reflective activity</p> <ul style="list-style-type: none"> • Guided journaling prompts: "Reflect on a time when you observed behaviours that might indicate trauma. How did you respond?"
<p>Module Delivery</p>	<p>1. Tools: Using a mix of text, visuals, videos, and interactive elements</p> <p>2. Multimedia resources:</p> <ul style="list-style-type: none"> • Short videos of experts explaining trauma's neurological impact. • Infographics summarizing trauma symptoms and academic implications. <p>3. Learning activities</p> <p>3.1. Interactive quizzes:</p> <ul style="list-style-type: none"> • Questions to reinforce key concepts, such as identifying trauma symptoms and understanding types of trauma.

	<p>3.2. Discussion boards (active learning):</p> <ul style="list-style-type: none"> • Topic: "How can recognizing trauma shape our approach to education?" <p>3.3. Practical exercise (task-based learning):</p> <ul style="list-style-type: none"> • Develop a checklist for recognizing potential signs of trauma in students. <p>3.4. Group activity (collaborative learning):</p> <ul style="list-style-type: none"> • Participants share strategies they currently use or could use to support trauma-affected students.
Consolidation	<p>Knowledge check:</p> <p>Scenario-based questions where participants apply what they have learned to assess whether a student's behaviour may indicate trauma.</p>
Assessment	<p>Post-module quiz:</p> <p>Measuring participants' understanding of module content.</p>
Impact evaluation	<p>Survey/feedback:</p> <p>Gather participant feedback on the module content, breadth, clarity, and relevance.</p>
Resources and References	<p>Books</p> <p>Baker, Roger (2010). <i>Understanding Trauma: How to Overcome Post-Traumatic Stress</i>. Lion Books.</p> <p>Bombèr, Louise Michelle; Golding Kim & Phillips, Sian (2020). <i>Working with Relational Trauma in Schools: An Educator's Guide to Using Dyadic Developmental Practice (Guides to Working with Relational Trauma Using DDP)</i>. Jessica Kingsley Publishers</p> <p>De Young, Patricia (2021). <i>Understanding and treating chronic shame: Healing right-brain relational trauma</i>. Routledge, 2nd edition.</p> <p>Frankish, Pat (2023). <i>Understanding the Impact of Trauma: Identifying Care and Therapeutic Interventions</i>. Pavilion Publishing and Media Ltd.</p> <p>Hager, Jackson & Hager Thomas (2016). <i>Understanding PTSD: An Easy-to-Read Guide to Therapies, History, Symptoms, Medications, and Controversies</i>. The Monroe</p>

	<p>Press</p> <p>Harms, Louise (2015). <i>Understanding Trauma and Resilience</i>. Bloomsbury Academic.</p> <p>Souers, Kristin & Hall, Pete (2016). <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i>. ASCD.</p> <p>Peer-reviewed articles</p> <p>Jennings, P. A., & Greenberg, M. T. (2009). <i>The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes</i>. <i>Review of Educational Research</i>, 79(1), 491-525.</p> <p>Videos</p> <p>The Science of Resilience (Harvard University): Explains the impact of supportive environments on mitigating trauma.</p> <p>Understanding Trauma and Its Impact on Learning (Edutopia): Discusses practical implications of trauma-informed practices in classrooms.</p> <p>Professional Development Tools</p> <p>Mindfulness Practices Toolkit for Educators: Resources for integrating mindfulness as a strategy to support trauma-affected students.</p>
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Module 2	Trauma-Informed Curriculum
Module Overview	<p>This module focuses on equipping higher education educators with the knowledge and tools to design and implement trauma-informed, inclusive, and resilient learning environments. It emphasizes the importance of understanding the impact of trauma on students' cognitive, emotional, and behavioral capacities while providing practical strategies to support their academic and personal growth. Participants will explore flexible teaching methods, inclusive course design, and approaches to promoting emotional regulation and resilience, ensuring that educational settings are safe, supportive, and responsive to diverse learner needs.</p>
Duration (estimated time to complete the module)	4 hours
Module Description	<p>This module provides a comprehensive framework for educators to implement trauma-informed practices in higher education settings. It focuses on the principles of safety, trust, collaboration, empowerment, and cultural sensitivity as foundational elements for creating supportive learning environments. Participants will gain insights into the effects of trauma on students' emotional regulation, cognitive processing, and behavior, and learn how to address these challenges effectively through adaptable teaching methods and inclusive course design.</p> <p>The module explores practical strategies for fostering resilience and emotional regulation among students, including mindfulness techniques, co-regulation, and reflective practices. Participants will also examine methods for addressing sensitive topics with care and facilitating constructive dialogue in emotionally safe spaces. Additionally, the module emphasizes the importance of flexibility in assessments, personalized learning pathways, and collaborative classroom dynamics to meet the diverse needs of trauma-affected students.</p> <p>Through this module, participants will develop the capacity to evaluate and adapt their teaching practices continuously, ensuring that their classrooms remain inclusive, resilient, and responsive to the evolving challenges faced by learners.</p>



<p>Learning Aims/ Objectives</p>	<p>Understand the Principles of Trauma-Informed Education Identify and apply the core principles of trauma-informed education, including safety, trust, collaboration, empowerment, and cultural sensitivity, in higher education settings.</p> <p>Design Flexible and Inclusive Curricula Create adaptable and inclusive course designs that address the diverse needs of trauma-affected students, incorporating flexible assessment methods and student-centered learning approaches.</p> <p>Implement Practical Strategies for Emotional Regulation Apply evidence-based techniques such as mindfulness, co-regulation, and reflective practices to help students develop emotional regulation and resilience.</p> <p>Facilitate Sensitive Discussions Effectively Develop skills to manage challenging or sensitive topics in the classroom, fostering constructive dialogue while ensuring emotional safety for all students.</p> <p>Foster Safe and Supportive Learning Environments Create classroom cultures that prioritize respect, inclusivity, and trust, using trauma-informed communication and management strategies.</p> <p>Evaluate and Adapt Teaching Practices Continuously assess and refine teaching methods and course designs based on student feedback and emerging needs, ensuring responsiveness and effectiveness.</p>
<p>Learning Outcomes</p>	<p>Demonstrate a Comprehensive Understanding of Trauma-Informed Education Principles Show an in-depth understanding of safety, trust, collaboration, empowerment, and cultural sensitivity as key components of trauma-informed education.</p> <p>Design and Deliver Inclusive and Flexible Curricula Develop and implement course designs that cater to diverse student needs, including those of trauma-affected individuals, through adaptive teaching strategies and assessment methods.</p> <p>Apply Emotional Regulation Strategies in Educational Settings Use mindfulness practices, co-regulation techniques, and</p>

	<p>reflective activities to support students' emotional well-being and resilience within the classroom.</p> <p>Facilitate Sensitive Discussions with Confidence Manage classroom discussions on challenging topics in a manner that minimizes distress, fosters mutual respect, and ensures a safe space for all participants.</p> <p>Create and Sustain Safe Learning Environments Establish and maintain supportive, inclusive, and emotionally secure classroom environments that empower students to engage and succeed.</p> <p>Evaluate and Enhance Teaching Practices Critically analyze and adapt teaching methods and course designs to better address the evolving needs of students, ensuring the effectiveness of trauma-informed approaches.</p>
<p>Module Content</p>	<p>1. Introduction to Trauma-Informed Education</p> <ul style="list-style-type: none"> ● Understanding the Impact of Trauma on Learning and Behavior Explore how trauma affects cognitive, emotional, and behavioral capacities in educational settings. ● Core Principles of Trauma-Informed Education Examine the foundational principles of safety, trust, collaboration, empowerment, and cultural sensitivity. <p>2. Flexible and Adaptive Teaching Strategies</p> <ul style="list-style-type: none"> ● Implementing Co-Regulation and Emotional Support Learn techniques to help students manage stress and regulate emotions effectively. ● Adapting Teaching Methods to Individual Needs Explore flexible teaching approaches, including differentiated instruction and alternative assessments. <p>3. Designing Inclusive and Resilient Curricula</p> <ul style="list-style-type: none"> ● Creating Inclusive Course Materials and Activities Develop strategies to ensure that curricula are accessible and inclusive for all students. ● Integrating Resilience-Building Practices Embed activities that promote resilience, such as reflective exercises and strengths-based learning. <p>4. Addressing Sensitive Topics in the Classroom</p> <ul style="list-style-type: none"> ● Preparing for and Facilitating Difficult Discussions Learn methods to introduce challenging topics with care and maintain emotional safety. ● Fostering Constructive Dialogue

