Trauma-informed Design Credentialing Course Outline

Course Description

Participants in this course will learn about the Trauma-informed Design (TiD) Framework, the full scope of trauma, and why it matters in design. Participants will practice communicating through visualizations, as well and spoken and written means, about Trauma-informed Design. This theory-into-practice applied approach will investigate how TiD design can be applied to any design project, at any scale, and the benefits that may ensue. Participants will be expected to justify their choices using the TiD Framework throughout the course.

Instructors

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Approach

This course will be held remotely online. It is mostly asynchronous, with the following exceptions:

- Office hours will be held at scheduled times each week. Participants who wish to meet with the instructors and cannot make the scheduled office hours can arrange to meet with them at another mutually agreed-upon time.

- At the end of Session 6, all participants are expected to check-in with the instructors about their progress on the final project.

- At the conclusion of the course, there will be one or two pre-scheduled meetings for final presentations. Participants are expected to attend the full-length of one of these sessions to participate and provide feedback.

The workload for this course is estimated to be a minimum of 9 hours for each two-week session. For each of the first 6 sessions, participants will be provided with a prepared

lesson, readings, and sometimes other multi-media resources, as well as any assignments for the session.

In addition, participants engage with one another in online discussion posts in each of the first 6 sessions. Participants post their initial reactions to the session's materials, then respond to at least two others. Initial posts should be submitted within the first week of each session, to allow others to read and thoughtfully respond. We strongly encourage participants to engage with one another beyond the required number of responses, as a strong comments section can lead to some of the best asynchronous learning opportunities.

In the final session, participants will devote their time to completing and presenting their final project.

Community Agreement

By enrolling in this course, participants agree to a community agreement, included below. This agreement will govern all interactions throughout this course.

Content Warning

The materials we will examine in this course may include emotionally challenging or upsetting content. If you need to step away, please do so and take care of your mental health. If you are struggling, please reach out to someone for support. You can talk to the instructors, someone you know, or contact the Substance Abuse and Mental Health Services Administration's National Helpline, at 1 (800) 622-4357 (HELP).

If there is course content that is particularly challenging for you, please reach out to the instructors. We will listen to you and try to arrange another suitable option.

Course Objectives

Upon successful completion of this course, participants will have:

- Explored the Trauma-informed Design Framework and how TiD is applying the principles of trauma-informed care to design. This will include seeing TiD as design

for health with an equity lens, and explore how to anticipate potential triggers and implement design features and elements that mitigate stress through case-study precedents.

- Discussed the wide range of applications for Trauma-informed Design.

- Gained experience applying the TiD Framework to a theoretical design project.

- Developed an understanding of importance of a trauma-informed approach to the design process, including population research, participatory design, and the use of inclusive, affirming language.

- Leaned about the full scope of trauma, including historical, structural, and collective trauma, and how experiencing inequities can have the same negative impacts on a person's long-term heath outcomes as other traumas.

- Identified the biological responses that can occur in the human body as a result of trauma and toxic stress levels, as well as the wider possible health impacts of trauma on individuals, communities, and beyond.

- Understand the concepts of trauma-informed care, based in the Substance Abuse and Mental Health Services Administration's (SAMHSA's) six key principles of a trauma-informed approach.

Content Access

Participants will be shipped a copy of the textbook for this course, Trauma-informed Design: A Framework for Designers, Architects, and Other Practitioners upon registration.

The course will be hosted online through the TiD Society Academy, which can be accessed through an internet browser. A link to the course will be sent to registered participants prior to the start of the class. Aside from the textbook, the TiD Society Academy site contains all course-related material.

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Course Overview

Session 1: Trauma and Its Impacts

In order to design for trauma, we have to understand it. This session will explore the full scope of what trauma is, explain the concept of toxic stress and how stress relates to trauma, and introduce statistics related to the prevalence of trauma in our society. It will then explore the effects and symptoms of having experienced trauma.

Session 2: Trauma-informed Care

This session will introduce the concepts of resilience and trauma-informed care, grounded in the Substance Abuse and Mental Health Services Administration's Six Key Principles of a Trauma-Informed Approach.

Session 3: Trauma-Informed Design

Session 3 will introduce the Trauma-informed Design Framework. Participants will conduct a field observation and select a type of design they wish to focus on for their research and design project.

Session 4: Population Matters: Designing for the Specific Culture and Characteristics of Users

Trauma-informed design is based on the culture and characteristics of the people who will be using the space. This session will introduce how designers can take the needs of specific populations into consideration when creating spaces, including survivors, members of the LGBTQIA+ community, and individuals who are neurodiverse. Participants will research, write, and submit a paper on the population of users for their chosen TiD project.

Session 5: Sphere 1 and Trauma-informed Design Case Studies

This session will illustrate the key concepts of Trauma-informed Design through case studies. Participants will work with the concept of engaging property owners and clients

regarding their program policies and practices and begin work on their applied TiD project. This will entail identifying a floor plan and beginning initial programming of the space.

