# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# Course Description

This course will focus on the fundamentals of a Multi-Tier System of Support Framework and integrate the critical skills necessary to meet the mental and behavioral health needs of students before, during and after a school associated crisis event. It emphasizes research that informs professional practice and provides fundamental information to promote future scholarship. This course offers a conceptual, empirical, and practical foundation for both scholarship and practice regarding: the role of school psychologists and school counselors as mental and behavioral health providers; creating safe and successful schools; implementing evidence-based prevention and intervention programs within a Multi-Tier System of Support Framework; preparing and evaluating comprehensive school crisis management plans, and; evaluating and responding to crises that may impact schools, students, staff and families.

# Professional Standards Alignment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **California School of Education (CSOE)** | | **California Commission on Teacher Credentialing**  **Pupil Personnel Services Program Standards** | | | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization**  **(as applicable)** | **School Psychology Credential Specialization**  **(as applicable)** | **Assessment Title** |
| **CLO1**: Interpret the potential effects of trauma exposure and the necessity of intervention at multiple levels. | Engagement, Application | 1, 2, 3 & 11 | II-A-19 & III-32 | I-17 | In-Service on At-Risk-Youth |
| **CLO2**: Interpret various crisis prevention, intervention and recovery models. | Engagement, Application | 1, 4, 9 & 13 | II-C-25, 26, 27, 28 & 29 | I-18, I-19 & III-27 | Comprehensive School Site Review |
| **CLO3**: Analyze the critical skills necessary to meet the mental and behavioral health needs of students before, during and after a school associated crisis event. | Engagement, Application | 10, 14 & 15 | II-A-21  II-C-25, 26, 27, 28 & 29 | II-21 & 21 | In-Service on At-Risk-Youth |
| **CLO4**: Evaluate the effectiveness of various prevention and preparation models from a school based to community based intervention perspective. | Engagement, Application | 3, 4, 5, 7, 9, 10 & 12 | II-C-25, 26, 27, 28 & 29  III-32 | I-18, II-23 & III-27 | Comprehensive School Site Review |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Expected In-class (Online) and Preparation Time per Week

|  |  |  |
| --- | --- | --- |
| **Weeks** | **In-Class (Online) Time**  (Discussions, interactions, delivering presentations, viewing lectures, exams) | **Preparation Time**  (reading, major assignments, homework) |
| Week 1 | 6 hours | 11 hours |
| Week 2 | 6 hours | 11 hours |
| Week 3 | 6 hours | 11 hours |
| Week 4 | 6 hours | 11 hours |
| Week 5 | 6 hours | 11 hours |
| Week 6 | 6 hours | 11 hours |
| Week 7 | 6 hours | 12 hours |
| Week 8 | 6 hours | 12 hours |

**Note**. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

* Online time: (15 x 3 of units) / 8 of weeks
* Preparation time: (30 x 3 of units) / 8 of weeks

# Required Course Materials

Brock, S., Nickerson, A., Louvar Reeves, M., Conolly, C., Jimerson, S., Pesce, R., & Lazzaro, B. (2016). *School crisis prevention and intervention: The PREPaRE model*. (2nd ed.). Bethesda, MD: National Association of School Psychologists.

ISBN: 978-0932955197

Aronson, E. (2000). Nobody left to hate: Teaching compassion after Columbine. New York, NY: Holt Paperbacks.

ISBN: 978-0805070996

**Recommended Course Materials**

Brock, S. E., Sandoval, J, & Lewis, S. (2001). *Preparing for crisis in the schools: A manual for building school crisis response teams*. (2nd ed.). New York, NY: John Wiley & Sons Inc.

ISBN: 978-0471384232

Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). *A framework for safe and successful schools* [Brief]. Bethesda, MD: National Association of School Psychologists.

National Association of School Psychologists. (2015). *School psychologists: Qualified health professionals providing child and adolescent mental and behavioral health services* [White paper]. Bethesda, MD: Author.

Brock, S. E., & Jimerson, S. R. (Eds.). (2013). *Best practices in school crisis prevention and intervention* (2nd ed.). Bethesda, MD: National Association of School Psychologists.

