

DOI: <https://doi.org/10.28925/2412-0774.2024.3.1>

UDC 378.091.214:373.3.011.3-051]:005.336.4-027.63

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TRAUMA-INFORMED SYLLABUS DESIGN FOR PRE-SERVICE TEACHERS

There is a growing body of literature that recognises the influence of trauma on the learning process. The article analyses foreign approaches to the development of curricula based on a trauma-informed approach. The relevance of the study is driven by the need to institutionalise the training of future teachers based on a trauma-informed approach in response to the challenges faced by education in the process of recovery from the COVID-19 pandemic and in connection with the full-scale war in Ukraine. The article aims to outline foreign practices of implementing a trauma-informed approach at the level of curricula and present practical ways to implement such practices in curricula and syllabi design in Ukraine. The study is based on the qualitative methodology of comparative pedagogical research with the use of grounded theory. The empirical data of the study were obtained from the analysis of scientific databases and websites of higher education institutions where programmes are developed on the basis of a trauma-informed approach. The results of the study outline ways to implement the principles of the trauma-informed approach in the programme and present the first experience of implementing certain elements of the approach in the training programme for future teachers. Some of the ways of implementing trauma-informed principles to syllabi design are to employ a friendly tone in the welcome message to students; articulate detailed expectations regarding assignments and grading policy; survey students to learn about their preferred accommodations and triggering topics; outline expectations regarding course support, attendance, participation, camera policy, and accommodations in cases of force majeure; provide links to university policies concerning students; provide students with flexible deadlines, task completion options, and formative assessment. The prospect of the research is to analyse the experience of students who studied under the proposed programme, as well as within the trauma-informed educational environment created by it.

Keywords: *Missouri model, principles of teacher training, syllabi design, teacher training, trauma-informed approach, Universal design.*

INTRODUCTION

Due to the full-scale Russian Federation's war against Ukraine, there is a need to re-evaluate the approaches towards teaching at all levels and teacher training throughout the country. Major changes in teaching approaches were prompted by a swift change to online education in response to COVID-19. Practices of online education allowed the educational process to resume less than a month after the full-scale invasion in 2022 (In most oblasts of Ukraine the educational process resumed – Minister Shkarlet, 2022). A significant challenge that emerges from teaching students under continuous threat to their safety is their inability to achieve optimal learning outcomes. Furthermore, the results of the mixed-method study that took place in Kyiv revealed that ongoing stress and trauma resulting from living under the constant threat of conflict can significantly impact students' mental health, requiring additional support and resources to address their emotional well-being and ensure that they can effectively engage in the learning process (Khoruzha, et al., 2023).

Teaching students in war conditions demands the exploration of new approaches to teaching and nurturing students’ resilience. It is noteworthy that the Draft Ukraine Recovery Plan covers the domain of Education and Science which outlines general perspectives on the implementation of social-emotional and ethical learning, career guidance, and cultivation of soft skills, among other initiatives. These key actions are aimed at mitigating the impact of war on individual students and the broader educational landscape (The National Council for the Recovery of Ukraine from the Consequences of the War, 2022). However, coordinated efforts to implement a single vision of the approach tailored to the needs of a diverse cohort of students who may have experienced traumatic events are lacking. To date, it is not well-established which approach would benefit students more. However, the influence of teachers on students’ mental states and regulation abilities should not be underestimated. Hence, an important factor in successful efforts to mitigate the influence of war on students and teachers is ensuring sufficient staffing and teacher training in crisis response.

In this paper, the author argues that changing the approach to teacher training based on the trauma-informed approach would equip pre-service teachers with the necessary competencies to address the issues arising in classrooms from trauma. As evidenced by the analysis of the Scopus database, the trauma-informed approach to education has received considerable critical attention since the introduction of the Covid-19 lockdown (Figure 1). Increasing interest in the trauma-informed approach has been driven by its instrumental role in enhancing our understanding of student behaviour and effectively responding to it (Forbes & Maki, 2020).

