# 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 presents theory and best practices related to crisis and trauma counseling. You will gain knowledge and skills in preventing, assessing, and intervening in crisis and trauma situations. The appropriate ethical and legal considerations for responding to individual, community, and national crisis will also be explored.

# 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**: Identify the principles and impact of crisis intervention for people during crises, disasters, and other trauma-causing events. | Application | 1, 2, 9 | 29 | 18, 23 | Toolbox |
| **CLO2**: Analyze counseling techniques and skills appropriate to a broad variety of crisis situations. | Engagement | 9, 13 | 25, 26 | 18, 21 | Toolbox |
| **CLO3**: Determine self-care strategies appropriate for use with secondary trauma. | Application | 7, 9 | 27 | 20, 21 | Toolbox |
| **CLO4**: Analyze evidence-based methods and programs to use for crisis management. | Engagement | 2, 9 | 28, 29, 30 | 17, 18, 21 | Toolbox |
| **CLO5**: Determine appropriate procedures to use for assessment and managing suicide and risk assessment. | Application | 4, 5, 9 | 29 | 18, 21 | Toolbox |
| **CLO6**: Determine ethical and legal considerations for trauma-informed assessment and intervention. | Application | 5, 6 | 17,18 | 18, 19 | Toolbox |

# 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.

# Required Course Materials

Steele, William, and Caelan Kuban. *Working with grieving and traumatized children and adolescents: Discovering what matters most through evidence-based, sensory interventions*, John Wiley & Sons, Incorporated, 2013. ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1221571>.

ISBN: 9781118543177

Franzese, Bettina, and Kirby L. Wycoff. *Essentials of trauma-informed assessment and intervention in school and community settings*, John Wiley & Sons, Incorporated, 2019. ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098>.

ISBN: 9781119274612

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.). NASP.

ISBN: 9780932955197

**Optional Books**:

van der Kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

ISBN: 9780143127741

Burke Harris, N. (2019). The deepest well: Healing the long-term effects of childhood adversity. Mariner Books.

ISBN: 9781328502667

# 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: History of Trauma Informed Practices & ACES Review 16](#_Toc53483520)

[Week 2: Trauma Informed Schools 19](#_Toc53483521)

[Week 3: Suicide & Threat Assessment; Trauma Informed Assessment & Intervention 21](#_Toc53483522)

[Week 4: Trauma Informed Screening & Assessment 25](#_Toc53483523)

[Week 5: Trauma-Informed Interventions & Counseling Skills 28](#_Toc53483524)

[Week 6: Overview of Crisis Response & Intervention Models 31](#_Toc53483525)

[Week 7: Psychological First Aid and the PREPaRE Model 33](#_Toc53483526)

[Week 8: Crisis Counseling Skills with Individuals & Groups 35](#_Toc53483527)

# 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 | 33 |
| Paper | 30 |
| Activity | 37 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Trauma Informed Movement |  | Discussion | 3 |
|  | Discussion: ACEs Score |  | Discussion | 3 |
|  | Assignment: ACEs Questionnaire |  | Paper | 5 |
| **Week 2** | |  |  |  |
|  | Discussion: Legal Aspects |  | Discussion | 3 |
|  | Assignment: Trauma-Informed Approach |  | Paper | 5 |
| **Week 3** | |  |  |  |
|  | Discussion: Suicide Prevention Program |  | Discussion | 3 |
|  | Discussion: Threat Assessment |  | Discussion | 3 |
|  | Assignment: Suicide Risk Assessment |  | Paper | 5 |
|  | Assignment: Monitoring At Risk Students |  | Activity | 7 |
| **Week 4** | |  |  |  |
|  | Discussion: Assessment & Screening |  | Discussion | 3 |
|  | Assignment: Interventions |  | Paper | 5 |
|  | Assignment: Brain Trauma |  | Activity | 10 |
| **Week 5** | |  |  |  |
|  | Discussion: Counseling |  | Discussion | 3 |
|  | Discussion: Trainings |  | Discussion | 3 |
|  | Assignment: Intervention Tools |  | Activity | 10 |
| **Week 6** | |  |  |  |
|  | Discussion: Benefits of Certification |  | Discussion | 3 |
|  | Assignment: Activity or Program & MTSS |  | Paper | 5 |
| **Week 7** | |  |  |  |
|  | Discussion: Prevention & Intervention Models |  | Discussion | 3 |
|  | Assignment: Vicarious Trauma |  | Paper | 5 |
| **Week 8** | |  |  |  |
|  | Discussion: Interventions |  | Discussion | 3 |
|  | Assignment: Toolbox |  | Activity | 10 |
| **Total Points** | |  |  | **100** |