Brock, S.E. Lazarus, P.J. & Jimerson, S.R. (Eds). (2002). Best practices in school crisis prevention and intervention. Bethesda, MD: National Association of School Psychologists.

Brock, S.E. Sandoval, J. & Lewis, S. (2001). *Preparing for crisis in the schools: A manual for building school crisis response teams* (2nd ed.). New York: Wiley.

Jimerson, S. R. & Furlong, M. J. (Eds). (2006). *Handbook of school violence and school safety: From research to practice*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Nickerson, A.B. Reeves, M.A., Brock, S.E., & Jimerson, S.R. (2009). *Identifying, assessing, and treating posttraumatic stress disorder at school*. New York: Springer.

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Introduction to School Safety, Violence Prevention, Crisis Intervention 17](#_Toc481782235)

[Week 2: The PREPaRE Model 21](#_Toc481782236)

[Week 3: School Safety Planning & Training 24](#_Toc481782237)

[Week 4: Prevent & Reaffirm 26](#_Toc481782238)

[Week 5: Evaluate 29](#_Toc481782239)

[Week 6: Providing Interventions 31](#_Toc481782240)

[Week 7: Examine 33](#_Toc481782241)

[Week 8: Supporting the Mental Health Provider 35](#_Toc481782242)

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 15 |
| Article Reviews | 20 |
| School Site Review | 50 |
| In-Service | 15 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Childhood Trauma |  | Discussion | 5 |
|  | Assignment: Aronson Paper |  | Discussion | 10 |
|  | Assignment: Comprehensive School Site Review–Part 1: Personal Statement |  | School Site Review | 10 |
| **Week 2** | |  |  |  |
|  | Discussion: Physical & Psychological Safety |  | Discussion | 5 |
|  | Assignment: Comprehensive School Site Review–Part 2: School Psychologist Interview |  | School Site Review | 10 |
|  | Assignment: Research Article Review #1 |  | Article Reviews | 10 |
| **Week 3** | |  |  |  |
|  | Discussion: Planning & Training |  | Discussion | 5 |
|  | Assignment: Research Article Review #2 |  | Article Reviews | 10 |
| **Week 4** | |  |  |  |
|  | Discussion: Resiliency |  | Discussion | 5 |
|  | Assignment: Research Article Review #3 |  | Article Reviews | 10 |
|  | Assignment: Comprehensive School Site Review–Part 3: School Site Evaluation |  | School Site Review | 10 |
| **Week 5** | |  |  |  |
|  | Discussion: Triage Services |  | Discussion | 5 |
|  | Assignment: Research Article Review #4 |  | Article Reviews | 10 |
| **Week 6** | |  |  |  |
|  | Discussion: Interventions |  | Discussion | 5 |
|  | Assignment: Comprehensive School Site Review–Part 4: Comprehensive Personal Reflection |  | School Site Review | 10 |
| **Week 7** | |  |  |  |
|  | Discussion: Preparedness Level |  | Discussion | 5 |
|  | Assignment: Comprehensive School Site Review–Part 5: Recommendations |  | School Site Review | 10 |
| **Week 8** | |  |  |  |
|  | Assignment: In-Service on At-Risk-Youth |  | In-Service | 25 |
| **Total Points** | |  |  | **160** |

Week 1: Introduction to School Safety, Violence Prevention, Crisis Intervention

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the historical perspective of school violence from a social, cultural, and psychological viewpoint. | CLO1, CLO2 |
| * 1. Determine the role of the school psychologist in meeting school mental and behavioral health needs. | CLO2, CLO3 |
| * 1. Explain the impact of early childhood trauma. | CLO1 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| ***Nobody Left to Hate***  **Read** the entire book. | |
| ***School Crisis Prevention and Intervention***  Ch. 1: Background Knowledge | |
| ***You Tube***  **View** *one* the following:   * “[Zero Hour The Massacre at Columbine High 2004 Full Documentary](https://youtu.be/a4K8YE1ZatU)” [46:52] * “[The Final Report - Columbine Massacre - 2007 - Full Documentary](https://www.youtube.com/watch?v=UA6Yq8tNQdg)” [45:53] | |

|  |  |
| --- | --- |
| **Activity: Course Review** | N/A |
| **Download** the course syllabus from the Syllabus page.  **Read** the course syllabus. Carefully read the assignments due each week.  **Consider** which at-risk population you would like to research.  **Respond** to the following prompt in the Course Review discussion forum by Wednesday: What is your plan for successfully completing the course?  **Note**. You do not have to respond to your classmate’s posts but feel free to comment to each other. | |