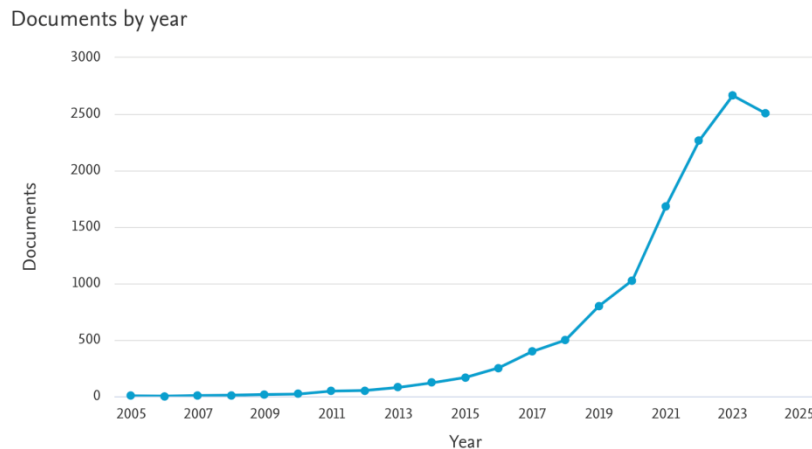


Figure 1. **Trends in Indexing Articles on Trauma-Informed Education in Scopus (2005-2024)**

Source: Analysis of Scopus search results «trauma-informed AND education AND PUBYEAR > 2004 AND PUBYEAR < 2025» (Scopus, 2024).

One of the main gateways to implementing the trauma-informed approach within the education system is its institutionalisation. As outlined in the Missouri model, implementing the trauma-informed approach involves distinct levels at an institutional level. Table 1 summarizes the characteristics of each level.

Table 1

The Missouri Model for Trauma-Informed Schools

| Level | Characteristic |
|------------------|---|
| Trauma Aware | School staff have been informed about trauma and are able to comfortably speak to its impact and have begun to consider how to translate that information into changes within the school. |
| Trauma Sensitive | Schools have begun to explore the principles of trauma-informed care and how they have been applied to existing practices. The school designates core leaders to guide the change |

| | |
|-------------------|--|
| | process. Leadership shows a high level of buy-in. Schools have shared with their communities and stakeholders that they have begun this journey and have worked with them to develop a shared vision of accountability. |
| Trauma Responsive | Schools have begun to change existing practices and policies and implement new ones to better support staff and students. Schools are starting to integrate a trauma-informed approach throughout all existing programmes in a school. Individual staff members are beginning to clearly demonstrate changes in their actions and behaviours. Communities and stakeholders become increasingly involved and integrated into the process. |
| Trauma Informed | Schools begin to see results from the changes they have implemented. The core team continues to seek new opportunities to improve. All staff members within the building are brought in and demonstrating practices that reflect the needs of students. Data about the school are used to drive decision-making. |

Source: adapted from The Missouri Model for Trauma-Informed Schools, 2019.

Among the main tools used by individual instructors to outline the introduction of trauma-informed practices across all levels of the Missouri model is a syllabus aligned with a broader spectrum of policies introduced by the organization. The author aims to learn about common practices of implementing the trauma-informed approach at the level of the course syllabus.

Previous scholarship has demonstrated the importance of a syllabus in creating a good rapport with students and creating trauma-informed environments (Schendel, 2020; Carello & Thompson, 2022; Hitchcock, et al., 2021; Hunter, 2022). However, Ukrainian scholarly discourse scarcely references designing trauma-informed syllabi. Hence, this paper **aims** to outline foreign practices of incorporating the trauma-informed approach into higher education institution syllabi and discuss possible ways of their dissemination in the creation of syllabi in Ukraine.

METHODOLOGY

This paper is grounded in the qualitative methodology of comparative education, with an emphasis on grounded theory.

Data collection. The data were collected by analysing scientific databases, institutional repositories, educational journals, and relevant websites of organisations. The collection process involved a comprehensive analysis of previous research papers, curriculums, and syllabi that implemented the trauma-informed approach in pre-service teacher preparation. The criteria for inclusion were as follows: (1) the educational component designed for higher education institutions and (2) the component incorporates the trauma-informed approach or its elements, even if not explicitly stated in the syllabi.

Data analysis. The collected data was analyzed to identify themes related to integrating trauma-informed practices in pre-service teacher syllabi design. Thematic analysis based on the principles of a trauma-informed approach for higher education institutions was employed to examine the content of the selected materials and gain insights into what practices can be implemented in pre-service teacher training in Ukraine.

RESULTS AND DISCUSSION

This section presents the findings of the paper based on the principles of the trauma-informed approach. Grounding principles of the trauma-informed approach were formulated by Fallot and Harris (2006) and further aligned with current practices of higher educational institutions, resulting in the following principles: physical, emotional, social, and academic safety; trustworthiness and

transparency; support and connection; collaboration and mutuality; empowerment, voice, and choice; cultural, historical, and gender issues; and resilience, growth, and change (Carello & Butler, 2015).

