



**Bow Valley
College**

Course Outline

EDAS1151

Trauma-informed Practice for
Education Assistants
Winter 2025 - Current

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EDAS1151 Trauma-informed Practice for Education Assistants

COURSE DESCRIPTION

Learners explore a broad range of trauma in the lives of children and youth, and subsequent implications on learning in the classroom. Learners examine the impact of trauma on the developing brain and the importance of using trauma-informed interventions and individualized supports to inform and facilitate the practice of the Education Assistant.

REQUISITES	None
EQUIVALENTS	Complete the following courses: <ul style="list-style-type: none"> HMSV2304 - Trauma-Informed Practice (3)
CREDITS	3
HOURS	45
ELIGIBLE FOR PLAR	No
ZERO TEXTBOOK COST	Yes

COURSE COMPETENCY

COMPETENCY TITLE

Trauma Informed Practice

COMPETENCY STATEMENT

The impact of trauma on the developing brain underscores the significance of employing trauma-informed interventions and personalized supports to guide and enhance the practice of education assistants and the implications for classroom learning.

COMPETENCY DESCRIPTION

Education assistants must possess the capability to navigate a wide array of trauma experiences in the lives of children and youth, and the consequential effects on classroom learning. Proficiency in employing diverse trauma-informed interventions and tailored supports is essential for education assistants to effectively support students and address the impacts of trauma on the developing brain.

COURSE LEARNING OUTCOMES

Bow Valley College is committed to ensuring our graduates can demonstrate their abilities in key areas that will make them effective citizens and encourage their development as lifelong learners. In addition to the discipline-specific skills that learners acquire in their programs, the College has identified ten learning outcomes.

College-Wide Outcomes:

1. Communication
2. Thinking Skills
3. Numeracy and Financial Literacy
4. Working with Others
5. Digital Literacy
6. Positive Attitudes and Behaviours
7. Continuous Learning
8. Health and Wellness Awareness
9. Citizenship and Intercultural Competence
10. Environmental Sustainability

#	COURSE LEARNING OUTCOME(S)	COLLEGE WIDE OUTCOMES SUPPORTED
1	Recognize the signs and symptoms of trauma in children and youth.	2, 4, 7, 8,
2	Examine how trauma affects the development and behaviour of children, youth, and learning in the classroom.	2, 4, 6, 7, 8
3	Apply a strengths-based framework and model of trauma-informed care in practice as an Education Assistant.	2, 4, 6, 7, 8, 9
4	Reflect on self-care strategies as an Education Assistant working with children and youth who have experienced trauma..	2, 4, 7, 8
5	Interpret how behaviour may reflect a student's experience of trauma and their attempts to cope and learn.	2, 4, 6, 7, 8, 9
6	Demonstrate trauma-informed strategies and interventions to support safety, resiliency and learning in children and youth.	2, 4, 6, 7, 8, 9

LEARNING PATHWAY

**The time it takes learners to demonstrate competencies will vary. An example of a suggested schedule for learning and development is shown below. Learners will need to plan out their assessment attempts within their course. For additional information, please consult the Course Offering Information in Brightspace.*

WEEK/HOURS LEARNING AND DEVELOPMENT PLAN

1	Module 1: Understanding Trauma and Its Impact on the Developing Brain
2	Module 1: Understanding Trauma and Its Impact on the Developing Brain
3	Module 2: Principles of Trauma-Informed Care
4	Module 3: Practicing Self-Care When Supporting Students Affected by Trauma
5	Module 4: Developing a Trauma-Informed Lens with Diverse Student Populations
6	Module 5: Childhood Maltreatment, Managing Disclosures, & Enhancing Student Safety and Resilience
7	Module 5: Childhood Maltreatment, Managing Disclosures, & Enhancing Student Safety and Resilience

ASSESSMENT

This course follows an assessment-first approach, in which learners will be assessed, and receive structured feedback, and a personalized learning plan. Learners will also receive differentiated support from an instructor based on their individual needs.

Learners will have a variety of ways to demonstrate they have met the required competency through the demonstration of learning outcomes and criteria as laid out in the rubric. Learners will have multiple (but not unlimited) attempts to prove competency. It is suggested that learners plan out their assessment attempts within their course.