Week 1: History of Trauma Informed Practices & ACES Review

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify historical timeline of trauma in schools. | CLO1, CLO6 |
| * 1. Analyze ACES regarding trauma counseling. | CLO1, CLO2, CLO5 |
| * 1. Determine the impact ACES has on school-based performance. | CLO1, CLO2, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| ***Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings***   * Ch. 1: Adverse Childhood Experiences * Ch. 2: Impact on Children, Teens, Families, and Communities * Ch. 3: Public Health and the Trauma-Informed Movement   **Note**. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098> | |
| ***Alliant Library***  Figley, C. R., Ellis, A. E., Reuther, B. T., & Gold, S. N. (2017). [The study of trauma: A historical overview](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=pzh&AN=2017-14410-001&site=ehost-live&scope=site). *In APA handbook of trauma psychology: Foundations in knowledge*., Vol. 1. (pp. 1–11). American Psychological Association. <https://doi.org/10.1037/0000019-001> | |
| ***School Crisis Prevention and Intervention***  **Read** all of Section 1: Initial Considerations. | |
| ***Online Resources***  **Explore** the ACES Too High website: <https://acestoohigh.com>  **Review** the ACE-Q Materials from the Center for Youth Wellness: <https://centerforyouthwellness.org/aceq-pdf/>  **Read** the following:   * Stevens, J. (2018). [Handouts for parents about understanding ACEs, toxic stress, resilience and parenting with ACEs](https://www.acesconnection.com/blog/handouts-for-parents-about-aces-toxic-stress-and-resilience?reply=438718675380916620&nc=1). ACEs Connection. * [Adverse Childhood Experiences (ACEs)](https://www.cdc.gov/violenceprevention/aces/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Facestudy%2Findex.html) webpage from the Centers for Disease Control and Prevention. | |
| ***YouTube***  **View** the “[Adverse Childhood Experiences (ACEs): Impact on brain, body and behavior](https://youtu.be/W-8jTTIsJ7Q)” video [6:02]. | |

# Assignments

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| --- | --- |
| **Discussion: Trauma Informed Movement** | 1.1 |
| **Respond** to the following prompt in the Trauma Informed Movement discussion forum by Wednesday: How do you think the historical aspect of trauma research and practice has influenced the current trauma-informed movement in our schools?  **Support** your response with citations and references consistent with APA style guidelines.  **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. | |

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| **Discussion: ACEs Score** | 1.2, 1.3 |
| **Respond** to the following prompts in the ACEs Score discussion forum by Friday:   * What are some ways you might see a high ACES score impact school performance in students? * How would you support teachers and educators in recognizing and supporting children with high ACES score?   **Support** your response with citations and references consistent with APA style guidelines.  **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. | |

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| **Assignment: ACEs Questionnaire** | 1.2, 1.3 |
| **Take** the [ACEs Questionnaire](https://acestoohigh.com/got-your-ace-score/) from the ACES Too High webpage.  **Write** a one-page paper about the impact ACEs has had on your life.  **Consider** how you might be able to use this information in your future career as a school mental health provider.  **Submit** your paper as a Word document by Sunday. | |

Week 2: Trauma Informed Schools

Learning Objectives

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| --- | --- |
| * 1. Identify the legal aspects of trauma in schools. | CLO6 |
| * 1. Determine the role of a school mental health provider in trauma in schools. | CLO2, CLO4, CLO5 |
| * 1. Identify principles included in a trauma informed approach in schools. | CLO1 |

# Activities and Resources

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| **Readings** | 2.1, 2.2, 2.3 |
| ***Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings***  Ch. 4: Trauma-Informed Schools  **Note**. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098> | |
| ***School Crisis Prevention and Intervention***  **Read** all of Section 2: Prevent and Prepare. | |
| ***Online Resource***  [H.R.1109 - Mental Health Services for Students Act of 2020](https://www.congress.gov/bill/116th-congress/house-bill/1109/text) from Congress.gov. | |
| ***YouTube***  **View** the “[Why All Schools Should Be Trauma-Informed | Dr. Mary Crnobori | TEDxVanderbiltUniversity](https://youtu.be/XpaM0TTrgkQ)” video [13:05]. | |

# Assignments

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| **Discussion: Legal Aspects** | 2.1, 2.2 |
| **Respond** to the following prompts in the Legal Aspects discussion forum by Wednesday:   * How have legal proceedings shaped the trauma informed movement? * What are some of the recent pending legislative acts that you might support for school mental health? Why?   **Support** your response with citations and references consistent with APA style guidelines.  **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. | |