Physical, emotional, social, and academic safety. According to scholars, ensuring safety is imperative for facilitating students' learning (Forbes & Maki, 2020). Practitioners have envisaged several ways to ensure the predictability of the classroom and promote a feeling of safety for students at the level of syllabi policies.

One of the first things students notice about the syllabus is its language and style. Establishing an assertive and nonviolent communication style (e.g. using 'I' instead of 'You' where possible, 'You need' instead of 'You must') in the syllabus (Carello & Thompson, 2022, p. 206). Among the examples the scholars give is "To give timely feedback and assign full credit, I need the assignment submitted by the due date" (Carello & Thompson, 2022, p. 206). A similar suggestion is found in Schendel, who suggests using a friendly tone in the syllabi with a certain level of informality and highlighting joint ownership over the learning process by incorporating the 'we' language in the syllabus (Schendel, 2020, p. 3).

Scholars and practitioners further advocate for integrating this principle by outlining ways for students to receive feedback from the instructor in the syllabus. Additionally, transparency is achieved through clearly articulating detailed expectations regarding assignment sheets and grading rubrics (Carello, 2020).

Apart from the organisational issues outlined in the syllabus, an important source of ensuring safety is the course content. However, some of the content might potentially trigger students who experienced trauma. Scholars and practitioners suggest giving a content warning when teaching such material and letting students know in advance about potentially triggering content in the syllabi (Carello & Thompson, 2022).

Analysis of these suggestions and assessing their application in Ukrainian higher education institutions and syllabus design, in particular, shows various ways of their implementation. For instance, currently, the syllabi language generally addresses the students in general aligned with norms of the Ukrainian language for professional purposes. It is characterised by a large number of Passive Voice structures and non-personal forms of verbs. Even though course instructors cannot change the language register of the syllabi, the author suggests writing a short welcome message to students and guiding them through the syllabus, highlighting its structure and drawing their attention to important information.

Dear students,

Welcome to Borys Grinchenko Kyiv Metropolitan University and Foreign Language (English) course! I'm Tetiana Holovatenko, your instructor for this academic year, and I'm thrilled to have you in this course. I'm excited to guide you through what promises to be a rewarding and engaging experience.

About the Course

This course is designed to develop the ability to use a foreign language effectively and flexibly in various situations of social, academic, and professional communication at the B2 level. You can expect to explore a range of topics, from becoming a student, landing your first job, attending a conference to building strong communication skills. By the end of the semester, you should be able to demonstrate basic skills of communication at B2 level.

Syllabus Overview

The syllabus is your roadmap for the course. Here's a quick guide on what to expect:

- Course Schedule: Find the course schedule and exam dates in the [Course Scheduler](#).
- Course Topics: Find topics, assignment due dates, and key deadlines in [e-course](#). Keep this handy to stay on track.
- Grading Policy: Understand how your assignments will be evaluated in Annex 9.1 and in part 6.2 to this syllabus.
- Required Materials: Ensure you upload handouts from the [e-course](#) before all the classes. Reach out if you have difficulty accessing any materials.
- Class Policies: You need to either attend all classes or submit all assignments online in the e-course. Make sure your submissions stick to University academic integrity rules otherwise they will not be graded.

Figure 2. **Example of the Welcome Message to Students**

Source: Foreign Language syllabus for pre-service teachers majoring in Music. Borys Grinchenko Kyiv Metropolitan University, 2024.

Teaching English as a Foreign Language (EFL) means students add a personal dimension to each topic, and any topic can trigger and provoke intrusive memories. As a result, providing content warnings may not yield the expected outcomes. In turn, course instructors in their welcoming messages to students might ask them to fill in the survey, indicating what accommodations they need and what topics they anticipate as potentially triggering for them.

How to Get the Most Out of This Course

- Do the survey: Please indicate topics which might potentially be triggering for you in this course and indicate necessary accommodations if any.
- Manage Your Time: With the course schedule in hand, plan your study time effectively. Procrastination can lead to stress, so stay on top of your work.

Figure 3. **Extract from the Welcome Message to Students**

Source: Foreign Language syllabus for pre-service teachers majoring in Music. Borys Grinchenko Kyiv Metropolitan University, 2024.