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| **Preparation: School Psychologist or School Counselor Interview** | N/A |
| **Locate** a School Psychologist or School Counselor to interview for the School Interview assignment due in Week 2.  **Review** assignment details on the Week 2 assignment overview page. | |

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| **Course Projects** | N/A |
| **Comprehensive School Site Review**  **Evaluate** a school site to ensure they are meeting components of the NASP PREPaRE model and the Multi-Tier System of Supports (MTSS) framework for school security and safety. You will complete various components throughout the course:   * Week 1: Part 1–Personal Statement * Week 2: Part 2–School Psychologist Interview * Week 4: Part 3–School Site Evaluation * Week 6: Part 4–Comprehensive Personal Reflection * Week 7: Part 5–Recommendations   **Locate** a site for you to conduct your evaluation. Consider using the same site you are using for your practicum.  **In-Service on At-Risk-Youth**  **Create** an in-service presentation on a group of at-risk youth based on information collected from the Research Article Review assignments. You will share your presentation during Week 8 with your classmates.  **Review** complete assignment directions in Week 8.  **Begin** working on your presentation by thinking about a group of at-risk youth of interest to you. These students could be any one of an unlimited number of students on campus who would be more susceptible to being at risk than their *typical* peers. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Childhood Trauma** | 1.1, 1.2, 1.3 |
| **Respond** to the following prompts about the book *Nobody Left to Hate* in the Childhood Trauma discussion forum by Friday:   * What resonated with you from the book? * What are some of the key learnings and questions you took away from the reading? * What are some initial steps you would take to evaluate a school in terms of the initiatives and systems they have in place to address the preventative measures for a positive school climate? * In your opinion, do you feel schools are doing a better job proactively intervening with students to prevent another Columbine from happening?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: Aronson Paper** | 1.1, 1.2, 1.3 |
| **Write** a reflective summary of the book *Nobody Left to Hate* that addresses the following questions:   * What are the two types of blaming? * What are the two classes if interventions? What are key factors in addressing school violence? * What resonated with you from the book? * What are some of the key learnings and questions you took away from the reading? * What are some initial steps you would take to evaluate a school in terms of the initiatives and systems they have in place to address the preventative measures for a positive school climate?   **Format** your reflection consistent with APA guidelines.  **Submit** your reflection as a Word document by Sunday. | |

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| **Assignment: Comprehensive School Site Review–Part 1: Personal Statement** | 1.2 |
| **Write** a one-to two-page description of your current level of training and experience in the areas of crisis, prevention and intervention.  **Note**. This may be extensive resulting in more than a two-page response, or it may be nothing in which you would have a shorter response. Think outside of the box, it does not have to be formal training. Grading is based on the depth of your response and the information revealed, not purely on the length of your response.  **Consider** those experiences which may make you capable as a school psychologist directly involved with the preparation and response to traumatic events.  **Format** your paper consistent with APA guidelines.  **Submit** your description as a Word document by Sunday. | |