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| **Assignment: Trauma-Informed Approach** | 2.3 |
| **Write** a two-to three-page paper describing how teachers and school staff might apply the six principles of trauma-informed approach in their school.  **Identify** specific academic instruction strategies for teacher and nonacademic strategies for staff.  **Submit** your paper as a Word document by Sunday. | |

Week 3: Suicide & Threat Assessment; Trauma Informed Assessment & Intervention

Learning Objectives

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| --- | --- |
| * 1. Identify core elements of a suicide and risk assessment. | CLO1, CLO4, CLO5, CLO6 |
| * 1. Identify core elements of a threat assessment. | CLO1, CLO4, CLO5, CLO6 |
| * 1. Identify steps for managing and monitoring at-risk students. | CLO1, CLO4, CLO5, CLO6 |

# Activities and Resources

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| **Readings** |  |
| ***School Crisis Prevention and Intervention***  **Read** all of Section 3: Reaffirm. | |
| ***Alliant Library***  Berman, A. L., Jobes, D. A., & Silverman, M. M. (2006). [Assessment](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=pzh&AN=2005-11749-009&site=ehost-live&scope=site). In *Adolescent suicide: Assessment and intervention*., 2nd ed. (pp. 119–167). American Psychological Association.  Berman, A. L., Jobes, D. A., & Silverman, M. M. (2006). [Standards of Care and Malpractice in Suicide Treatment](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=pzh&AN=2005-11749-006&site=ehost-live&scope=site). In *Adolescent suicide: Assessment and intervention*., 2nd ed. (pp. 259–286). American Psychological Association.  Berman, A. L., Jobes, D. A., & Silverman, M. M. (2006). [Prevention](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=pzh&AN=2005-11749-007&site=ehost-live&scope=site). In *Adolescent suicide: Assessment and intervention*., 2nd ed. (pp. 289–334). American Psychological Association. | |
| ***Online Resources***  **Read** the following:  Substance Abuse and Mental Health Services Administration. [*Preventing Suicide: A Toolkit for High Schools*](https://store.samhsa.gov/sites/default/files/d7/priv/sma12-4669.pdf). HHS Publication No. SMA-12-4669. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, 2012.  Erbacher, T. (2018). [*Suicide Prevention in Schools: A Toolkit for Empowering School Districts*](http://www.aspponline.org/docs/Suicide_Toolkit._Erbacher_2018_(2).pdf). Philadelphia College of Osteopathic Medicine  Delaware County Intermediate Unit.  [Youth Suicide Prevention](https://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp) from the California Department of Education.  **Explore** the National Suicide Prevention Lifeline website: <https://suicidepreventionlifeline.org/> | |
| ***NASP Online***   * [Conducting a Virtual Suicide Assessment Checklist](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/conducting-virtual-suicide-assessment-checklist) * [Direct Crisis Support](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/direct-crisis-support) * [Preventing Youth Suicide: Tips for Parents & Educators](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/mental-health-resources/preventing-youth-suicide/preventing-youth-suicide-tips-for-parents-and-educators) | |

# Assignments

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| --- | --- |
| **Discussion: Suicide Prevention Program** | 3.1 |
| **Respond** to the following prompts in the Suicide Prevention Program discussion forum by Wednesday:   * What are some of the core elements in developing a suicide prevention program in schools? * What are some of the ethical and legal considerations in developing and implementing suicide prevention and assessment programs in schools?   **Support** your response with citations and references consistent with APA style guidelines.  **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. | |

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| **Discussion: Threat Assessment** | 3.2 |
| **Review** your school district’s model for conducting a threat assessment.  **Respond** to the following prompts in the Threat Assessment discussion forum by Friday:   * Compare your school district’s model for conducting a threat assessment to the guidelines proposed by NASP. * How does your district monitor and manage interventions with students that have previously had a threat assessment?   **Support** your response with citations and references consistent with APA style guidelines.  **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. | |

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| **Assignment: Suicide Risk Assessment** | 3.1 |
| **Write** a two-to three-page paper describing the core components of a suicide risk assessment.  **Consider** how you would go about measuring them with a student.  **Identify** other contributing factors should be considered when determining risk level for harm to self.  **Submit** your paper as a Word document by Sunday. | |
| **Faculty Note**.  The ideal response will include all the following:  Suicide risk assessment involves active inquiry in four major areas of patient functioning and history:  1. Predisposing vulnerabilities  2. Triggers or precipitating events  3. Mental status: affective, cognitive, and behavioral states  4. Contraindications: coping skills and resources versus failed protections  In addition, on the basis of the foregoing and further questioning, suicide risk assessment requires an evaluation of the adolescent's  1. suicidal intent, reasons or motivations for suicide, and lethality.  2. compliance  Other Contributing Factors: Psychopathology and other diagnoses, Personality Traits, Family History, Past history of suicide attempt, Developmental Trauma, Triggers and environment. | |