Trustworthiness and transparency. Many recent studies (e.g. Schendel, 2020; Carello and Thompson, 2022) have demonstrated that the course syllabus is the main document that ensures trustworthiness and transparency between course instructors and students. Students see the syllabus before the instructors' teaching strategies and course content; as a result, it is important to ensure the implementation of this principle in a way tailored to the needs of students.

One of the ways of ensuring such transparency in the syllabus is by providing essential course information (e.g. name of the college, the title of the course, the semester and the year) and reminding students to save a copy of it for further academic reasons (Carello & Thompson, 2022). Additionally, scholars encourage providing students with a short course catalogue description and course objectives, identifying if the course is offered offline, online, synchronously, or asynchronously (Carello & Thompson, 2022). Shendel's comprehensive study (2020) found that mentioning the amount of in-class and out-of-class time students are expected to dedicate to the coursework is beneficial for ensuring a safe space for students.

Another way to ensure transparency in the classroom, according to Schendel, Carello and Thompson, is outlining clear expectations regarding course support, attendance, participation, camera policy, and accommodations in force majeure cases on the syllabus (Carello & Thompson, 2022; Schendel, 2020). According to Roy and Cofield (2021), and Holovatenko (2024), it is important to provide students with individual choices for assignment topics and reasonable accommodations.

Additionally, Schendel suggests colour-coding tasks to be done before the class, as in-person synchronous tasks, as well as readings to be completed (Schendel, 2020, p. 6). Furthermore, the scholar suggests providing a backup plan for alternative class participation in case of force majeure and class online etiquette (Schendel, 2020, p. 6).

In conclusion, the recent research has underscored the pivotal role of a course syllabus in fostering trustworthiness and transparency between instructors and students. Scholars advocate for providing concise course descriptions, clarifying course modalities, and delineating expected time commitments. Moreover, transparency extends to articulating clear expectations regarding support, attendance, participation, camera policies, and accommodations for unforeseen circumstances.

Critical analysis of the current research shows that Ukrainian standards of syllabi creation are, to some extent, aligned with foreign practices. For instance, all syllabi are required to have a front page indicating the name of the university, its structural division (e.g. faculty or institute, department, etc.), course name, curriculum and major, academic year effective, and course essential credit information (number of teaching hours, number of self-study hours, the aim and the scope of the course). However, the introduction to the syllabus usually does not indicate whether the course is taught offline, online or in blended mode. Hence, it is suggested to outline this information in the introduction to the course.

Usually, course syllabi in Ukraine do not or insufficiently incorporate expectations regarding course support, attendance, participation, camera policy, and accommodations in cases of force majeure. Hence, the author suggests incorporating it either in e-learning courses, syllabi, or in the syllabus statement or welcome message to students. Examples are provided in Figures 4 and 5.

- Ask Questions: Don't hesitate to ask questions or seek help via email or in our group chat if you're struggling with a concept or assignment. We're here to learn together.
- Collaborate with Peers: Form study groups and collaborate on projects where appropriate. Learning is a social process, and your peers can be a great resource.
- Attendance policy in force majeure cases: You are encouraged to let your instructor know about your absence in advance and ask for an alternative online assignment.

Figure 4. **Extract from the Welcome Message to Students**

Source: Foreign Language syllabus for pre-service teachers majoring in Music. Borys Grinchenko Kyiv Metropolitan University, 2024.

| <u>Завдання для самостійної роботи</u> | | <u>К-ть годин</u> | <u>К-ть балів</u> |
|---|---|-------------------|-------------------|
| Семестр 1 | | | |
| САМОСТІЙНА РОБОТА ДО ЗМІСТОВОГО МОДУЛЯ 1. | | | |
| Personal Identification. Самоідентифікація | | | |
| 1 | Пройти тест на визначення рівня володіння англійською мовою та скласти 5 порад (у формі аудіозапису або тексту) як студент самостійно може підвищити власний рівень володіння англійською мовою. Take an English language proficiency test and write 5 tips (in the form of an audio recording or text) on how a student can improve their English language skills on their own. | 2 | 5 |
| 2 | Ознайомитися з граматикою Narrative tenses та написати або записати аудіозаписом історію за темою на вибір. Learn about Narrative tenses grammar and write or record a story on a topic of your choice. The first time my parents met. The first time I met my friend. A time when I forgot something important. A time you had a good or funny experience using a foreign language. A time a stranger helped you or you helped a stranger. | 3 | 5 |
| 3-4 | У парі/групі до 4 осіб розробити відеопрезентацію особистого бренду студента-музиканта та презентувати її особисто (у форматі виступу або відеозапису виступу). In a pair/group of up to 4 people, develop a video presentation of the student musician's personal brand and present it in person (giving a speech or video recording of a speech). | 3 | 10 |

Figure 5. Extract from the Foreign Language syllabus for pre-service teachers majoring in Music

Source: Foreign Language syllabus for pre-service teachers majoring in Music. Borys Grinchenko Kyiv Metropolitan University, 2024.