Session 6: Sphere 2: Trauma-informed Design Processes

Session 6 will examine why the design process and the language used by designers matters. We will explore the importance of human-centered design and using a trauma-informed approach throughout the process, including when conducting interviews with invested parties. Participants will continue working on their applied TiD project by starting two design boards and check-in with instructors regarding their progress.

Session 7: Looking Ahead: Trauma-informed Design Research

This session will explore the importance of researching and documenting the effects of the environment on stress levels and its effectiveness as a response to trauma. It will also provide an example of a scientific research study in the field, the Trauma-informed Design Evaluation Tool for K-12 Schools (TiDEvalK12). Participants will continue working on their applied TiD project and begin creating two additional design boards.

Session 8: Sphere 3: Final Project Completion and Presentations

During this final session, participants will focus on finalizing their applied TiD project. Participants will present their projects for feedback from instructors and others, and will be expected to justify their designs using the TiD Framework. They will then have a chance to make revisions prior to submitting their final projects for a final score.

Scoring

The chart below indicates scored assignment or discussion in this course, along with its percentage of the final score:

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Major Milestone or Deliverable	Percentage of Final Score
Discussion and Response Exercise for **six of the eight sessions**, combined	6
Field observation and discussion	4
Population Research Paper	20
Policy and Practice Essay	15
Final Project: Design Boad 1	10
Final Project: Design Boad 2	10
Final Project: Design Boad 3	10
Final Project: Design Boad 4	10
Final Project: Full Design	15

All discussions and assignments for this course will be scored by rubrics, using the following scale:

- 0 = Missing or incomplete work
- 1 = Does not meet expectations
- 2 = Approaching expectations
- 3 = Meets expectations
- 4 = Exceeds expectations

More detailed rubrics are attached to this outline for each session. A final score of 3 or higher is required for participants to successfully complete the course.

Additional Course Policies

All assignments are due no later than the date and time assigned. Participants should contact the instructors in advance if, for a valid reason, work will be submitted late.

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The instructors will check-in on the course most days, and will do their best to reply to all questions within 24 hours.

The work you produce in this class should be your own. In certain situations, generative AI can be used to supplement your work, but it should never be used to replace it. As generative AI becomes more accessible, it is important to note that it is not always correct. The information accessed through these platforms is not always up to date, sometimes lagging by up to two years. AI platforms are only as good as the information they are collecting from, and this information can be inaccurate and reinforce existing societal biases. If you are using any text or images generated by any AI platforms, it must be properly cited like any other source. Failure to do so will be considered plagiarism. This applies to discussion forums and all class assignments.

Plagiarism will not be tolerated. Participants are expected to attribute all outside pieces of information to their original sources. If a participant is caught plagiarizing material, they will receive a score of 0 for the assignment. A second offense will result in unsuccessful completion of the course.

Trauma-informed Design Credentialing Course Community Agreement

Adopting a trauma-informed approach requires us to do a fair amount of introspection. Many of the assignments are designed to be thought-provoking and may result in a fair bit of self-examination. Anything shared privately with your instructor(s) will remain private.

In order to foster a safe, brave learning community, the following agreements and expectations will apply to the course discussion forums, synchronous meetings, and any other interactions associated with this class.

Safety

We recognize that we all have a right to safety, and that learning about and engaging in trauma-informed care and design requires us to talk about difficult and uncomfortable situations and topics. It is important for us to understand the difference between feeling unsafe and feeling uncomfortable. Participants should reach out to their instructor(s) and/or personal support system if they feel unsafe at anytime while engaging in this course. We also encourage participants who recognize they are safe to work through the discomfort and vulnerability that is inherent in trauma-informed work.

Privacy

We recognize that in order to fully engage in this course, participants may sometimes share private details. Participants are expected to maintain the privacy of all others in this course, and should not repeat anything mentioned in the chats, posted on assignments, or shared during our in-person discussion with anyone outside this class.

Recognize

In order to adopt a trauma-informed approach, we must strive to overcome historical and divisive biases in our society and ourselves, such as racism and how intersectionality with other marginalized groups compounds the impact on individuals. This includes acknowledging that we were systematically taught misinformation about our own group(s) and about members of other groups.

Trauma-informed Design Credentialing Course Community Agreement

Trust

Participants have come to the course to learn, grow, and share. We trust that people are doing the best they can and expect members of this community to be mindful of others' feelings and opinions.

Respect

Participants are expected to listen respectfully to each other without interruptions.

Share the Air

Participants are expected to share responsibility for including all voices in the discussion. If you have a tendency to dominate discussions, take a step back and help the group invite others to speak. If you tend to stay quiet, challenge yourself to share ideas so others can learn from you. If you are sitting in silence, consider what might be behind your silence and how you may want to share.

Not Experts

We recognize that we are each multicultural individuals and can only speak from our own reality and experiences. Participants are expected to recognize that our experiences and opinions, while valuable, are not the same as research-informed knowledge.

No Blame

Participants should not to blame themselves or others for mistakes or misinformation, but address the mistruths and accept responsibility for not repeating misinformation after learning otherwise.