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| **Assignment: Monitoring At Risk Students** | 3.3 |
| **Create** an informative pamphlet for staff and community that contains the following information:   * The warning signs of suicide * How to respond when you recognize a child is at risk * Where to turn for help in the community when a crisis occurs * Local and national resources available for families and students   **Utilize** an online tool such as Canva to create your pamphlet.  **Submit** a link to your pamphlet by Sunday. | |

Week 4: Trauma Informed Screening & Assessment

Learning Objectives

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| --- | --- |
| * 1. Identify how trauma impacts the developing brain. | CLO1, CLO2, CLO4 |
| * 1. Determine the impact of trauma on behavior in the school setting. | CLO1, CLO2, CLO4 |
| * 1. Identify the developmental aspects of trauma and attachment. | CLO1, CLO2, CLO4 |
| * 1. Identify trauma informed screening and assessment measures. | CLO1, CLO2, CLO4 |

# Activities and Resources

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| --- | --- |
| **Readings** | 4.1, 4.2, 4.3, 4.4 |
| ***Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings***   * Ch. 5: Child Development * Ch. 6: Complex Trauma and Its Impact on the Brain * Ch. 7: Domains of Impairment: Functional Impact of Complex Trauma and Stress * Ch. 8: Considerations for Trauma Screening in School and Community Settings * Ch. 9: Individual and Familial Assessment Tools   **Note**. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098> | |
| ***Alliant Library***  Hays-Grudo, J., & Morris, A. S. (2020). [Effects of early life adversity on neurobiological development](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=psyh&AN=2020-14999-003&site=ehost-live&scope=site). In *Adverse and protective childhood experiences: A developmental perspective*. (pp. 45–67). American Psychological Association. <https://doi.org/10.1037/0000177-003>  Hanson, R. F., & Jobe-Shields, L. (2017). [Trauma-focused cognitive–behavioral therapy for children and adolescents](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=pzh&AN=2017-14409-018&site=ehost-live&scope=site). In *APA handbook of trauma psychology: Trauma practice*., Vol. 2. (pp. 389–410). American Psychological Association. <https://doi.org/10.1037/0000020-018> | |
| ***Online Resources***   * [Understanding the Effects of Maltreatment on Early Brain Development](https://www.childwelfare.gov/pubPDFs/earlybrain.pdf) from Child Welfare Information Gateway. * [Guidance for Trauma Screening in Schools](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjnr6a1p6rsAhU6knIEHUf_B5wQFjAKegQIEBAC&url=https%3A%2F%2Fwww.nasponline.org%2Fx37269.xml&usg=AOvVaw0zsSJaI2rcsAmVueDt1iUY) a product of the Defending Childhood State Policy Initiative September 2016. * [Complex Trauma Standardized Measures](https://www.nctsn.org/sites/default/files/resources/complex_trauma_standardized_measures.pdf) from The National Child Traumatic Stress Network. * [Screening and Assessment Considerations for Implementation](https://www.nctsn.org/sites/default/files/resources/fact-sheet/screening_and_assessment_considerations_for_implementation.pdf) from The National Child Traumatic Stress Network. | |
| ***The National Child Traumatic Stress Network***   * [Complex Trauma Standardized Measures](https://www.nctsn.org/sites/default/files/resources/complex_trauma_standardized_measures.pdf) * [Screening and Assessment Considerations for Implementation](https://www.nctsn.org/sites/default/files/resources/fact-sheet/screening_and_assessment_considerations_for_implementation.pdf) * [Trauma Screening](https://www.nctsn.org/treatments-and-practices/screening-and-assessments/trauma-screening) * [Trauma Assessment](https://www.nctsn.org/treatments-and-practices/screening-and-assessments/trauma-informed-mental-health-assessment) | |
| ***YouTube***  **View** the “[How childhood trauma affects health across a lifetime | Nadine Burke Harris](https://youtu.be/95ovIJ3dsNk)” video [16:02]. | |