Support and connection. The literature on trauma-informed syllabi design has highlighted several ways of implementing the principle of support and connection, such as integrating Universal Design, outlining the provision of accommodations, informing students about sources of help, and outlining the policy for office hours.

Recent evidence suggests the importance of tailoring a syllabus to the needs of students by making it “liquid”. Schendel coined the expression “liquid syllabus” for items that are 1) created to be opened on various devices, and 2) incorporate Universal Design with various modes of information presentation (Schendel, 2020, p. 4). Carello and Thompson (2022) argued that Universal Design supports and empowers students with not documented or documentable disabilities and acknowledges the diversity of students.

This idea is closely tied to accommodating students to achieve their best learning outcomes. Schendel (2020) suggests that conducting a critical examination of the syllabus to recognise those who may be excluded and customising accommodations to meet their needs is a crucial measure in supporting students with diverse requirements (p. 11). Holovatenko (2024) analysed the experience of U.S. universities in providing student accommodations and outlines ways to introduce successful cases into the Ukrainian education system.

Additionally, scholars claim the importance of informing students about the campus resources for students. Curriculum statements, such as the Basic Needs Statement, the Mental Health Statement, and the Diversity Statement, acknowledge the importance of meeting basic needs to learn effectively and

encourage students to refer to the course instructor or the leadership to work out solutions for meeting these needs (Schendel, 2020, p. 13).

The idea of supporting students is also manifested in the concept of office hours. According to Schendel, it is important to find the best way to hold office hours: either face-to-face or online, individually, or in small groups (Schendel, 2020, p. 6). However, the scholar claims the importance of outlining the policy regarding office hours in the syllabus.

A critical analysis of recommendations for the development of Borys Grinchenko Kyiv Metropolitan University curricula / syllabi shows that the provision of accommodations and various statements for students is outside of its scope (Borys Grinchenko Kyiv Metropolitan University, 2024). However, there is an opportunity to include these statements in the annexes to the curricula / syllabi. To avoid extending the curriculum too much, instructors can provide statements in the form of links to the university website (Figure 6). Additionally, it is important to clearly state the instructor office hours in the syllabus.

9.4. Політика безпеки Університету

| Документ/ Document | Посилання/Link |
|---|---|
| Положення про організацію освітнього процесу / Provisions on the organisation of the educational process | https://shorturl.at/Gnv0o |
| Алгоритм дій при сигналі Повітряна тривога / Procedure for acting on the Air Alert signal | https://shorturl.at/V1BYn |
| Контакти психологічної служби Університету / University psychological service contacts | https://shorturl.at/jg7rN |
| Положення про академічну доброчесність / Code of Academic Integrity | https://shorturl.at/7mWDV |
| Кодекс корпоративної культури університету / Code of University Internal Culture | https://shorturl.at/Ov2aY |
| Контакти відповідальної особи для повідомлення про факти дискримінації, сексуальні домагання, булінг та інші прояви неетичної поведінки / Reporting discrimination, sexual harassment, bullying and other unethical behaviour | https://t.ly/D2bZI |

Figure 6. Syllabi annex on University policies

Source: Borys Grinchenko Kyiv Metropolitan University, 2024.

Collaboration and mutuality. A basic need of students with previous traumatic experiences is a sense of belonging. It is noteworthy that a sense of belonging is enforced through various pedagogical means, including classroom management. Hence, integrating it into the syllabus presents significant challenges. Scholars and practitioners concur on the importance of cultivating a shared culture of collaboration in the classroom environment as one way of developing students' sense of belonging (Carello & Butler, 2015; Forbes & Maki, 2020; Hunter, 2022). Practical ways of ensuring the collaboration outlined in the syllabi are by encouraging student-led discussions and involving students in creating or revising assignments and grading (Carello, 2020).