	<p>Explore ways to create a respectful and open environment for sensitive conversations.</p> <p>5. Building Safe and Supportive Learning Environments</p> <ul style="list-style-type: none"> ● Establishing Classroom Norms and Routines Create predictable and secure environments that reduce anxiety and promote engagement. ● Promoting Peer Support and Collaboration Encourage a sense of community through group activities and cooperative learning. <p>6. Continuous Improvement in Trauma-Informed Practice</p> <ul style="list-style-type: none"> ● Evaluating and Reflecting on Teaching Practices Develop methods to assess and refine trauma-informed approaches based on student feedback. ● Staying Updated with Trauma-Informed Research and Trends Explore ongoing professional development opportunities to enhance skills and stay informed.
<p>Module Delivery</p>	<p>Pre-Recorded Lectures and Video Materials Participants will have access to pre-recorded video lectures that provide foundational knowledge on trauma-informed education principles, flexible teaching strategies, and inclusive curriculum design.</p> <p>Interactive Case Studies and Scenarios Through real-life scenarios and case studies, participants will apply trauma-informed practices to address specific challenges, such as managing sensitive discussions or designing inclusive assessments.</p> <p>Guided Reflections and Journaling Exercises</p> <p>Participants will engage in reflective activities to deepen their understanding of how trauma affects students and evaluate their approaches to teaching.</p> <p>Discussion Forums and Peer Collaboration Online discussion boards will encourage participants to share experiences, insights, and best practices with peers, fostering a community of learning.</p> <p>Downloadable Resources and Toolkits Comprehensive resources, including templates for inclusive lesson planning and strategies for promoting resilience, will be provided for participants to implement in their teaching.</p> <p>Quizzes and Self-Assessments Participants will complete quizzes and self-assessments to evaluate their understanding of the module content and identify areas for improvement.</p>



Consolidation	Knowledge Check <ul style="list-style-type: none">● Reflective journal prompts to consolidate understanding of trauma-informed curriculum design and teaching practices.● Case-based scenarios where participants identify appropriate flexible teaching strategies and inclusive approaches to address trauma-affected students' needs.
Assessment	To assess participants' understanding of module content: <ul style="list-style-type: none">● Multiple-choice and short-answer questions measuring participants' understanding of:<ul style="list-style-type: none">○ Core principles of trauma-informed education and inclusive curriculum design.○ Effective strategies for implementing flexible teaching methods and fostering emotional regulation.○ Techniques for addressing challenging topics and promoting a safe, supportive learning environment.
Impact evaluation	Survey/Feedback Form: Collect participant feedback on the module's content, delivery, and practical relevance. Key Evaluation Areas: <ul style="list-style-type: none">● Clarity and accessibility of the module's content.● Perceived applicability of trauma-informed strategies to their teaching environment or institution.● Effectiveness of the tools and techniques provided in fostering inclusive and resilient learning environments.● Suggestions for improvement to enhance the module's impact and future implementation.
Resources and References	Books <p>Bloom, S. L. (2013). <i>Creating Sanctuary: Toward the Evolution of Sane Societies</i>. New York: Routledge.</p> <p>Jennings, P. A. (2019). <i>The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching</i>. New York: W. W. Norton & Company.</p> <p>Brunzell, T., Stokes, H., & Waters, L. (2016). <i>Trauma-Informed</i></p>

Positive Education: Using Positive Psychology to Strengthen Vulnerable Students. New York: Springer.

Perry, B. D., & Szalavitz, M. (2017). *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook.* New York: Basic Books.

Herman, J. L. (2015). *Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror.* New York: Basic Books.

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Cozolino, L. (2013). *The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom.* New York: W. W. Norton & Company.

Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being.* New York: Free Press.

Watson, M., & Ecken, L. (2003). *Learning to Trust: Transforming Difficult Elementary Classrooms Through Developmental Discipline.* San Francisco: Jossey-Bass.

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Nelsen, K., Peterson, K., McMillin, L., & Clarke, K. (2022). Imperfect and Flexible: Using Trauma-Informed Practice to Guide Instruction. *Portal: Libraries and the Academy*, 22(1), 177–197. DOI: Not available.

Module 3:	Trauma-Informed Resources: Service and Delivery
Module Overview	This module introduces the main principles of designing, delivering, and maintaining trauma-informed resources in higher education institutions. This emphasizes the role of counseling services, peer support, and digital tools in fostering a supportive environment for students who have experienced trauma. This module highlights the importance of accessible, inclusive, and clearly communicated mental health services and explores how technology can enhance service delivery in both in-person and hybrid learning contexts.
Duration (estimated time to complete the module)	4 hours
Module Description	<p>The Trauma-Informed Resources: Service and Delivery [M3] focuses on equipping participants with the knowledge and skills to implement effective trauma-informed practices within their institutions.</p> <p>Participants will explore strategies for integrating counseling services, building peer support networks, and leveraging digital tools to support students' well-being.</p> <p>An integral part of this module is the development of practical approaches to reduce stigma, improve communication about mental health resources, and create flexible support systems tailored to diverse student needs.</p> <p>This module provides a roadmap for using online platforms and innovative tools to ensure equitable access to mental health resources in remote and hybrid learning environments.</p> <p>By the end of M3, participants will:</p> <ul style="list-style-type: none"> ● Understand the key components of trauma-informed mental health services. ● Recognize the role of peer support in fostering resilience and building community. ● Explore innovative digital tools for delivering trauma-informed care. ● Develop strategies for improving accessibility and communication around available resources. ● Learn to assess and refine their institution's trauma-informed resources.
Learning Aims/ Objectives	<p>The aims of M3 are to enable participants to:</p> <ul style="list-style-type: none"> ● Identify the essential components of trauma-informed resource delivery. ● Design and implement accessible counseling services, peer support programs, and digital tools. ● Understand the importance of clear communication strategies