Week 2: The PREPaRE Model

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the importance of physical and psychological safety within schools. | CLO1 |
| * 1. Determine the components of a comprehensive safety team. | CLO2, CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2 |
| ***School Crisis Prevention and Intervention***   * Ch. 2: School Crisis Prevention and Preparedness Models * Ch. 3: School Crisis Prevention: Ensuring Physical Safety * Ch. 4: School Crisis Prevention: Ensuring Psychological Safety * Ch. 5: School Safety Teams | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Physical & Psychological Safety** | 2.1 |
| **Respond** to the following prompts about the PREPaRE model in the Physical & Psychological Safety discussion forum by Wednesday:   * What obstacles have schools experienced in terms of crisis preparedness? How does the PREPaRE model address those obstacles? * Compare the physical safety responses after a traumatic event presented in *Nobody Left to Hate* to the guidelines presented in Ch. 3 of *School Crisis Prevention and Intervention*. * How do you view the risk assessment intervention or action presented in Ch. 4 of *School Crisis Prevention and Intervention* within the intervention process? * How do you see your role as a school psychologist within the world of public education?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: Comprehensive School Site Review–Part 2: School Psychologist Interview** | 2.2 |
| **Interview** a School Psychologist or School Counselor to learn of their training and experience.  **Identify** the following during your interview:   * Role with crisis response and management * Supports and services provided to prevent and intervene in crisis management * Postvention efforts in crisis management   **Note**. If the individual has little to no training in crisis response and management, speak about that. Inquire about their lack of preparedness training, how they have tried to overcome obstacles to training, and if they have recommendations if you experience a similar situation.  **Write** a two-to four-page summary of what you learned from the interview. Grading is based on the depth of your response and the information revealed, not purely on the length of your response.  **Format** your summary consistent with APA guidelines.  **Submit** your summary as a Word document by Sunday. | |

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| --- | --- |
| **Assignment: Research Article Review #1** | CLO3 |
| **Conduct** research to locate a journal article or online resource on your chosen group of at-risk youth.  **Note**. You will be submitting four Research Article Review assignments. Two of the four articles must be from peer reviewed journals, the other two may be from a reputable online resource.  **Utilize** the [Alliant Library](http://library.alliant.edu/) or other scholarly source to conduct your research for the peer reviewed journals.  **Write** a one page summary of the article. Consider the following as you write your summary:   * What is the purpose or scope of the article? * What new ideas or information were communicated in the article? * What are your impressions?   **Format** your summary consistent with APA guidelines with a citation of your source.  **Submit** your summary as a Word document by Sunday. | |

Week 3: School Safety Planning & Training

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify the characteristics of a comprehensive safety team. | CLO1, CLO4 |
| * 1. Determine the components of a school crisis response team. | CLO1, CLO4 |
| * 1. Evaluate school crisis response preparedness of different student populations through the PREPaRE model. | CLO2, CLO3 |
| * 1. Explain the focus of functional annexes in a crisis response team. | CLO2, CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2, 3.3, 3.4 |
| ***School Crisis Prevention and Intervention***   * Ch. 6: School Safety Planning and Training * Ch. 7: School Crisis Response Teams * Ch. 8: School Crisis Response Preparedness: The Basic Emergency Operations Plan * Ch. 9: School Crisis Response Preparedness: Functional and Threat- and Hazard-Specific Annexes | |

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| --- | --- |
| **Preparation: In-Service on At-Risk-Youth** | CLO1, CLO3 |
| **Continue** working on your presentation by researching the group of at-risk youth you identified in Week 1.  **Review** complete assignment directions in Week 8. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Planning & Training** | 3.1, 3.2, 3.3, 3.4 |
| This week, we will wrap-up the discussion on Prevention and Preparation under the PREPaRE Model.  **Respond** to the following prompts in the Planning & Training discussion forum by Wednesday:   * What are some of the key learnings and questions you took away from the reading? * What steps have you observed schools taking to prevent and prepare? * What do you understand as the ultimate goal of the PREPaRE Model?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: Research Article Review #2** | CLO3 |
| **Conduct** research to locate a journal article or online resource on your chosen group of at-risk youth.  **Note**. You will be submitting four Research Article Review assignments. Two of the four articles must be from peer reviewed journals, the other two may be from a reputable online resource.  **Utilize** the [Alliant Library](http://library.alliant.edu/) or other scholarly source to conduct your research for the peer reviewed journals.  **Write** a one page summary of the article. Consider the following as you write your summary:   * What is the purpose or scope of the article? * What new ideas or information were communicated in the article? * What are your impressions?   **Format** your summary consistent with APA guidelines with a citation of your source.  **Submit** your summary as a Word document by Sunday. | |

Week 4: Prevent & Reaffirm

Learning Objectives

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| --- | --- |
| * 1. Summarize preventative school interventions. | CLO4 |
| * 1. Determine appropriate developmental responses and interventions. | CLO1, CLO2 |

