

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ADED 301		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Trauma-Informed Pedagogy and Practice Course Short Title: Trauma-Informed Pedagogy/Pract															
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: Adult Education													
Calendar Description: Explores trauma-informed teaching, learning, and practice-based models for working with adult learners. Provides pedagogical approaches and methods for creating relational, caring, and inclusive learning experiences for adult learners. Note: Students with credit for ADED 330W cannot take this course for further credit.															
Prerequisites (or NONE):		30-university-level credits or department permission.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: ADED 330W Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45									Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	45														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: January 17, 2025													
Faculty Council approval		Date of meeting: April 11, 2025													
Undergraduate Education Committee (UEC) approval		Date of meeting: September 26, 2026													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Define trauma and its intergenerational, collective, and historical forms.
2. Explain how trauma impacts learners and learning from cognitive, experiential, and social perspectives.
3. Identify principles of a trauma-informed approach, which includes empowerment, voice, and choice as well as responsiveness to gender, social, and cultural issues.
4. Apply strategies and pedagogical approaches to foster trauma-informed, decolonial, and inclusive learning and assessment in adult education contexts including contemplative practices and arts-informed practices.
5. Apply individual well-being practices to address compassion fatigue, vicarious trauma, and burnout.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	60%	Project:	40%	%
	%		%	%

Details:

Assignments: Facilitate a class discussion (20%), individual reflection paper on learning and integration (20%), gifts-based presentation (10%), and course self-assessment (10%)

Project: Research paper or oral presentation (40%)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Instructional methods may vary and could include guest lecturers, presentations, online activities, experiential activities, and student-led facilitation.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Thompson, P., & Carello, J. (Eds.)	Trauma-informed pedagogies: A guide for responding to crisis and inequality in higher education	2022
2. Online resource	Various	Teaching in Higher Education podcast	N/A
3.			
4.			
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

N/A

Course Content and Topics

- Introduction to trauma
- Trauma as a public health issue
- Our brains, emotions, and learning
- Trauma-informed teaching and learning
- Trauma-informed principles
- Cultivating trauma-informed spaces
- Women, trauma, and learning
- Trauma-informed Indigenous education and cultural safety
- Racialized people, trauma, and learning
- Equity-centered trauma-informed practice
- Trauma, addiction, and recovery
- Non-violent communication skills
- Compassion fatigue, burnout, and vicarious trauma