	<p>in encouraging students to seek support.</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of existing trauma-informed practices and identify areas for improvement. <p>Adapt trauma-informed resources for hybrid and remote learning environments.</p>
Learning Outcomes	<p>The aims of M3 are to enable participants to:</p> <ul style="list-style-type: none"> • Identify the essential components of trauma-informed resource delivery. • Design and implement accessible counseling services, peer support programs, and digital tools. • Understand the importance of clear communication strategies in encouraging students to seek support. • Evaluate the effectiveness of existing trauma-informed practices and identify areas for improvement. <p>Adapt trauma-informed resources for hybrid and remote learning environments.</p>
Module Content	<ol style="list-style-type: none"> 1. Introduction to Trauma-Informed Resources: <ul style="list-style-type: none"> ○ Definition and principles of trauma-informed resource delivery. ○ The importance of addressing stigma and promoting inclusivity. 2. Counseling Services: <ul style="list-style-type: none"> ○ The role of professional mental health services in trauma recovery. ○ Best practices for structuring flexible and culturally sensitive counseling services. 3. Peer Support Networks: <ul style="list-style-type: none"> ○ Building student-led support systems. ○ Training peer mentors to recognize trauma symptoms and offer empathetic guidance. 4. Digital Tools for Mental Health: <ul style="list-style-type: none"> ○ Online counseling platforms, mental health apps, and AI-driven chatbots. ○ Leveraging virtual spaces for peer support and self-help resources. 5. Improving Accessibility and Communication: <ul style="list-style-type: none"> ○ Strategies for raising awareness about available resources. ○ Creating clear, consistent communication channels for mental health services. 6. Trauma-Informed Resources in Hybrid and Remote Learning: <ul style="list-style-type: none"> ○ Adapting support systems to online environments. <p>Ensuring equitable access to resources for all students.</p>
Module Delivery	<ol style="list-style-type: none"> 1. Tools: <ul style="list-style-type: none"> ○ Templates for peer support programs and communication plans. ○ Self-assessment checklists for evaluating institutional trauma-informed practices. 2. Multimedia Resources:

	<ul style="list-style-type: none"> ○ Recorded interviews with mental health professionals. ○ Video demonstrations of effective peer mentorship programs. ○ Interactive infographics on digital tools for mental health. <p>3. Learning Activities:</p> <ul style="list-style-type: none"> ○ Case studies and role-playing exercises to simulate real-world scenarios. ○ Group discussions on improving communication and accessibility.
Consolidation	<p>Knowledge Check:</p> <ul style="list-style-type: none"> ● Reflective journal prompts to consolidate learning. ● Case-based scenarios where participants identify the appropriate trauma-informed resource delivery methods.
Assessment	<p>To assess participants' understanding of module content,</p> <p>Multiple-choice and short-answer questions measuring participants' understanding of:</p> <ul style="list-style-type: none"> ● Core principles of trauma-informed resource delivery. ● Effective strategies for implementing counseling, peer support, and digital tools. <p>Techniques for improving communication and accessibility.</p>
Impact evaluation	<p>Survey/Feedback:</p> <ul style="list-style-type: none"> ● Gather participant feedback on the module's content, clarity, and relevance. <p>Include questions on perceived applicability to their institution and suggestions for improvement.</p>
Resources and References	<p>Books</p> <ul style="list-style-type: none"> ● Jennings, P.A. (2019). <i>The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching</i>. ● Jennings, P. (2021). <i>Trauma-Informed Practices in Irish Higher Education: Bridging Gaps in Mental Health Support</i>. <i>Journal of Higher Education Innovation</i>, 15(2), 78–90. ● Novak, J., & Kos, M. (2021). <i>Mental Health Support for Trauma-Affected Students in Slovenian Universities: An Evaluation of Current Practices</i>. <i>Slovenian Journal of Higher Education</i>, 29(4), 123–137. ● Pantelidis, P., & Markopoulos, A. (2020). <i>Mental Health Services in Greek Universities: Addressing Trauma in the Academic Environment</i>. <i>Greek Journal of Psychiatry and Education</i>, 26(1), 45–57. ● Pavlina, T., & Horvat, A. (2020). <i>Psychological Trauma and Resilience in Slovenian University Students: A Longitudinal Study</i>. <i>Journal of Psychology and Education Research</i>, 5(3), 45–61.

- Păunescu, C., & Preoteasa, A. M. (2017). *Mental Health Services in Romania: Challenges and Opportunities*. *Mental Health Review Journal*, 22(1), 23–34.
- Perry, B.D. & Szalavitz, M. (2017). *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook*.
- Pivec, R., & Jerman, B. (2020). *Student Well-Being and Trauma in Slovenian Higher Education: A National Perspective*. Ljubljana, Slovenia.
- Preda, D. (2019). *Trauma Awareness and Response in Romanian Higher Education: The Need for Systemic Change*. *Journal of Education and New Learning Technologies*, 5(3), 234–240.
- Tzifakis, N., & Papatheodorou, C. (2020). *Supporting Refugee Students in Greece: Trauma and Educational Adaptation*. *Journal of Migration and Education*, 11(2), 95–112.
- Zervas, T., & Ioannidis, A. (2021). *Student Mental Health and Trauma Awareness in Irish Higher Education: A Nationwide Survey*. *Journal of Irish Student Affairs*, 13(3), 29–42.

Videos on trauma-informed resources

- <https://www.youtube.com/watch?v=ulEhBfb5YUQ>
- <https://youtu.be/OI9RKfxK-RQ?si=0gS6fTskJsCr1jhF>
- <https://www.youtube.com/watch?v=ANRIWfuWOGQ>
- <https://www.youtube.com/watch?v=Tb5LQVpyxkw>
- <https://www.e-lfh.org.uk/programmes/trauma-informed-care/>

Trauma-informed care e-learning modules- open access:

- <https://www.pacesconnection.com/blog/trauma-informed-care-e-learning-modules-open-access>

Module 4	Stakeholders in Trauma-Informed Education
Module Overview	This module highlights the collective responsibilities of faculty, staff, administrators, and students in fostering a trauma-informed campus culture, emphasizing collaboration and shared accountability. As part of the broader course on trauma-informed practices, this module provides participants with comprehensive knowledge about collaborative approaches to supporting trauma-affected students.
Duration	4 hours
Module Description	<p>This module represents a critical exploration of collaborative engagement in creating trauma-informed educational environments. Focused exclusively on the collective responsibilities of faculty, staff, administrators, and students, the module provides a comprehensive framework for understanding how different campus stakeholders can work together to support trauma-affected students.</p> <p>The module delves deeply into the complex dynamics of institutional collaboration, emphasizing the unique roles and interconnected responsibilities of each campus group. Participants will learn how can collectively create a culture of understanding, support, and empowerment for individuals impacted by trauma.</p> <p>Through an integrated approach, the module explores the nuanced strategies required to develop collaborative support mechanisms that transcend traditional departmental boundaries. Participants will engage with expert insights, real-world case studies, and interactive learning experiences designed to foster a holistic understanding of trauma-informed practices across institutional levels.</p> <p>The content critically analyzes existing institutional barriers, develops innovative communication strategies, and provides practical tools for creating comprehensive support systems. By focusing on shared accountability, collaborative problem-solving, and interdepartmental cooperation, the module aims to transform campus cultures and create responsive, compassionate educational environments that prioritize student mental health and well-being.</p>
Learning Aims/Objectives	<p>Module 4 aims to:</p> <ul style="list-style-type: none"> ● Critically examine the roles and interrelations of key institutional stakeholders— faculty, staff, administrators, and students—in the development and implementation of trauma-informed educational practices. ● Promote institutional collaboration by identifying structured models of cross-role engagement that enhance coordinated responses to student trauma. ● Formulate operational frameworks that support distributed responsibility in responding to trauma across functional areas of

