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Education 725: Adverse Childhood Experiences

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Course Information

Instructor Information

Instructor: Jesse Mossholder

Office: CPS 446

Virtual Office Hours: [Click here to schedule a meeting](#)

E-mail: jesse.mossholder@uwsp.edu

Course Information

Course Description: Focus on resilience, exploring the core values and beliefs of educators and places an emphasis on understanding how trauma impacts children and their school experience. Provides information and actions as to how to create the best classroom and school support for traumatized students and the school professionals who serve them.

Credits: 3

Expected Instructor Response Times

- I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.
- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Communicate with your Instructor

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in

informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Textbook & Course Materials

Recommended Texts & Other Readings: Other readings will be posted on Canvas.

Essential Questions

1. How does childhood adversity influence brain development and functioning?
2. What is the impact of childhood adversity on social relationships, education, and community well-being?
3. How can effective interventions be designed to mitigate the social effects of childhood adversity?

Course Learning Outcomes (CLOs)

Students will be able to:

1. Explain how adversity can influence brain development and functioning.\
2. Analyze the impact of childhood adversity on social relationships, education, and community well-being.
3. Design effective interventions to mitigate the social effects of childhood adversity.

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

Attendance

Asynchronous—attendance is based on participation through weekly modules.

Topic Outline/Schedule

Important Note: Refer to the Canvas course home page for pertinent information. Activity and assignment details will be explained in detail within each week's corresponding Module. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact your instructor.

Week 1: "Introduction, Collaboration"

- Introductions, collaboration on experiences related to Adverse Childhood Experiences.

Week 2: "Introduction to Adverse Childhood Experiences"

- Several resources that introduce and expand on Adverse Childhood Experiences.

Week 3: "How ACEs & Historical Trauma Affect (Perceived) Culture"

- Read materials related to historical trauma and how it affects perceived culture. By the end of the week's materials, you should be able to identify key concepts to historical trauma, and how trauma affects behavior

Week 4: "Adverse Childhood Experiences & Development"

- Focus will be around development and functioning, and how trauma/ACEs affect brain development.

Week 5: "Positive Childhood Experiences (PCEs)"

- Several resources that introduce and expand on Positive Childhood Experiences.

Weeks 6/7: "Cognitive Behavioral Therapy (CBT)"

- Several resources that provide context and information related to how cognitive behavior interventions can be effective in a classroom setting

Week 8: "Developing Classroom Strategies"

- Creating strategies that allow you to be able to collect data so that you can report on their effectiveness at the end of the semester.

Weeks 9-15: "Final Project"

- This module is intended for you to turn in your report that describes your findings. You need to collect qualitative and quantitative data to identify the effectiveness of each strategy.

Note about calendar/schedule: While it is important to clearly indicate the overall, general schedule for your course, there are several places where you may do this. You may include a topic outline/schedule (like the examples shown above) here that will link to your Syllabus page on Canvas that will populate with assignments as you create them. Your and your students' Canvas calendars will also populate with due dates or events/assignments as you schedule them. Regardless of path, be consistent and update to remain current.

Assignments, Points

Assignment Group	Description	Total Points
General Discussions	Discussions in Canvas or flip done by everybody. (5 discussions, 2 PLC Group discussions.)	45
Assignments	Assignments to expand your learning and processing trauma and resiliency in the classroom. Each assignment is practice	20

	(formative) for the final projects (summative).	
Hand Model of the Brain (Summative)	Create an informative and visually appealing presentation that explains the Hand Model of the Brain and its significance in understanding the effects of stress and trauma on brain function.	30
Final Project (Part I)	Describe the problem, need, and/or the area of interest you are looking to "dive deeper" with your students for several weeks. You will receive full credit for completing the first module on time to ensure you have enough days to implement and study your newly created interventions.	30
Final Project (Part II)	Create two strategies ready to be implemented and researched (collect data) in your classroom. You will turn in your report that describes your findings. You need to collect qualitative and quantitative data to identify the effectiveness of each strategy.	40
Total Points		165

Late Work Policy

Please let me know if there is any situation that is affecting your ability to turn in work. Your academic success is my top priority.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	94-100%
A-	90-93.99%
B+	87-89.99%
B	84-86.99%
B-	80-83.99%
C+	77-79.99%
C	74-76.99%
C-	70-73.99%

D+	67-69.99%
D	60-66.99%
F	0-59.99%

Participation

Students are expected to participate in all online activities as listed on the course calendar. *Enter specific points regarding attendance policy here.*

If you monitor, track, and/or score student participation, explain how you will keep track and how often students should be accessing the course. If appropriate, mention that you will be using discussions, chat sessions, and group work, to monitor their participation in the course.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

Include a statement about the timeframe of when to look for grades.

