
RUN LEARNING AND TEACHING AWARDS 2023

Name: Trauma-Informed Pedagogy Team

Institution: University of Southern Queensland

Title: Trauma-Informed Pedagogy in Higher Education

Application Category: Innovation in Learning and Teaching

Abstract: Our cross-disciplinary team developed a trauma-informed approach to teaching that mitigates harm for students engaging with sensitive content and reduces reactive disengagement from the learning process, thus building students' personal and professional capacity to manage their affective response to difficult content, difficult conversations, and difficult encounters in practice.

This approach uses a simple three-stage self-development tool called a Trauma-Informed Reflective Practice Journal (TIRPJ) (the intervention). The TIRPJ distinguishes itself from well-worn reflective strategies by blending four evidence-based frameworks to address the complex needs of students engaging with potentially traumatic content: Herman's Triphasic Model of Trauma Recovery (1997), Boler's Pedagogy of Discomfort (1999), Bain's 5 R's for Reflective Thinking (2002), and Douglas et al.'s Reading Resilience Framework (2016).

Together, these strategies offer a targeted approach for building career readiness and resilience, while at the same time remaining broad enough for application across multiple courses, year levels, and disciplines.