	<p>higher education.</p> <ul style="list-style-type: none"> ● Construct multi-level support systems that are integrated across academic and student services units, allowing for a cohesive institutional response. ● Advance collective accountability through the development of policy mechanisms and institutional cultures that prioritize trauma-informed engagement. ● Interrogate and refine interdepartmental communication protocols to ensure effective information flow and coordination in support of trauma-affected individuals. ● Design evidence-informed strategies for collaborative intervention that reflect institutional best practices and ethical standards. ● Develop structures for continuous quality improvement, allowing institutions to assess, adapt, and scale trauma-informed approaches over time. ● Institutionalize stakeholder-aligned support mechanisms, ensuring that peer and professional systems work in tandem to reinforce mental health support. ● Support the formulation of inclusive governance and policy that upholds the rights and needs of trauma-affected students through stakeholder consensus and leadership.
<p>Learning Outcomes</p>	<p>By the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> ➤ Map and Differentiate Stakeholder Functions <ul style="list-style-type: none"> • Articulate the formal and informal roles of faculty, staff, administrators, and students in the development of trauma-informed institutional practices. • Evaluate the distinct and overlapping contributions of campus stakeholders within trauma-responsive frameworks. • Analyze the interdependence of stakeholder functions in shaping cohesive support systems. ➤ Design Cross-Functional Collaboration Mechanisms <ul style="list-style-type: none"> • Develop institution-wide communication structures that facilitate timely, coordinated responses to trauma-related needs. • Construct integrated, stakeholder-driven support systems that align with institutional missions and student service models. • Apply collaborative planning techniques to distribute trauma-response responsibilities across departments. ➤ Advance Institutional Alignment and Governance <ul style="list-style-type: none"> • Facilitate interdepartmental dialogue to inform inclusive

	<p>policy formation and trauma-informed planning.</p> <ul style="list-style-type: none"> • Develop iterative mechanisms for monitoring and evaluating the effectiveness of stakeholder collaboration and support delivery. • Advocate for structurally embedded, policy-based approaches to trauma responsiveness at the governance level. <p>➤ Strengthen Organizational Responsiveness and Adaptability</p> <ul style="list-style-type: none"> • Identify and critically assess structural and procedural gaps in current trauma-support infrastructures. • Design and propose adaptive intervention models that allow for responsiveness to emerging student needs. • Implement scalable communication and feedback systems that reinforce mental health as an institutional priority. <p>➤ Operationalize Shared Accountability</p> <ul style="list-style-type: none"> • Develop stakeholder-specific accountability models for the enactment of trauma-informed educational strategies. • Establish continuous engagement practices that maintain collaboration and responsiveness across institutional roles. • Promote an institutional ethos centered on shared responsibility, transparency, and long-term sustainability of support structures.
<p>Module Content</p>	<p>1. Stakeholder Collaboration Foundations</p> <ul style="list-style-type: none"> • Defining trauma-informed institutional collaboration in higher education. • Principles of interdepartmental engagement and strategic alignment. • Development of distributed accountability frameworks across stakeholder groups. • Identification and analysis of barriers to systemic collaboration and communication. <p>2. Stakeholder Roles in Institutional Context</p> <p>Faculty Roles</p> <ul style="list-style-type: none"> • Integrating trauma-responsive pedagogy within academic programs • Establishing supportive classroom practices linked to institutional goals. • Identifying and addressing student distress through structured referral pathways. <p>Administrative Leadership</p> <ul style="list-style-type: none"> • Aligning institutional policies with trauma-informed principles.

	<ul style="list-style-type: none"> • Strategic planning for resource distribution and systemic implementation. • Facilitating organizational culture change through governance. <p>Professional and Support Staff</p> <ul style="list-style-type: none"> • Operationalizing cross-unit communication and service coordination. • Enhancing front-line response systems through integrated practice. • Leading institutional training in trauma awareness and service delivery. <p>Student Stakeholder Engagement</p> <ul style="list-style-type: none"> • Building structured peer support and advocacy models. • Designing participatory mechanisms for student input in institutional policies. • Fostering civic engagement within trauma-informed campus initiatives. <p>3. Designing Integrated Support Frameworks</p> <ul style="list-style-type: none"> • Structuring institutional communication strategies across departments. • Establishing functional teams and collaborative planning groups. • Developing information flow protocols for responsive service integration. • Designing cross-functional frameworks for addressing diverse student needs. <p>4. Institutional Policy and Governance Transformation</p> <ul style="list-style-type: none"> • Creating inclusive, trauma-responsive policy frameworks. • Embedding trauma-informed principles in institutional governance. • Aligning policies with student-centered service delivery. • Promoting cross-stakeholder engagement in institutional reform processes. <p>5. Sustaining Shared Accountability Structures</p> <ul style="list-style-type: none"> • Building institutional frameworks for stakeholder accountability. • Establishing transparent, iterative communication systems. • Developing mechanisms for ongoing evaluation and continuous improvement.
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	<ul style="list-style-type: none"> Scaling and sustaining trauma-informed strategies through leadership and monitoring.
<p>Module Delivery</p>	<p>1. Instructional Tools and Learning Technologies</p> <ul style="list-style-type: none"> A curated suite of multimedia learning materials, including scholarly articles, expert-led presentations, visual frameworks, and interactive case simulations. Use of digital collaboration platforms (e.g., institutional learning management systems, cloud-based shared workspaces) to support synchronous and asynchronous teamwork. Scenario-based learning modules that immerse participants in real-world stakeholder coordination challenges and decision-making exercises. <p>2. Multimedia Learning Resources</p> <ul style="list-style-type: none"> Expert video dialogues featuring institutional leaders and trauma-informed education specialists on best practices in stakeholder collaboration. Infographic models that visualize interdepartmental structures, accountability flows, and communication systems. Video case studies demonstrating stakeholder-driven responses to trauma-related campus events. Interactive digital maps of trauma-informed institutional ecosystems, supporting applied stakeholder analysis. <p>3. Learning Activities</p> <p>3.1. Knowledge Assessments</p> <ul style="list-style-type: none"> Formative and summative quizzes assessing comprehension of stakeholder functions, systems integration, and collaborative protocols. Short-answer assessments prompting critical analysis of institutional collaboration models. <p>3.2. Structured Discussion Forums</p> <ul style="list-style-type: none"> Thematic forums such as: "Redesigning institutional responses to student trauma: A stakeholder-centered approach." Peer-to-peer exchange on institutional coordination, policy coherence, and role-specific accountability. <p>3.3. Applied Group Activities</p> <ul style="list-style-type: none"> Collaborative policy design labs, where participants simulate cross-role institutional planning processes. Case-based problem-solving sessions focused on real or hypothetical trauma-related scenarios requiring multi-

	<p>stakeholder responses.</p> <ul style="list-style-type: none"> • Peer critique workshops for evaluating stakeholder engagement strategies and integrated service models.
<p>Consolidation</p>	<ul style="list-style-type: none"> • Knowledge check through scenario-based assessments <p>Participants apply key concepts in practical, institution-specific stakeholder scenarios to test their understanding of roles, collaboration, and accountability.</p> <ul style="list-style-type: none"> • Comprehensive evaluation of collaborative strategies <p>Learners critically assess the effectiveness of cross-departmental approaches and stakeholder coordination in trauma-informed education.</p> <ul style="list-style-type: none"> • Reflection on stakeholder engagement effectiveness <p>Participants reflect on real or hypothetical institutional models to identify strengths, gaps, and opportunities for improved multi-stakeholder collaboration.</p>
<p>Assessments</p>	<p>Assessment for Stakeholders in Trauma-Informed Education Module</p> <p>1. Assessment Components</p> <ul style="list-style-type: none"> • Structured scenario-based evaluations require participants to apply stakeholder collaboration models to real-world institutional challenges. • Policy analysis and design assignments focused on developing trauma-informed governance frameworks. • Cross-role simulation exercises, assessing participant ability to coordinate stakeholder engagement in response to trauma-related situations. <p>2. Key Assessment Areas</p> <ul style="list-style-type: none"> • Stakeholder role differentiation and institutional responsibility mapping. • Design of integrated cross-departmental communication and support structures. • Development of inclusive, systems-level accountability mechanisms. • Institutional strategy alignment with trauma-informed values and operational frameworks. <p>3. Assessment Objectives</p> <ul style="list-style-type: none"> • Evaluate stakeholder-specific knowledge in the context of institutional trauma-informed practice. • Measure competency in designing operational mechanisms for

