I. Required Text


Articles on D2L

II. Course Objectives
Following the American School Counseling Association (ASCA) National Model and ASCA Professional Competencies, students will gain in-depth knowledge on how to use data to implement trauma-informed and trauma-sensitive schools to increase academic performance, improve behaviors, and create character development programming across the all grade levels.

III. Course Requirements
a. Attendance and Individual Participation

b. Group Participation

c. Weekly Posts

d. Trauma-Informed Framework Paper

e. Trauma-Informed Discipline Training

f. Guidance Lesson: Trauma-Informed Topic

g. Group Counseling: Trauma-Informed Topic
h. **Extra Credit Assignment**

Wellness Plan

### IV. Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Potential Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>150</td>
</tr>
<tr>
<td>Individual and Group Participation</td>
<td>150</td>
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<tr>
<td>Weekly Posts</td>
<td>300</td>
</tr>
<tr>
<td>Trauma-Informed Framework Paper</td>
<td>100</td>
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<tr>
<td>Trauma-Informed Discipline Training Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Trauma-Informed Guidance Lesson</td>
<td>100</td>
</tr>
<tr>
<td>Trauma-Informed Group Counseling Lesson</td>
<td>100</td>
</tr>
<tr>
<td>Extra Credit: Self-Care Plan</td>
<td>10</td>
</tr>
<tr>
<td><strong>Potential Total Points</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

### V. Resources

MTSU has a variety of resources to help students complete assignments:

- Walker Library – [www.mtsu.edu/libraries](http://www.mtsu.edu/libraries)
- Walker Library’s Distance Learning Site: [http://ulibnet.mtsu.edu/distance](http://ulibnet.mtsu.edu/distance)
- University Writing Center in Peck Hall 325
  - 615-904-8237
  - uwcenter@mtsu.edu

#### Electronic Resources

2. Tennessee School Counselor Connection will keep you up-to-date with school counseling in Tennessee. Go to [https://www.us8.list-manage.com/subscribe?u=b28b453ee164f9a2e2e2b5057e1&id=2a8bd96e84](https://www.us8.list-manage.com/subscribe?u=b28b453ee164f9a2e2e2b5057e1&id=2a8bd96e84) fill out the form and click submit.
3. New from America’s Promise Alliance is available at [http://www.americaspromise.org](http://www.americaspromise.org). Scroll to the bottom of the home page and click on “email” to register for updates. “Grad Nation” is accessed from this website (select from drop down menu “Programs” at the top of the home page).
4. Education Week is available at [http://www.edweek.org/](http://www.edweek.org/). Sign up for a free e-newsletter found at the upper right corner of the home page header.
5. The George Lucas Educational Foundation sponsors Edutopia “what works in education”. To sign up for the free weekly newsletter, go to [https://www.edutopia.org/](https://www.edutopia.org/)
6. eSchool News is available at [http://www.eschoolnews.com/](http://www.eschoolnews.com/) Click on “free registration” in the top right hand corner.
7. Smart Brief from Association for Supervision and Curriculum Development (ASCD) is available at [http://www.smartbrief.com/ascd](http://www.smartbrief.com/ascd)
8. Center for School Counseling Outcome Research and Evaluation (University of Massachusetts) [http://www.umass.edu/schoolcounseling/](http://www.umass.edu/schoolcounseling/)
9. IRIS Center [http://iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu) is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-
one through the use of effective evidence-based practices and interventions. Register for their email list at https://visitor.r20.constantcontact.com/manage/optin?v=001G1ZkJV0pNjKUA97ZCELvzjo6FuQup4WP

VI. Policies

Confidentiality
Being involved in class discussion and small groups usually entails some amount of personal self-disclosure. Because of the nature of vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information others have shared is a breach of confidentiality and is unethical. If you would like to share with others regarding your experiences, please reveal only your own reactions and understandings, and avoid using names or identifying features of your classmates. It is expected that any person participating in a demonstration, role-play, or group activity will have their confidentiality respected.

Program Dispositions Statements
Students in the Professional Counseling Program are required to demonstrate Program Dispositions (being collaborative, ethical, professional, reflective, self-directed, critical thinkers, and have acceptable counseling skills) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions will be used as a component of the faculty’s continuous evaluation of student progress. (See Professional Counseling Program Handbook for further details.)

Reasonable Accommodations for Students with Disabilities
If you have a documented disabilities described by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact Director, Disabled Student Services, KUC 120 (898-2783) as soon as possible. Course requirements will not be waived, but reasonable accommodations may be provided as appropriate.

Professional Organizations
The MTSU Professional Counseling Program strongly recommends that you obtain membership in the Mu Tau Upsilon Chapter of Chi Sigma Iota. See Dr. Wilson if you are interested in joining. We also recommend participation in the American Counseling Association (ACA), American School Counselor Association (ASCA), the Tennessee Licensed Professional Counselors Association (TLPCA), and/or the Tennessee Counseling Association (TCA). Student memberships are available at a reduced rate and allow you to become actively involved in local, state, and national activities, which serve to enhance your professional repertoire.

Academic Misconduct
The use of a third party to submit a student's work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and Dean of Student Affairs. Students should be familiar with the "MTSU Students Rights and Responsibilities” handbook which outlines academic misconduct including plagiarism, cheating, fabricating or facilitating any such act. The Handbook also provides a statement of community standards of civil behavior and code of computer use.