A critical analysis of the guidelines for developing course syllabi shows that it is possible to share a shared sense of collaboration by giving students opportunities to peer review and assess some

assignments. Transparent grading criteria and rubric usage empower students and make them agents of the educational process. Figure 7 presents an example of a grading rubric for a collaborative assignment in an English course.

| Критерії оцінювання групової проєктної роботи | | | |
|---|--|--|--|
| Бали | Presentation/ Презентація | Team-working/ Робота учасників | Content / Зміст |
| 5 | Розповідь студентів логічно аргументована, присутні зв'язки (<i>because, so, although...</i>). Речення граматично вірні. Переважають складні речення. Вимова чітка, використано широкий спектр мовних засобів. | У відео кожен учасник задіяний над підготовкою проєкту та виступає зі своєю ретельно продуманою роллю. Взаємодію команди над проєктом можна побачити через злагоженість відео та рецензування робіт інших учасників. | Зміст відео відповідає заявленій темі. Тему розкрито повністю. Зміст мовлення кожного студента в межах 10-15 речень. |
| 4 | Розповідь зв'язна. Переважають однотипні речення. | Обов'язки у підготовці відео розподілені порівну. На відео кожен учасник має приблизно однаковий час мовлення. | Зміст відео відповідає заявленій темі. Тему розкрито повністю. Зміст мовлення кожного студента в межах 7 -10 речень. |
| 3 | Розповідь студентів логічно мало пов'язана. Переважають прості граматично правильні речення. | У підготовці проєкту не порівну розподілено обов'язки. Участь кожного у відео теж суттєво відрізняється. | Зміст відео відповідає заявленій темі. Тему розкрито не повністю або зміст мовлення кожного студента в межах 5-7 речень. |
| 2 | Мовлення студентів не зв'язне. Переважають прості односкладні речення. | На відео знято монолог 1 людини, решта виконавців лише беруть номінальну участь у підготовці проєкту. | Зміст відео практично не пов'язаний з темою. Зміст мовлення студентів у межах <5 речень. |
| 1 | У відео відсутнє мовлення студентів, лише графічний ряд. | У підготовці проєкту взяла участь фактично 1 людина, яка виступає на відео. | Зміст відео логічно не пов'язаний з темою. |

Загальна сума балів множиться на $k=1.5$

Figure 7. Grading rubrics in a syllabus

Source: Foreign Language syllabus for pre-service teachers majoring in Music. Borys Grinchenko Kyiv Metropolitan University, 2024.

Another principle of the trauma-informed approach is **empowerment, voice, and choice**. Restoring control over life is essential for building the resilience of students. Empowering students by providing them with choices can be implemented by offering them with flexibility on readings, the format of doing tasks, allowing late days for submitting work past due dates without penalty; and facilitating large and small group discussions so that students have multiple opportunities and modes of speaking (Carello, 2020). Additionally, Schendel also suggests providing students with course-required texts available both paperback and digitally as one of the ways of being considerate of their position. Furthermore, some parts of the book can be scanned and provided to students to work on (Schendel, 2020, pp. 7-8). This can help students feel confident that they receive sufficient support from instructors and are agents of the learning process.

Some ways to implement this principle in the Ukrainian syllabi, as mentioned previously is by providing alternative assignments and accommodations to students (Figures 5 and 4).

The implementation of the principle ‘**Cultural, historical, and gender issues**’ aims at demonstrating responsiveness to instructors’ and students’ identities. For instance, using correct pronouns or preferred names of students. Scholars and practitioners emphasize the importance of respecting the identity of both instructors and students by explicitly mentioning how they want to be addressed. Instructors can model this in the syllabus or Zoom by adding their preferred name with or without their position/title and pronouns (e.g. first-name basis, status, etc.) (Carello & Thompson, 2022; Schendel, 2020). Carello suggested a wider approach to implementing this principle by being aware of biases and their impact on teaching and learning; as well as employing alternative grading methods (Carello, 2020).

The analysis of the suggestions of scholars shows that the implementation of this principle is predominantly concerned with pedagogical ways of ensuring that the classroom is sensitive to students’ backgrounds. This can be ensured by surveying students at the beginning of the course, which was outlined as a suggestion before. Additionally, instructors might want to include their preferred pronouns in the course syllabus, although it is not common in Ukrainian culture. Thus, the implementation of this principle in the Ukrainian context can be accomplished through classroom instruction.