	<p>stakeholder coordination and policy development.</p> <ul style="list-style-type: none"> • Assess the ability to synthesize theory and application in institutional collaboration planning. • Demonstrate proficiency in aligning policy, communication, and practice through multi-stakeholder approaches. <p>4. Assessment Methods</p> <ul style="list-style-type: none"> • Applied case study analysis requiring institutional diagnostics and stakeholder strategy proposals. • Collaborative group assignments to simulate interdepartmental policy development. • Peer-assessed presentations on institutional transformation strategies involving multiple stakeholders. • Targeted quizzes and short responses to test foundational concepts in systems design, stakeholder function, and trauma-informed governance. <p>5. Evaluation Criteria</p> <ul style="list-style-type: none"> • Depth of institutional insight and stakeholder role comprehension. • Clarity and feasibility of proposed collaboration frameworks. • Integration of trauma-informed principles into organizational structure and process. • Originality, critical reasoning, and systemic thinking in approach design.
<p>Impact evaluation</p>	<p>Survey / Feedback</p> <ul style="list-style-type: none"> • Collect structured participant feedback on the clarity, depth, and relevance of module content, with a focus on its applicability to institutional practice. • Assess the perceived impact on participants' ability to implement stakeholder-aligned, trauma-informed strategies within their specific institutional context. • Solicit insights and recommendations for refining the module's collaborative frameworks, digital tools, and applied learning activities. • Include targeted questions on: <ul style="list-style-type: none"> • Confidence in coordinating multi-stakeholder trauma-informed responses. • Usefulness of scenario-based and systems-level approaches. • Suggestions for enhancing cross-role engagement simulations and policy-development exercises.
<p>References and</p>	<p>Books and Academic Literature:</p> <ol style="list-style-type: none"> 1. Carello, J., & Butler, L. D. (2015). <i>Practicing what we teach:</i>

<p>Resources</p>	<p><i>Trauma-informed educational practice. Journal of Teaching in Social Work, 35(3), 262–278.</i> A foundational work discussing how educators can implement trauma-informed pedagogy within higher education systems.</p> <ol style="list-style-type: none"> 2. Souers, K., & Hall, P. (2016). <i>Fostering resilient learners: Strategies for creating a trauma-sensitive classroom.</i> ASCD. Offers strategies for embedding trauma-awareness into institutional culture, including faculty and classroom-level applications. 3. Herman, J. L. (2015). <i>Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror.</i> A seminal text on trauma theory, particularly useful for understanding institutional implications. 4. Harris, M., & Fallot, R. D. (Eds.). (2001). <i>Using trauma theory to design service systems.</i> Jossey-Bass. A critical reference for applying trauma frameworks in service design and system-level implementation. 5. Kezar, A. (2014). <i>How colleges change: Understanding, leading, and enacting change.</i> Routledge. Provides insights into organizational change processes, relevant to fostering institution-wide trauma-informed transformation. <p>Videos:</p> <ol style="list-style-type: none"> 1. "Trauma-Informed Education: A New Approach"—TEDx Talks 2. Bessel van der Kolk's lecture series on "The Body Keeps the Score" 3. SAMHSA's Trauma-Informed Approach Video Series 4. "Understanding Trauma"—Harvard Medical School Lecture 5. Dr. Bruce Perry's Neurobiological Impacts of Trauma Webinar
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Module 5	Demystifying Stigma - Factors and Impact of Trauma
Module Overview	This 4.5 hour module focuses on raising awareness, reducing stigma associated with mental health, and fostering inclusive environments through education, advocacy, and reflection.
Duration (estimated time to complete the module)	4.5 h
Module Description	<p>The module begins by examining how societal stigma impacts mental health, particularly among students. Participants learn how stereotypes and biases affect self-esteem, academic performance, and overall well-being. Strategies to reduce stigma are introduced, including public discussions, policy reforms, and strengthening support systems like helplines and anonymous platforms.</p> <p>Raising awareness is a key focus, encouraging participants to integrate mental health education into curriculums, organize workshops, and engage communities. Practical resources, including toolkits and digital platforms, are also emphasized. The module further addresses personal biases, helping participants reflect on cognitive and cultural biases that influence their attitudes toward trauma and mental health.</p> <p>Institutional barriers, such as discriminatory policies and cultural norms, are critically examined. Participants develop strategies to address these barriers and create equitable, trauma-informed environments.</p> <p>By the end of the module, participants, through case studies, role-playing, creative exercises, and reflective practices, will gain practical tools to challenge stigma and support mental health initiatives. By fostering empathy and open communication, this module equips participants to build inclusive, supportive communities for individuals affected by trauma.</p>
Learning Aims/ Objectives	<p>The aims of the module are to enable participants to:</p> <ul style="list-style-type: none"> ● Understand the Impact of Societal Stigma on Student Mental Health Examine how societal perceptions and stereotypes related to trauma and mental health influence students' self-esteem, academic performance, and overall well-being. ● Identify Effective Strategies for Reducing Stigma Provide participants with tools and approaches to recognize and address societal and institutional stigma related to mental health and trauma. ● Promote Awareness of Mental Health and Trauma

	<p>Promote an understanding of how education and advocacy can increase awareness and establish supportive environments for individuals affected by trauma.</p> <ul style="list-style-type: none"> ● Encourage Open Communication About Trauma and Mental Health Develop strategies to facilitate safe, inclusive, and open dialogue about mental health and trauma in various settings, including educational institutions. ● Investigate Personal Stigma and Help-Seeking Behaviours Examine how personal beliefs and internalized trauma about mental health issues influence students' willingness to seek help and engage with support services. ● Examine Personal Biases Related to Stigma Encourage participants to critically assess their own beliefs, assumptions, and attitudes that may perpetuate stigma and isolation. ● Examine Institutional Barriers to Mental Health Support Assess how institutional policies, practices, and cultural norms may inadvertently perpetuate stigma, thereby affecting students' access to and utilization of mental health resources. ● Foster Self-Awareness and Empathy Develop participants' capacity for self-reflection and empathy to better understand the impact of stigma and isolation on individuals and communities
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Understand the Influence of Societal Stigma on Student Mental Health <ul style="list-style-type: none"> ● Identify common societal stereotypes about trauma and mental health. ● Analyze the impact of societal stigma on students' self-esteem and academic performance ● Critically evaluate the role of societal norms in shaping perceptions of mental health. 2. Identify Effective Strategies for Reducing Stigma: <ul style="list-style-type: none"> ● Recognize the Impact of Stigma: Understand how societal and institutional stigma affects individuals with mental health issues and trauma. ● Evaluate Anti-Stigma Interventions: Assess the effectiveness of

various strategies, such as education, contact-based interventions, and role-plays, in reducing stigma.

- **Implement De-Stigmatization Strategies:** Apply tools and approaches to challenge and deconstruct stigma in different settings.

3. Promote Awareness of Mental Health and Trauma:

- **Understand the Role of Education and Advocacy:** Recognize how education and advocacy can raise awareness and create supportive environments for individuals affected by trauma.
- **Develop Educational Programs:** Design and implement programs aimed at increasing knowledge about mental health and trauma.
- **Foster Supportive Environments:** Create environments that encourage open dialogue and support for individuals affected by trauma.

4. Encourage Open Communication About Trauma and Mental Health:

- **Develop Communication Strategies:** Create strategies to facilitate safe, inclusive, and open dialogues about mental health and trauma in various settings, including educational institutions.
- **Promote Safe Spaces:** Establish environments where individuals feel comfortable sharing their experiences without fear of judgment.
- **Enhance Empathy and Understanding:** Cultivate skills to listen actively and empathetically to individuals discussing their mental health and trauma experiences.