# Activities and Resources

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| --- | --- |
| **Readings** | 4.1, 4.2 |
| ***School Crisis Prevention and Intervention***   * Ch. 10: School Safety Planning and Training * Ch. 11: School Crisis Response Teams * Ch. 12: School Crisis Response Preparedness: The Basic Emergency Operations Plan | |

# Assignments

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| --- | --- |
| **Discussion: Resiliency** | 4.1, 4.2 |
| **Consider** your readings this week about the necessity of the reaffirmation process only to the extent that psychological trauma is not prevented.  **Respond** to the following prompts in the Resiliency discussion forum by Wednesday:   * What are some preventative factors in the lives of students that can limit or decrease the likelihood of a student becoming psychologically victimized? * What role does resiliency play? Relate your response to your own resiliency, or limit of. * Compare the resilient group to the vulnerable group. What adaptive coping strategy would you utilize for that at-risk group?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: Research Article Review #3** | CLO3 |
| **Conduct** research to locate a journal article or online resource on your chosen group of at-risk youth.  **Note**. You will be submitting four Research Article Review assignments. Two of the four articles must be from peer reviewed journals, the other two may be from a reputable online resource.  **Utilize** the [Alliant Library](http://library.alliant.edu/) or other scholarly source to conduct your research for the peer reviewed journals.  **Write** a one page summary of the article. Consider the following as you write your summary:   * What is the purpose or scope of the article? * What new ideas or information were communicated in the article? * What are your impressions?   **Format** your summary consistent with APA guidelines with a citation of your source.  **Submit** your summary as a Word document by Sunday. | |

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| **Assignment: Comprehensive School Site Review–Part 3: School Site Evaluation** | CLO2, CLO4 |
| **Write** an 8-to 10-page evaluation of the continuum of prevention and intervention services provided by a specific school site and LCAP requirements.  **Utilize** information available online as well as professionals at the district site appropriately.  **Include** an in-depth review of the following in your evaluation:   * The school site demographics such as ethnicity and socioeconomic status (SES) * Programs and special populations * LCAP areas of focus * Data and progress monitoring systems * Crisis readiness and preparedness * Prevention efforts * Crisis response plans   **Format** your summary consistent with APA guidelines.  **Submit** your evaluation as a Word document by Sunday. | |

Week 5: Evaluate

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the variables defined through the PREPaRE model. | CLO2, CLO4 |
| * 1. Apply evaluative procedures to identify students most significantly impacted in a traumatic event. | CLO3 |
| * 1. Identify necessary and unnecessary interventions for students exposed to trauma. | CLO3 |
| * 1. Analyze tools presented through the PREPaRE model. | CLO2, CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 5.1, 5.2, 5.3, 5.4 |
| ***School Crisis Prevention and Intervention***   * Ch. 13: Assessing Psychological Trauma * Ch. 14: Conducting Psychological Triage | |

|  |  |
| --- | --- |
| **Preparation: In-Service on At-Risk-Youth** | CLO1, CLO3 |
| **Continue** working on your presentation by compiling your research on the group of at-risk youth you identified in Week 1.  **Review** complete assignment directions in Week 8. | |

|  |  |
| --- | --- |
| **Activity: PREPaRE Knowledge Check** | CLO1, CLO3 |
| **Complete** the PREPaRE Knowledge Check.  **Note**. Use this knowledge check to verify your understanding of responding to student psychological needs. | |
| Consider providing extra credit points to students who complete this activity. Add extra points to any of the assignments due this week. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Triage Services** | 5.1, 5.2, 5.3, 5.4 |
| **Consider** your readings this week about the need for evaluating traumatized students, and providing necessary triage.  **Respond** to the following prompts in the Triage Services discussion forum by Wednesday:   * Why are not all individuals equally affected by crisis exposure? How does this relate to your need for effective evaluation before administering triage services? Refer to p. 195 of *School Crisis Prevention and Intervention*. * What are some of the key elements in conducting psychological triage?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

|  |  |
| --- | --- |
| **Assignment: Research Article Review #4** | CLO3 |
| **Conduct** research to locate a journal article or online resource on your chosen group of at-risk youth.  **Note**. You will be submitting four Research Article Review assignments. Two of the four articles must be from peer reviewed journals, the other two may be from a reputable online resource.  **Utilize** the [Alliant Library](http://library.alliant.edu/) or other scholarly source to conduct your research for the peer reviewed journals.  **Write** a one page summary of the article. Consider the following as you write your summary:   * What is the purpose or scope of the article? * What new ideas or information were communicated in the article? * What are your impressions?   **Format** your summary consistent with APA guidelines with a citation of your source.  **Submit** your summary as a Word document by Sunday. | |