Academic Honesty
It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:
- **Plagiarism** – the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper acknowledgement.
- **Cheating** – using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Fabrication** – unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitation** – helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

**True Blue Pledge**
As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!

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**Student Learning Outcomes**
COUN 6160 Foundations of School Counseling
2016 CACREP Standards

<table>
<thead>
<tr>
<th>Objectives</th>
<th>2016 CACREP Standard</th>
<th>Activity/Assessment</th>
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</thead>
</table>
| Models of School Counseling Programs                                      | Section 5.G.1.d      | Lecture
Weekly Post
Trauma-Informed Framework Paper                                             |
| Assessments specific to P-12 education                                    | Section 5.G.1.e      | Lecture
Weekly Post
Trauma-Informed Framework Paper                                             |
| School counselor roles as leaders, advocates, and systems change agents in P-12 schools | Section 5.G.2.a      | Lecture
Weekly Post
Trauma-Informed Framework Paper
Trauma-Informed Discipline Presentation
Trauma-Informed Group Counseling Lesson
Trauma-Informed Classroom Guidance Lesson                                     |
| School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies | Section 5.G.2.b      | Lecture
Weekly Post
Trauma-Informed Framework Paper
Trauma-Informed Discipline Presentation
Trauma-Informed Group Counseling Lesson
Trauma-Informed Classroom Guidance Lesson                                     |
| School counselor roles in school leadership and multidisciplinary teams   | Section 5.G.2.d      | Lecture
Weekly Post
Trauma-Informed Framework Paper                                              |
| School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma | Section 5.G.2.e      | Lecture
Weekly Post
Trauma-Informed Framework Paper
Trauma-Informed Discipline Presentation                                        |
| Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders | Section 5.G.2.g      | Lecture
Weekly Post
Trauma-Informed Framework Paper
Trauma-Informed Discipline Presentation
Trauma-Informed Group Counseling Lesson                                        |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Section</th>
<th>Lecture/Weekly Post/Assignments</th>
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</thead>
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<tr>
<td>Legal and ethical considerations specific to school counseling</td>
<td>5.G.2.n</td>
<td>Lecture&lt;br&gt;Weekly Post&lt;br&gt;Trauma-Informed Framework Paper&lt;br&gt;Trauma-Informed Discipline Presentation&lt;br&gt;Trauma-Informed Group Counseling Lesson&lt;br&gt;Trauma-Informed Classroom Guidance Lesson</td>
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<tr>
<td>Design and evaluation of school counseling programs</td>
<td>5.G.3.b</td>
<td>Lecture&lt;br&gt;Weekly Post&lt;br&gt;Trauma-Informed Framework Paper&lt;br&gt;Trauma-Informed Discipline Presentation&lt;br&gt;Trauma-Informed Group Counseling Lesson&lt;br&gt;Trauma-Informed Classroom Guidance Lesson</td>
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<td>Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</td>
<td>5.G.3.c</td>
<td>Lecture&lt;br&gt;Weekly Post&lt;br&gt;Trauma-Informed Framework Paper&lt;br&gt;Trauma-Informed Discipline Presentation&lt;br&gt;Trauma-Informed Group Counseling Lesson&lt;br&gt;Trauma-Informed Classroom Guidance Lesson</td>
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<tr>
<td>Interventions to promote academic development</td>
<td>5.G.3.d</td>
<td>Lecture&lt;br&gt;Weekly Post&lt;br&gt;Trauma-Informed Framework Paper&lt;br&gt;Trauma-Informed Discipline Presentation&lt;br&gt;Trauma-Informed Group Counseling Lesson&lt;br&gt;Trauma-Informed Classroom Guidance Lesson</td>
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<tr>
<td>Techniques of personal/social counseling in school settings</td>
<td>5.G.3.f</td>
<td>Lecture&lt;br&gt;Weekly Post&lt;br&gt;Trauma-Informed Framework Paper&lt;br&gt;Trauma-Informed Discipline Presentation&lt;br&gt;Trauma-Informed Group Counseling Lesson&lt;br&gt;Trauma-Informed Classroom Guidance Lesson</td>
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<tr>
<td>Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</td>
<td>5.G.3.h</td>
<td>Lecture&lt;br&gt;Weekly Post&lt;br&gt;Trauma-Informed Framework Paper&lt;br&gt;Trauma-Informed Discipline Presentation&lt;br&gt;Trauma-Informed Group Counseling Lesson&lt;br&gt;Trauma-Informed Classroom Guidance Lesson</td>
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<td>Techniques to foster collaboration and teamwork within schools</td>
<td>5.G.3.i</td>
<td>Lecture&lt;br&gt;Weekly Post&lt;br&gt;Trauma-Informed Framework Paper&lt;br&gt;Trauma-Informed Discipline Presentation&lt;br&gt;Trauma-Informed Group Counseling Lesson&lt;br&gt;Trauma-Informed Classroom Guidance Lesson</td>
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<td>Strategies for implementing and coordinating peer intervention programs</td>
<td>5.G.3.m</td>
<td>Lecture&lt;br&gt;Weekly Post&lt;br&gt;Trauma-Informed Framework Paper&lt;br&gt;Trauma-Informed Discipline Presentation&lt;br&gt;Trauma-Informed Group Counseling Lesson&lt;br&gt;Trauma-Informed Classroom Guidance Lesson</td>
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<td>Use of accountability data to inform decision making</td>
<td>5.G.3.n</td>
<td>Lecture&lt;br&gt;Weekly Post&lt;br&gt;Trauma-Informed Framework Paper&lt;br&gt;Trauma-Informed Discipline Presentation</td>
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<tr>
<td>Use of data to advocate for programs and students</td>
<td>Section 5.G.3.o</td>
<td>Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation</td>
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