5. Investigate Personal Stigma and Help-Seeking Behaviors

- Identify the effects of internalized stigma on students' attitudes toward mental health support.
- Examine the relationship between personal beliefs and students' help-seeking behaviors.
- Develop strategies to encourage students to overcome internalized stigma and seek mental health support.

6. Examine Personal Biases Related to Stigma:

- **Identify Personal Biases:** Recognize and reflect on individual beliefs and attitudes that may perpetuate stigma and isolation.
- **Understand the Impact of Bias:** Analyze how personal biases contribute to societal stigma and affect interactions with individuals facing mental health challenges.
- **Develop Bias Mitigation Strategies:** Implement techniques to reduce

	<p>personal biases, such as engaging in self-reflection and seeking diverse perspectives.</p> <p>7. Identify Institutional Barriers to Inclusion:</p> <ul style="list-style-type: none"> ● Assess Organizational Structures: Examine how organizational policies and practices may unintentionally contribute to stigma and create barriers for individuals seeking support. ● Evaluate Institutional Practices: Identify specific practices that may hinder inclusion and perpetuate stigma within institutions. ● Propose Inclusive Solutions: Develop strategies to address and eliminate institutional barriers, fostering a more inclusive environment. <p>8. Examine Institutional Barriers to Mental Health Support</p> <ul style="list-style-type: none"> ● Assess the accessibility and effectiveness of mental health support systems within institutional settings. ● Propose evidence-based strategies to reduce institutional barriers and promote equitable access to mental health resources. <p>9. Foster Self-Awareness and Empathy:</p> <ul style="list-style-type: none"> ● Enhance Self-Reflection Skills: Cultivate the ability to critically assess one's own experiences, emotions, and reactions to better understand personal biases and their impact. ● Develop Empathy: Engage in exercises to build empathy, enabling a deeper understanding of the experiences of individuals affected by stigma and isolation. ● Apply Empathy in Practice: Utilize empathetic approaches in interactions to support individuals facing mental health challenges, promoting a more inclusive and supportive environment.
<p>Module Content</p>	<p>1. Welcome and orientation</p> <ul style="list-style-type: none"> ● Written notes on explaining the importance of demystifying societal and institutional stigma and offering strategies to normalize mental health conversations and dismantle harmful biases. ● Prior knowledge self-assessment test, to investigate the level of knowledge and skills. <p>2. Core Content</p> <p>2a. Influence of societal stigma on student mental health</p> <p>⇒ Define stigma and its impact on physical and mental health</p>

- ⇒ Influence of societal stigma on a range of levels, such as psychologically (including mental health), socially, and economically.
- ⇒ Focus on the impact of stigma on mental health and its consequences

2b. Effective strategies for reducing stigma

- ⇒ Education and raising awareness (promote accurate information and understanding)
- ⇒ Promote open dialogue through public discussions (forums, panels, etc.).
- ⇒ Advocacy and policy change aiming to reduce discrimination and stigma in the local/national/European levels.
- ⇒ Extend and enrich supporting systems through hotlines, anonymous platforms, working groups, etc.

2c. Promote awareness

- ⇒ Education and training for students and communities, such as incorporating mental health education into national curriculums, provide workshops/training sessions from experts
- ⇒ (Social) media campaigns through announcements, videos, personal stories, etc.
- ⇒ Community engagement, including all vulnerable groups. Cooperation with local authorities and relevant stakeholders. Organize events, focus groups
- ⇒ Access to information and professional support (helplines, toolkits, info material, applications, platforms, etc.)

2d. Personal biases and trauma

- ⇒ Types of biases, such as cognitive, personal, and cultural
- ⇒ Impact of biases in daily life (relationships, perceptions, etc.)
- ⇒ How to overcome personal biases (i.e., community support, education, therapeutic interventions, etc.)

2e. Institutional barriers for inclusion

- ⇒ Types of institutional barriers such as cultural, economic, policies, norms, and practices
- ⇒ Ways to address the barriers and promote inclusion

3. Case studies and scenarios

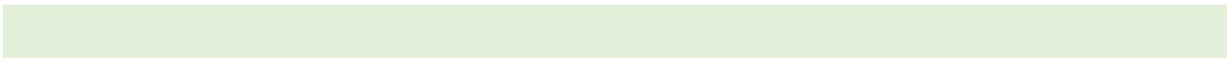
- ⇒ Life stories/storytelling on how stigma affects mental health
- ⇒ Open dialogue and interactive activities to promote open dialogue

	<p>4. Reflective activity</p> <p>⇒ Reflection question: “What stereotypes do you hold? When have you treated someone differently because of his/her mental health issues?”</p>
<p>Module Delivery</p>	<p>1. Tools: mix of methods (audiovisual material, texts, group activities)</p> <p>2. Multimedia resources:</p> <p>⇒ life stories through videos, shared texts/books</p> <p>https://www.youtube.com/watch?v=gy1iH_Gxn0Q&ab_channel=TEDxTalks</p> <p>3. Learning activities</p> <p>3.1. Interactive quizzes:</p> <p>⇒ Quizzes on trauma concepts and presentation of case studies of individuals with different stories.</p> <p>3.2. Discussion boards (active learning):</p> <p>⇒ (Small) group discussions to create safe spaces for participants to share their thoughts/beliefs, aiming to investigate personal stigma and biases.</p> <p>3.3. Practical exercise (task-based learning):</p> <p>⇒ Creative activities using music, arts, poems, etc.</p> <p>⇒ “Walking in their shoes” exercise aiming to understand the impact of stigma on mental health</p> <p>3.4. Group activity (collaborative learning):</p> <p>⇒ https://iris.who.int/bitstream/handle/10665/379124/9789289061384-eng.pdf?sequence=2</p> <p>⇒ p.41 case studies</p> <p>3.5. Experiential learning</p> <p>⇒ Participation as volunteers in organizations supporting trauma survivors.</p> <p>⇒ Develop awareness campaigns</p> <p>⇒ Media analysis (books, films, news)</p>

Consolidation	<p>Knowledge check:</p> <ul style="list-style-type: none"> • Quizzes on trauma concepts and myths. • Reflective journaling on how perceptions of trauma have evolved.
Assessment	<p>Post-module quiz:</p> <p>Measuring participants' understanding of module content.</p>
Impact evaluation	<p>Survey/feedback:</p> <p>Gather feedback from participants</p>
Resources and References	<p>Books.</p> <p>Peer-reviewed articles</p> <p>Alisic, E., Roth, J., Cobham, V., Conroy, R., De Young, A., Hafstad, G., ... & Trickey, D. (2020). Working towards inclusive and equitable trauma treatment guidelines: a child-centered reflection. <i>European Journal of Psychotraumatology</i>, 11(1), 1833657.</p> <p>Corrigan, P. W., & Watson, A. C. (2002). Understanding the impact of stigma on people with mental illness. <i>World psychiatry</i>, 1(1), 16.</p> <p>Fox, A. B., Earnshaw, V. A., Taverna, E. C., & Vogt, D. (2018). Conceptualizing and measuring mental illness stigma: The mental illness stigma framework and critical review of measures. <i>Stigma and health</i>, 3(4), 348.</p> <p>Freĵian, A. M., Graf, P., Kirchhoff, S., Glinphratum, G., Bollweg, T. M., Sauzet, O., & Bauer, U. (2021). The long-term effectiveness of interventions addressing mental health literacy and stigma of mental illness in children and adolescents: systematic review and meta-analysis. <i>International journal of public health</i>, 66, 1604072.</p> <p>Rao, D., Elshafei, A., Nguyen, M., Hatzenbuehler, M. L., Frey, S., & Go, V. F. (2019). A systematic review of multi-level stigma interventions: state of the science and future directions. <i>BMC medicine</i>, 17, 1-11.</p> <p>Rüsch, N., Angermeyer, M. C., & Corrigan, P. W. (2005). Mental illness stigma: Concepts, consequences, and initiatives to reduce stigma. <i>European psychiatry</i>, 20(8), 529-539.</p> <p>https://mentalhealthliteracy.org/schoolmhl/wp-content/uploads/2015/09/Module-1-2015.9.pdf?utm_source=chatgpt.com</p> <p>https://www.park.edu/blog/mental-health-awareness-breaking-the-stigma-with-education-and-advocacy/?utm_source=chatgpt.com</p> <p>https://www.healthcaretoolbox.org/culturally-sensitive-trauma-informed-</p>