Week 6: Providing Interventions

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze interventions to students exposed to trauma. | CLO1, CLO3 |
| * 1. Determine counseling skills necessary to conduct interventions. | CLO3 |
| * 1. Explain the forms and procedures of the PREPaRE model. | CLO2, CLO4 |

# Activities and Resources

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| --- | --- |
| **Readings** | 6.1, 6.2, 6.3 |
| ***School Crisis Prevention and Intervention***   * Ch. 15: Reestablishing Social Support Systems * Ch. 16: Psychological Education * Ch. 17: Group Crisis Intervention * Ch. 18: Individual Crisis Intervention * Ch. 19: Psychotherapeutic Interventions | |
| ***Online Resources***  **View** the following videos:   * “[Chowchilla school bus kidnapping: A look back 40 years later](http://www.fresnobee.com/news/local/article89659722.html)” [2:22] by Rory Appleton from The Fresno Bee. * “[Chowchilla kidnapping: Parole hearing could re-open scars for victims buried alive in 1976](https://youtu.be/m6oVcCatlEk)” [4:09] from YouTube. * “[40 Years Later: Victims Recall Being Buried Alive, Kidnapper Gets Parole](https://youtu.be/cIJcZccyYyA)” [3:13] from YouTube. | |

|  |  |
| --- | --- |
| **Preparation: In-Service on At-Risk-Youth** | CLO1, CLO3 |
| **Continue** working on your presentation of the group of at-risk youth you identified in Week 1.  **Review** complete assignment directions in Week 8. | |

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| --- | --- |
| **Activity: Psychological Triage Knowledge Check** | CLO1, CLO3 |
| **Complete** the Psychological Triage Knowledge Check.  **Note**. Use this knowledge check to verify your understanding of conducting psychological triage after a traumatic event. | |
| Consider providing extra credit points to students who complete this activity. Add extra points to any of the assignments due this week. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Interventions** | 6.1, 6.2, 6.3 |
| **Consider** the events of the Chowchilla kidnapping and what those children went through.  **Respond** to the following prompts in the Interventions discussion forum by Wednesday:   * How would you have handled such an event? * Reference your readings this week to support your approach.   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: Comprehensive School Site Review–Part 4: Comprehensive Personal Reflection** | CLO2, CLO4 |
| **Write** a comprehensive personal reflection on what you feel will be the most rewarding and challenging aspects of the school psychologist or school counselor role as it relates to crisis management.  **Include** the following in your reflection:   * Questions you continue to have regarding what you have observed and learned * What you look forward to in this role * Implications for practice for all school psychologists and school counselors   **Format** your reflection consistent with APA guidelines.  **Submit** your personal reflection as a Word document by Sunday. | |

Week 7: Examine

Learning Objectives

|  |  |
| --- | --- |
| * 1. Evaluate the effectiveness of preventative measures and procedures laid out in the PREPaRE model. | CLO2, CLO4 |
| * 1. Evaluate the effectiveness of interventions and procedures laid out in the PREPaRE model. | CLO2, CLO4 |
| * 1. Explain the information required by trauma relief staff to be effective. | CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 7.1, 7.2, 7.3 |
| ***School Crisis Prevention and Intervention***   * Ch. 20: Examining the Effectiveness of School Safety, Crisis Prevention, and Crisis Preparedness Efforts * Ch. 21: Examining the Effectiveness of School Crisis Response and Recovery Efforts | |