The last principle, according to Fallot and Harris (2006) is **resilience, growth, and change**. Ensuring this principle is imperative for ensuring the post-traumatic growth of an individual. The American Psychological Association defines resilience as “the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands” (American Psychological Association, 2024). From a pedagogical perspective, promoting resilience occurs through various continuous accommodations and classroom interventions for all students, as well as through creating a safe learning environment.

Hitchcock et al. (2021) argue that an effective and instrumental way to develop students’ resiliency is by incorporating formative assessment and feedback. Scholars encourage prioritizing relationships over grades, critical thinking, and learning over perfection in the learning process.

The author of this article suggests incorporating student accommodations such as flexible deadlines, task completion options, and the use of rubrics. It also emphasizes the importance of providing feedback focused on actionable steps for students to enhance their performance.

Moreover, these recommendations can be integrated into the syllabus to some extent. For example, establishing clear guidelines for assessment frameworks, including formative assessments, can help apply this principle in Ukrainian syllabi. Nonetheless, fostering resiliency is an ongoing process that requires various approaches.

CONCLUSIONS

Educating students who have experienced traumatic events presents various challenges due to the impact of trauma on their learning process. To support these students, educational methods must be adapted to create a safe and trauma-informed environment. This paper aims to outline foreign experiences with trauma-informed principles and discuss how to apply these practices to syllabus creation in Ukraine. Using grounded theory methodology, the author analyzed scholarly research and practices related to trauma-informed syllabi design. The main findings include ways to incorporate 7 basic principles of trauma-informed education in syllabi by including a short welcome message for students, the course syllabus is summarized, and key points are highlighted by the instructor; conducting the survey on potentially triggering topics for students; clearly outlining expectations regarding course supports, attendance, participation, camera policy, and accommodations in force majeure cases; adding policy statements in the syllabi annexes; indicating instructors’ office hours in

the syllabus; incorporating transparent grading criteria and formative assessment into the course syllabi; offering alternative assignments/ ways to do them, alternative readings.

Further research is necessary to evaluate how students respond to suggested trauma-informed interventions introduced both in the course syllabi and classroom settings.

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Received 13.07.2024

Accepted 31.10.2024

РОЗРОБЛЕННЯ РОБОЧОЇ ПРОГРАМИ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ ДЛЯ МАЙБУТНІХ ВЧИТЕЛІВ НА ЗАСАДАХ ТРАВМА-ІНФОРМОВАНОГО ПІДХОДУ

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У статті проаналізовано зарубіжні підходи до розроблення робочих програм навчальних дисциплін на засадах травма-інформованого підходу. Актуальність дослідження зумовлена необхідністю інституалізації підготовки майбутніх вчителів на засадах травма-інформованого підходу у відповідь на виклики, які постали перед освітою в процесі відновлення після пандемії COVID-19 та у зв'язку із повномасштабною війною в Україні. Стаття має на меті окреслити зарубіжні практики впровадження травма-інформованого підходу на рівні робочих програм навчальних дисциплін та представити практичні шляхи впровадження таких практик у розроблення програми в Україні. Дослідження ґрунтується на методології якісного компаративного педагогічного дослідження із застосуванням обґрунтованої теорії. Емпіричні дані дослідження отримано за результатами аналізу наукових баз даних та вебсторінок закладів вищої освіти, де програми розроблено на засадах травма-інформованого підходу. Результати дослідження окреслюють шляхи реалізації принципів травма-інформованого підходу в програмі, а також презентують перший досвід впровадження окремих елементів підходу в програму підготовку майбутніх вчителів. Окремими способами впровадження травма-інформованих принципів у розроблення навчальних програм є використання дружнього тону у вітальному зверненні до студентів; формулювання детальних очікувань щодо форм виконання завдань і політик оцінювання; проведення опитування студентів, щоб дізнатися, які шляхи індивідуалізації освітнього процесу їх необхідні та які теми можуть бути чутливими для них; окреслення очікувань щодо підтримки впродовж вивчення курсу, відвідування, участі, політики щодо камер та запису, виконання завдань у випадку форс-мажорних обставин; надання посилань на політики університету стосовно студентів; надання студентам гнучких термінів, варіантів виконання завдань і впровадження формувального оцінювання. Перспективою досліджень є аналіз досвіду здобувачів освіти, які навчалися за запропонованою програмою, а також у межах травма-інформованого освітнього середовища, створеного нею.

Ключові слова: модель Міссурі, підготовка вчителів, принципи травма-інформованого підходу, розроблення програми, травма-інформований підхід, універсальний дизайн.