	<p>care</p> <p>Videos</p> <p>https://youtu.be/tmViRIhxXLc?si=aDqqJXfN2NRrVBKJ</p> <p>https://www.youtube.com/watch?v=WrbTbB9tTtA&ab_channel=TEDxTalks</p> <p>https://www.youtube.com/watch?v=l4V31iXtrWo&ab_channel=TEDxTalks</p> <p>https://www.youtube.com/watch?v=VQoiz4wfV_c&ab_channel=NationalCouncilofSocialService</p> <p>Professional Development Tools</p> <p>⇒ https://iris.who.int/bitstream/handle/10665/379124/9789289061384-eng.pdf?sequence=2</p>
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Module 6	Building a Supportive Campus Culture
Module Overview	<p>This module introduces the core principles of building a supportive campus culture, emphasising its significance in fostering safe, inclusive, and resilient educational environments. As part of the broader course on trauma-informed practices, this module equips participants with the knowledge and skills needed to create mentorship programs, facilitate open dialogue, and establish effective communication systems. Participants will learn strategies for fostering emotional safety, promoting mutual support, and embedding long-term practices that sustain a supportive campus culture. Through practical tools and insights, this module aims to empower educators, administrators, and students to build a campus environment that values mental health, inclusivity, and resilience.</p>
Duration (estimated time to complete the module)	4.5 hours
Module Description	<p>The Building a Supportive Campus Culture module equips participants with actionable strategies to create inclusive, resilient, and open learning environments that prioritise mental health and well-being. This module builds on trauma-informed principles, offering practical tools to foster a campus atmosphere where students and staff feel valued, supported, and empowered.</p> <p>Participants will explore methods for creating “safe spaces” that encourage open dialogue about trauma and mental health, promoting trust and psychological safety. The module delves into designing and implementing mentorship programs and peer-led initiatives, emphasizing their role in fostering collaboration and mutual growth across campus communities.</p> <p>An integral part of this module is developing consistent feedback mechanisms, regular check-ins, and effective communication channels. These strategies ensure transparency and inclusivity, enabling a responsive approach to the needs of students and staff. Participants will also learn the importance of quality communication, including empathetic listening and trauma-sensitive dialogue, to build trust and address barriers faced by individuals impacted by trauma.</p> <p>Lastly, this module provides a roadmap for sustaining a supportive campus culture. It emphasises long-term strategies for embedding inclusive practices into institutional policies, monitoring progress, and fostering cross-departmental collaboration to maintain momentum and engagement.</p>

	<p>By the end of this module, participants will:</p> <ul style="list-style-type: none"> ● Gain practical skills for creating and maintaining a supportive and inclusive campus culture. ● Develop and implement initiatives encouraging open dialogue, mentorship, and peer support. ● Build and maintain systems for regular feedback, consistent check-ins, and transparent communication. ● Strengthen quality communication skills, including empathetic and trauma-sensitive approaches, to effectively engage and support traumatized students and foster a collaborative approach among all campus stakeholders to ensure inclusivity and shared responsibility. ● Establish and sustain institutional commitment to trauma-informed practices, ensuring continuous improvement and adaptability to evolving needs.
<p>Learning Aims/ Objectives</p>	<p>The module aims to enable participants to:</p> <ul style="list-style-type: none"> ● Foster Safe Spaces and Open Dialogue <p>Understand the principles of safe spaces: Introduce strategies for creating physical and virtual environments that encourage openness, trust, and inclusivity for discussions about trauma and mental health. Develop empathetic dialogue skills: Equip participants to facilitate respectful and confidential conversations around sensitive topics. Promote psychological safety: Emphasize the role of psychological safety in fostering an environment conducive to healing and growth.</p> <ul style="list-style-type: none"> ● Develop and Implement Mentorship and Peer Support Programs <p>Recognize the value of mentorship: Understand the role of mentorship and peer-led initiatives in building a supportive campus culture. Design tailored mentorship programs: Learn to create programs that address the diverse needs of students and staff, fostering mutual growth and collaboration. Establish sustainable frameworks: Develop systems for recruiting, training, and maintaining effective mentorship and peer-support structures.</p> <ul style="list-style-type: none"> ● Establish Feedback Mechanisms, Check-ins, and Communication Channels <p>Implement effective feedback systems: Design and utilize tools for regular feedback to ensure transparency and inclusivity. Create</p>

	<p>consistent check-in practices: Monitor and address the well-being of students and staff through structured communication. Develop open communication channels: Foster two-way engagement across the campus community to promote shared understanding and trust.</p> <ul style="list-style-type: none"> ● Strengthen Quality Communication Skills <p>Address communication barriers: Recognize and respond to the specific challenges traumatised individuals face, including non-verbal cues and active listening. Cultivate empathetic communication: Develop skills for trauma-sensitive, inclusive dialogue that fosters trust and safety. Support ongoing engagement: Facilitate consistent and open communication while avoiding re-traumatization.</p> <ul style="list-style-type: none"> ● Sustain a Supportive Campus Culture <p>Embed supportive practices institutionally: Create long-term strategies for integrating trauma-informed practices into policies and culture. Monitor and evaluate initiatives: Regularly assess the effectiveness of programs aimed at inclusivity and resilience. Encourage stakeholder collaboration: Foster a collective approach among students, educators, and administrators to ensure consistent progress and shared responsibility. Adapt to evolving needs: Develop mechanisms for continuous improvement to address changing campus dynamics and requirements. Celebrate milestones: Recognize and reinforce progress in building an inclusive and supportive campus environment.</p>
<p>Learning Outcomes</p>	<p>On successful completion of the module, students should be able to:</p> <p>LO1: Foster Safe Spaces and Open Dialogue Define the principles of creating “safe spaces” and explain their importance for trauma and mental health conversations. Demonstrate the ability to facilitate empathetic, respectful, and confidential dialogues on sensitive topics. Design inclusive physical and virtual environments that promote openness, trust, and psychological safety.</p> <p>LO2: Develop and Implement Mentorship and Peer Support Programs Articulate the value of mentorship and peer-led initiatives in fostering resilience and mutual growth within the campus community. Create structured mentorship programs tailored to diverse populations, considering their unique needs and challenges. Establish frameworks for recruiting, training, and sustaining effective peer-led support systems.</p>