|  |  |
| --- | --- |
| **Preparation: In-Service on At-Risk-Youth** | CLO1, CLO3 |
| **Continue** working on your presentation of the group of at-risk youth you identified in Week 1.  **Review** complete assignment directions in Week 8. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Preparedness Level** | 7.1, 7.2, 7.3 |
| **Respond** to the following prompts in the Preparedness Level discussion forum by Wednesday:   * In conjunction with this week’s assignment, reflect on your level of preparedness as a future school psychologist. Share your thoughts. * What are your strengths and weaknesses? Question your level of training. * Based on your exposure, how prepared is your school site or district?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

|  |  |
| --- | --- |
| **Assignment: Comprehensive School Site Review–Part 5: Recommendations** | CLO2, CLO4 |
| **Review** the instructor feedback you have received for the following components of the Comprehensive School Site Review:   * Week 1: Personal Statement * Week 2: School Site Interview * Week 4: School Site Evaluation * Week 6: Comprehensive Personal Reflection   **Compile** the components into one document making edits as needed. If you have no corrections, or you are content with your grades along the way the final submission is just a compilation of all 4 assignments.  **Include** a section where you make specific recommendations for improvement to the school site to consider that will ensure their schools are safe and successful.  **Submit** the compiled components with your brief recommendations as *one* Word document by Sunday. | |

Week 8: Supporting the Mental Health Provider

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain common coping reactions in the crisis responder and self-care plans. | CLO1, CLO3 |
| * 1. Identify groups within the school system vulnerable to trauma and possible preventative interventions. | CLO1, CLO3 |
| * 1. Analyze strengths and weaknesses of the PREPaRE model and the public-school system. | CLO2. CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 8.1, 8.2, 8.3 |
| ***School Crisis Prevention and Intervention***   * Ch. 22: Caring for the Caregiver * Ch. 23: PREPaRE Research and Applications * Ch. 24: Concluding Comments | |

# Assignments

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| --- | --- |
| **Assignment: In-Service on At-Risk-Youth** | CLO1, CLO3 |
| **Create** an eight-to 10-minute in-service presentation on a group of at-risk youth.  **Utilize** PowerPoint or on online tool such as [Prezi](https://prezi.com/presentation-software/?placement=&gclid=CLmBrMes2tMCFUpNfgoduEwMmA&KW=prezi&creativeID=188643947747&c3api=7659&matchtype=e) or [Haiku Deck](https://www.haikudeck.com/) to *animate* and *narrate* your presentation. There are numerous tutorials available on YouTube for how to animate, narrate, and record presentations on any of these tools.  **Include** the following in your presentation:   * The reason the group is at risk, what makes the individuals in this group vulnerable? * Internal and external behavioral characteristics of the group. * Factors involved at school, at home, and in the community with statistics to justify your claim of vulnerability. * What, if any, supports and services are available to them * An intervention for your group that you develop or something you have discovered through your research.   **Post** your presentation in the following forums by Wednesday:   * In-Service on At-Risk-Youth discussion forum to share with your classmates * In-Service on At-Risk-Youth assignment submission forum for your instructor to grade   **Note**. If you used PowerPoint, upload your video to a shared drive such as Google Drive or Alliant’s OneDrive and submit a shared link to the presentation. If you used an online tool submit a viewable link to your presentation.  **View** and provide feedback to two classmate’s presentations, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

# Rubrics

**Aronson Paper**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Meets Expectations**  **100%** | **Somewhat Meets Expectations**  **70%** | **Does Not Meet Expectations**  **30%** |
| **Thoroughness of Responses**  (4 points) | Provided a thorough response to all the required prompts. | Provided an adequate response to the question prompts.  May not have addressed all the required prompts. | Response to prompts were not thorough.  Did not respond to all the required prompts. |
| **Clarity of Statements**  (3 points) | Statements are clear and well developed. | Statements are vague, needed further development. | Statements are unclear. |
| **Use of Resources**  (2 points) | Aronson book was used well to support ideas and opinions. | Aronson book was used adequately to support ideas and opinions. | Aronson book was inadequately used or not used to support ideas and opinions. |
| **Writing Structure**  (1 point) | One or no errors in spelling or grammar. | Two to four errors in spelling and grammar. | More than four errors in spelling and grammar. |