Example: Your instructor will update the online grades each time a grading session has been complete—typically X days following the completion of an activity. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

Student Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email
- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- upload documents to Canvas to submit an assignment
- participate in synchronous online discussions

Technology

Canvas Support

Click on the help button in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
Ask your Instructor a Question (Submit a question to your instructor)	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) (Live Chat with Canvas Support 24x7!)	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email (Canvas support will email a response)	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone (Find the phone number for your institution)	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides (Find answers to common questions)	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides .
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
 - webcam
 - microphone
 - printer
 - a stable internet connection (don't rely on cellular)

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website.

<https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

Since we are using programs outside of our UWSP Canvas page, I strongly recommend that you use log-in information that is NOT tied to your UWSP credentials. I have provided their privacy policies below:

[Flip Privacy Policy](#)

Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

Grading Policies

Completing Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Student Support Resources

[Academic and Career Advising Center \(ACAC\)](#)

209 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481
715-346-3226
acac@uwsp.edu

[Counseling Center](#)

Delzell Hall
910 Fremont Street
Stevens Point, WI 54481
715-346-3553
counsel@uwsp.edu

Mental Health Resources for Students

[Mantra Health](#)

Teletherapy & Telepsychiatry

- Diverse therapists
- After-hours availability
- Medication evaluations & prescriptions

[You@UWSP](#)

Self-help & Well-being Platform

[Didi Hirsch Mental Health Services](#)

24/7 Mental Health Support :

- Call or text: 888-531-2142
- [Start a chat session](#)
- Crisis care available

[Dean of Students Office](#)

2100 Main Street
Old Main, Room 212
Stevens Point, WI 54481-3897
Phone: 715-346-2611
DOS@uwsp.edu

*Equal Access and Disability Accommodations

If you have a condition that may impact your learning and/or participation in course activities, please contact the [Disability Resource Center](#) (DRC). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University's legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports.

Accommodations are rarely applied retroactively so it is vital that students make timely requests.

Please let me know if you have questions. The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and drc@uwsp.edu.

Student Health Service

Delzell Hall
910 Fremont St
Stevens Point, WI 54481
715-346-4646

Tutoring-Learning Center (TLC)

The Tutoring-Learning Center (TLC) helps students in all disciplines become more effective, confident learners. We believe all learners benefit from sharing work with knowledgeable, attentive tutors. The TLC offers four tutoring services:

- Academic Coaching: Build skills in studying, time management, test-taking, online learning, and more.
- Course Content: Practice problems, deepen understanding, and prepare for exams in natural resources, STEM, World Languages, and more.
- Reading/Writing: Brainstorm and refine papers, essays, lab reports, citations, résumés, scholarship applications, personal writing, and more.
- Tech Essentials: Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and Zoom.

To make an appointment, students can self-schedule using Navigate, contact us at tlctutor@uwsp.edu or 715-346-3568, or stop into CCC 234.

Stevens Point Campus Tutoring-Learning Center

234 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481
715-346-3568
tlctutor@uwsp.edu

Marshfield Campus Tutoring-Learning Center

Library
2000 W. 5th Street
Marshfield, WI 54449
715-898-6036
roleary@uwsp.edu

Wausau Campus Tutoring-Learning Center

Library
518 S. 7th Ave
Wausau, WI 54401
715-261-6148

lorandal@uwsp.edu

Additional UWSP Policies

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be

presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Dropping UWSP Courses

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling

reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability Resource Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 108 CCC.

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for EDUC 725 are protected intellectual studeproperty at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document

4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 234 CCC, ext 3568	Academic and Career Advising Center, 209 CCC, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link: [Bias Incident Reporting Link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if we have discussed the conditions that call for an incomplete grade for the semester. All

incomplete course assignments must be completed within 3 months following the end of the semester.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). [*Netiquette: Make it part of your syllabus.*](#) Journal of Online Learning and Teaching, 6(1).

Shea, V. (1994). [*Netiquette.*](#) San Francisco, CA: Albion Books.

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).