Learners will have flexibility in how they satisfy course learning outcomes while still adhering to the criteria found in the rubric and the Course Offering information. Please refer to the Course Offering Information and the rubric in Brightspace for additional information.

COURSE

LEARNING ASSESSMENT

OUTCOMES

1	Assessment 1: Trauma Awareness Certification
2	Assessment 2: Trauma-Informed Care in EA Practice
3	Assessment 3: Create a Self-Care Plan
4	Assessment 4: Interpreting Behaviour Through a Trauma-Informed Lens
5	Assessment 5: Trauma-Informed Toolkit

PERFORMANCE STANDARDS

GRADING SCHEME

REQUIRED LEARNING RESOURCES

Additional learning resources may be found in the Course Offering Information or in Brightspace.

ADDITIONAL INFORMATION

Additional information may be found in the Course Offering Information or in Brightspace.

ACADEMIC ACCOMMODATIONS

Learners with a disability (learning, physical, and/or mental health) may qualify for academic and exam accommodations. For more information, or to apply for accommodations, learners should make an appointment with Accessibility Services in the Learner Success Services (LSS) Department. Accessibility Services can also assist learners who may be struggling with learning but do not have a formal diagnosis. To make an appointment visit LSS on the first floor of the south campus or call 403-410-1440. It is the learner's responsibility to contact Accessibility Services and request academic accommodations. For more information, please visit our website at <http://www.bowvalleycollege.ca/accessibility>.

INSTITUTIONAL POLICIES

Bow Valley College is committed to the highest standards of academic integrity and honesty. Learners are urged to become familiar with and uphold the following policies: Academic Integrity (500-1-7), Learner Code of Conduct, Procedures and Guidelines (500-1-1), Learner Appeals (500-1-12), Attendance (500-1-10), Grading (500-1-6), Academic Continuance and Graduation (500-1-5), and Electronic Communications (300-2-13). Audio or video recording of lectures, labs, seminars, or any other teaching and learning environment by learners is allowed only with consent of the instructor as part of an approved accommodation plan. Recorded material is to be used solely for personal study and is not being used or distributed without prior written consent from the instructor.

Turnitin:

Students may be required to submit their course work to Turnitin, a third-party service provider engaged by BVC. Turnitin identifies plagiarism by checking databases of electronic books and articles, archived webpages, and previously submitted student papers. Students acknowledge that any course work or essays submitted to Turnitin will be included as source documents in the Turnitin.com reference database, where it will be used solely to detect plagiarism. The terms that apply to a student's use of Turnitin are described on Turnitin.com.

Online Exam Proctoring:

Examinations for this course may require proctoring through an online proctoring service. Online proctoring enables online exam taking within a controlled and monitored environment, thereby enhancing academic integrity. Online proctoring may occur through a variety of methods, including but not limited to:

- a. live online proctoring where a remote invigilator authenticates identity and observes completion of an exam using specialized software and recordings;
- b. automated proctoring where the exam session is recorded and AI (artificial intelligence) analyzed;
- c. browser lockdown that limits access to other applications, websites, copying, printing, screen capture and other functions; or
- d. a combination of both live/automated proctoring and browser lockdown.

Course instructors will review recordings, analyses, and data obtained through online proctoring for academic integrity infractions. It is the student's responsibility to meet the technical, software, location, and identity verification requirements necessary to enable online proctoring.

Further details of these policies are available in the Academic Calendar and on the Bow Valley College website, bowvalleycollege.ca.

Learners are encouraged to keep a copy of this course outline for future reference.

Collection of Personal Information:

This course, including your image and voice, may be recorded and made available to you and other students taking the course section. By attending the class(es) online or in person, you consent to the collection of your personal information. If you do not wish to be recorded, please contact your instructor before starting the course/class to discuss alternative arrangements.

You may use the recordings only for educational purposes and you must not copy, share, or use the recordings for any other purpose without the instructor's express permission.

Your personal information is collected in accordance with section 33(c) of the Freedom of Information and Protection of Privacy Act (Alberta) to deliver academic programming, support learner flexibility, promote universal design for learning principles, and for purposes consistent with the course activities

and outcomes. If you have any questions about the collection, disclosure, use, or protection of this information, please contact the College's Access and Privacy Officer at foip@bowvalleycollege.ca.