	<p>LO3: Establish Feedback Mechanisms, Check-ins, and Communication Channels Develop and implement systems for regular feedback to ensure transparency and inclusivity. Create consistent check-in practices to monitor and support the well-being of students and staff. Establish communication channels that enable open, two-way engagement and build trust across campus.</p> <p>LO4: Strengthen Quality Communication Skills Recognize and address communication barriers, particularly for traumatized students, using empathetic and trauma-sensitive approaches. Develop inclusive communication strategies that foster trust and collaboration, ensuring engagement without re-traumatization. Facilitate open and constructive dialogues, encouraging resilience, inclusion, and mutual understanding.</p> <p>LO5: Sustain a Supportive Campus Culture Formulate long-term strategies to embed trauma-informed practices into institutional policies and campus culture. Monitor and evaluate the effectiveness of initiatives aimed at fostering inclusivity and resilience. Collaborate with stakeholders across the campus community to ensure sustained progress and adaptability in creating supportive environments.</p>
<p>Module Content</p>	<p>1. Creating Safe Spaces</p> <ul style="list-style-type: none"> • Principles of “safe spaces” for trauma and mental health discussions. • Practical strategies for fostering trust, openness, and psychological safety. • Examples of physical and virtual environments that encourage inclusivity and comfort. <p>2. Mentorship and Peer Support Programs</p> <ul style="list-style-type: none"> • The value of mentorship and peer-led initiatives in fostering a supportive campus culture. • Steps to design and implement mentorship programs tailored to diverse student and staff needs. • Frameworks for recruiting, training, and maintaining effective peer-led support systems. <p>3. Feedback Mechanisms and Communication Channels</p> <ul style="list-style-type: none"> • Designing regular feedback systems that encourage transparency and inclusivity. • Best practices for implementing consistent check-ins to

	<p>address well-being.</p> <ul style="list-style-type: none"> • Establishing two-way communication channels to enhance engagement across campus. <p>4. Quality Communication with Traumatized Students</p> <ul style="list-style-type: none"> • Recognizing and addressing communication barriers faced by traumatized students. • Techniques for empathetic listening and trauma-sensitive dialogue. • Strategies for fostering trust and safety through inclusive and clear communication. <p>5. Sustaining a Supportive Campus Culture</p> <ul style="list-style-type: none"> • Long-term strategies for embedding supportive practices into institutional policies and culture. • Monitoring progress and evaluating the effectiveness of campus initiatives. • Encouraging collaboration among stakeholders to ensure shared responsibility and adaptation. <p>6. Case Studies and Scenarios</p> <ul style="list-style-type: none"> • Real-world examples of successful mentorship programs and peer-led initiatives. • Interactive scenario-based activities for applying trauma-sensitive communication strategies. <p>7. Reflective Activity</p> <ul style="list-style-type: none"> • Guided journaling prompts: "Reflect on a time when you observed a campus initiative or interaction that fostered inclusivity. What made it effective, and how could it be improved?" • Group discussion on implementing feedback systems and communication channels to support trauma-affected individuals. <p>8. Closing and Action Planning</p> <ul style="list-style-type: none"> • Summarizing key takeaways and creating a personalized action plan for fostering a supportive campus culture. • Post-module quiz to assess knowledge gained and identify areas for further development.
Module Delivery	1. Tools: Using a mix of text, visuals, videos, case studies, and

interactive elements.

2. Multimedia resources:

- Short videos of educators and experts sharing strategies for fostering supportive campus cultures.
- Infographics detailing mentorship frameworks, feedback systems, and trauma-informed communication principles.
- Case studies showcasing successful campus initiatives for mental health and inclusivity.

3. Learning activities:

3.1. Interactive quizzes (knowledge reinforcement):

- Questions focus on safe spaces' key components, mentorship programs, and effective feedback systems.
- Scenario-based questions to identify effective communication strategies for engaging with traumatized students.

3.2. Discussion boards (active learning):

- Topic: "What role does quality communication play in creating a supportive campus culture?"
- Topic: "Share examples of peer-led initiatives or mentorship programs that have worked in your context."

3.3. Practical exercises (task-based learning):

- Develop a plan for implementing a mentorship program tailored to diverse student needs.
- Create a template for regular check-ins that promotes open dialogue and well-being.

3.4. Group activities (collaborative learning):

- Collaboratively design a "safe space" framework on campus, considering physical and virtual environments.
- Share and refine strategies for communicating with traumatized students using empathy and trauma-sensitive approaches.

3.5. Reflection task (individual learning):

- Participants write a brief reflection on how they can apply trauma-informed principles in their current roles and

	contribute to sustaining a supportive campus culture.
Consolidation	<p>Knowledge check:</p> <p>Scenario-based questions where participants apply what they have learned to assess whether a student's behaviour may indicate trauma.</p>
Assessment	<p>Post-module quiz:</p> <p>Measuring participants' understanding of module content.</p>
Impact evaluation	<p>Survey/feedback:</p> <p>Gather participant feedback on the module content, breadth, clarity, and relevance.</p>
Resources and References	<p>Books</p> <p>van der Kolk, B. (2015). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i>. Penguin Books.</p> <p>Souers, K., & Hall, P. (2016). <i>Fostering resilient learners: Strategies for creating a trauma-sensitive classroom</i>. ASCD.</p> <p>Craig, S. E. (2016). <i>Trauma-sensitive schools: Learning communities transforming children's lives, K-12</i>. Teachers College Press.</p> <p>Palfrey, J. (2017). <i>Safe spaces, brave spaces: Diversity and free expression in education</i>. MIT Press.</p> <p>Peer-reviewed articles</p> <p>Jennings, P. A., & Greenberg, M. T. (2009). <i>The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes</i>. <i>Review of Educational Research</i>, 79(1), 491-525.</p> <p>Wilson-Ching, M., & Berger, E. (2023). Relationship building strategies within trauma-informed frameworks in educational settings: A systematic literature review. <i>Current Psychology</i>. https://doi.org/10.1007/s12144-023-04590-5</p> <p>Avery, H., Galvin, E., Misso, M., Savaglio, M., & Skouteris, H. (2020). Systematic review of school-wide trauma-informed approaches. <i>Contemporary School Psychology</i>, 24(3), 283–295. https://doi.org/10.1007/s40653-020-00321-1</p> <p>Wassink-de Stigter, R., Nelen, W., Delsing, M., de Berk, A., Kooijmans, R., Offerman, E., Asselman, M., Nijhof, K., Lindauer, R., & Helmond, P. (2024). Implementing a school-wide trauma-informed education approach: An evaluation of student outcomes during the</p>

first year of implementation. *Contemporary School Psychology*.
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Videos

Trauma-Informed Schools and Practices: This video discusses the importance of trauma-informed schools and the goal of transforming education systems to become more attuned and responsive to the needs of students who have experienced trauma.

What is Trauma-Informed Care?: In this animated video, Dr Cruz shares insights on caring for individuals with exposure to trauma, including abuse, neglect, and violence, highlighting the principles of trauma-informed care.

An Introduction to Trauma-Informed Care: This video provides an overview of trauma-informed care, explaining its significance and application in various settings, including educational environments.

Professional Development Tools

Trauma-Informed Teaching Strategies: The Association for Supervision and Curriculum Development (ASCD) offers insights into trauma-informed teaching, emphasizing the importance of understanding how trauma affects student behavior and learning. Key strategies include:

- **Thoughtful Interactions:** Recognizing that behavior is a form of communication and responding with empathy.
- **Promoting Predictability and Consistency:** Providing a structured environment to help students feel safe.

Supporting and Educating Traumatized Students: A Guide for School-Based Professionals: This resource combines research on trauma's effects with practical strategies for educators, focusing on:

- **Adapting Instruction:** Modifying teaching methods to accommodate the needs of traumatized students.
- **Building Competency:** Enhancing the skills of both students and staff to manage trauma-related challenges.

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Pivec, R., & Jerman, B. (2020). Student Well-Being and Trauma in Slovenian Higher Education: A National Perspective.

Preda, D. (2019). Trauma Awareness and Response in Romanian Higher Education: The Need for Systemic Change. In *Proceedings of the International Conference on Education and New Learning Technologies* (pp. 234-240).

Rutar, S. (2020). Developing Trauma-Sensitive Education Systems in Slovenia: A Framework for Educators and Institutions. *Slovenian Journal of Pedagogical Sciences*, 25(1), 78-93.

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Higher Education for All: Learning Environments built on Trauma-Informed Teaching and Communication

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