Restorative Approach to Addressing Harm

We recognize that participants may be at different stages of learning on the content and discussion topics, yet may make mistakes. We also recognize that there may be a difference between intention and impact. When an action or statement impacts a person

negatively, we will be focused on addressing the impact. We will use approaches such as asking for clarity, calling-in, and calling-out with care, respect, and the goal of helping each other learn. However, if a participant continues to cause harm after the issue has been addressed, their grade will reflect their disrespectful participation. Repeated violations of these agreements and expectations could result in unsuccessful course completion.

Participants agree to abide by the following practices when engaging in this course:

- Anyone who is telling a story that could contribute to harm or trigger someone, should offer a trigger warning before telling the story.

- When recounting something someone said, instead of using epitaph, participants should refer to it (e.g., "the n-word," "the r-word" when referring to someone with an intellectual disability).

- If a participant is triggered during a synchronous meeting, they (or someone else who notices) will say "Pause," and we will immediately stop to address it.

- Anyone who causes harm will be immediately interrupted. They will be told, "This is a violation of our community agreement." If the person does not work to repair the harm, they will be asked to leave the discussion or meeting.

Trauma-informed Design Credentialing Course Rubrics

TiD

Discussion Rubric

Participant participates in a collaborative conversation that builds on other's comments and offers comments that are original and relevant to the discussion. The ideas presented by the participant include analysis or synthesis of course materials and indicate an understanding of that material.

4	3	2	1	0
Participant offers positive responses to the work of others. There is no attempt to dominate conversation. Participant consistently and respectfully interacts, discusses, and contributes to the group. Participant makes more than 2 comments that contribute to the flow of discussion topics.	Participant responds to the work of others. Participant usually respectfully interacts, discusses, and contributes to the group. Participant makes 2 comments that contribute to the flow of discussion topics.	Participant seems unaware or uninterested in responding to others without being prompted. Participant sometimes respectfully listens, interacts, discusses, and contributes to the group. Participant invalidates others' experiences on more than two occasions. Participant makes one comment that contributes to the flow of discussion topics.	Participant offers inadequate responses to the comments of others. Participant rarely respectfully interacts, discusses, and contributes to the group. Participant makes no comments that contribute to the flow of discussion topics. Comments are short or without new ideas, and do not advance the substance of the conversation.	Assignment is missing or not complete.

The ideas presented by the participant include analysis or synthesis of course materials and indicate an understanding of that material.

4	3	2	1	0
The comments all include pertinent and original insights. The ideas presented by the participant include analysis or synthesis of course materials, own experience, and/or others' contributions. Contributions are thoughtful, academic, pertinent to the discussion topic, and clearly align with more	The comments are usually pertinent and/or original. The ideas presented by the participant usually include analysis or synthesis of course materials, own experience, and/or others' contributions. Contributions are pertinent to the discussion topic, represent original	The ideas presented by the participant include a significant amount of material copied from course materials or outside sources without condensing through analysis or synthesis. Contributions are long and off-topic. The ideals align with one or fewer course or session objectives.	The ideas presented by the participant show no evidence of understanding course material or analyzing participant's own experience through the lens of course materials. Contributions are not directly relevant to assignment and do not and align with course or session objectives.	Assignment is missing or not complete.

than two course or session objectives. Responses show a clear understanding of course materials presented.	thought, and clearly align with more than one course or session objectives. Responses show an adequate understanding of course materials presented.		Responses show no evidence of an understanding of course materials presented.	

Research Paper, Policy and Practice Essay, Final Project (Design Boards and Full Design) Rubric

The ideas presented by the participant include analysis or synthesis of course materials and indicate an understanding of that material.				
4	**3**	**2**	**1**	**0**
The responses include analysis or synthesis of course materials, personal research and experience. Responses are thoughtful, academic, pertinent to the assignment, and clearly align with more than two course or session objectives.	The responses include some analysis or synthesis of course materials, personal research and experience. Responses are pertinent to the assignment, represent original thought, and clearly align with more than one course or session objective.	The responses include a significant amount of material copied from course materials or outside sources without condensing through analysis or synthesis. Responses are off-topic and align with one or fewer course or session objectives.	The responses show no evidence of understanding course material or analyzing participant's own experience through the lens of course materials. Responses are not directly relevant to assignment and do not align with course or session objectives.	Assignment is missing or not complete.

Participant demonstrates an understanding of the TiD Framework and how to apply it to design projects.				
4	**3**	**2**	**1**	**0**
Responses show a clear understanding of the TiD Framework, as evidenced by the accurate inclusion of 9 or more domains in their response.	Responses show an understanding of the TiD Framework, as evidenced by the accurate inclusion of 4-8 domains in their response.	Responses show an inadequate understanding of the TiD Framework, as evidenced by the accurate inclusion of 1-3 domains in their response.	Responses show no evidence of an understanding of the TiD Framework, as evidenced by the lack of inclusion or explanation of any of the domains in their response.	Assignment is missing or not complete.