# Assignments

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| **Discussion: Assessment & Screening** | 4.4 |
| **Respond** to the following prompts in the Assessment & Screening discussion forum by Wednesday:   * Choose one trauma-informed assessment tool you might use, when and why might you use it in educational practice? * What might be an effective way to conduct trauma screenings in your school setting? using text evidence to support your discussion.   **Support** your response with citations and references consistent with APA style guidelines.  **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. | |

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| **Assignment: Interventions** | 4.2, 4.3 |
| **Review** the interventions from Ch. 11 of Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings.  **Note**. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098>  **Write** a two-to three-page paper describing one of the interventions.  **Include** how you think the intervention:   * Addresses the neurobiological issues surrounding trauma in children. * Supports the core components of a trauma-informed intervention.   **Submit** your paper as a Word document by Sunday. | |

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| **Assignment: Brain Trauma** | 4.1, 4.2, 4.3 |
| **Create** an infographic, flyer, or brochure to use with teachers and families that includes the following:   * The impact complex trauma has on the brain * Associated behaviors that might be present * Appropriate accommodations, tools or resources to use   **Utilize** an online tool such as Canva to create your infographic, flyer, or brochure.  **Submit** a link to your infographic, flyer, or brochure by Sunday. | |

Week 5: Trauma-Informed Interventions & Counseling Skills

Learning Objectives

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| --- | --- |
| * 1. Identify evidenced-based trauma informed counseling skills that may be used with individuals. | CLO2, CLO4, CLO6 |
| * 1. Identify evidenced-based trauma informed counseling skills that may be used with groups. | CLO2, CLO4, CLO6 |

# Activities and Resources

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| --- | --- |
| **Readings** | 5.1, 5.2 |
| ***Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings***   * Ch. 10: Competencies and Components of Trauma-Informed Interventions * Ch. 11: Trauma-Informed Interventions and Treatments   **Note**. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098> | |
| ***Working with Grieving and Traumatized Children and Adolescents***   * Ch. 1: How Structured, Sensory Interventions Help Grieving and Traumatized Children * Ch. 2: Children’s Experiences With Grief and Trauma * Ch. 3: Trauma-Informed Principles and Practices   **Note**. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1221571> | |
| ***Alliant Library***  Santiago, C. D., Raviv, T., & Jaycox, L. H. (2018). [Universal and schoolwide interventions for trauma](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=pzh&AN=2017-57727-004&site=ehost-live&scope=site). In *Creating healing school communities: School-based interventions for students exposed to trauma*. (pp. 37–52). American Psychological Association.  Santiago, C. D., Raviv, T., & Jaycox, L. H. (2018). [Common evidence-based treatment components](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=pzh&AN=2017-57727-006&site=ehost-live&scope=site). In *Creating healing school communities: School-based interventions for students exposed to trauma*. (pp. 65–78). American Psychological Association.  Santiago, C. D., Raviv, T., & Jaycox, L. H. (2018). [Targeted and intensive interventions for trauma in schools](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=pzh&AN=2017-57727-007&site=ehost-live&scope=site). In *Creating healing school communities: School-based interventions for students exposed to trauma*. (pp. 79–88). American Psychological Association.  **View** the “[Child Therapy: Tools, Toys and Techniques](http://0-www.psychotherapy.net.library.alliant.edu/stream/alliant/video?vid=422)” video [53:21] by Paris Goodyear-Brown, Scott Riviere and Janine Shelby from psychotherapy.net. | |
| ***Online Resources***   * [TFCBT Training](https://tfcbt2.musc.edu/) from the Medical University of South Carolina * [Evidence-Based & Best Practices](https://www.chdi.org/our-work/mental-health/evidence-based-practices) from the Child Health and Development Institute of Connecticut * [CBITS At-a-Glance](https://cbitsprogram.org/) from the Cognitive Behavioral Intervention for Trauma in Schools * [Bounce Back Program Overview](https://bouncebackprogram.org/) from the Bounce Back website. * [Trauma Information Pages](http://www.trauma-pages.com/) from David V. Baldwin. | |

# Assignments

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| **Discussion: Counseling** | 5.1, 5.2 |
| **Respond** to the following prompts in the Counseling discussion forum by Wednesday:   * What are the benefits of individual versus group counseling in addressing the needs of children at school with a history of trauma? * How might you identify whether a student would be appropriate for either type of modality?   **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. | |

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| **Discussion: Trainings** | 5.1, 5.2 |
| **Complete** the [CBITS](https://cbitsprogram.org/) and [Bounce Back](https://bouncebackprogram.org/) trainings.  **Respond** to the following prompt in the Trainings discussion forum by Friday: How might you screen and use these groups in the school setting as a school mental health provider?  **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. | |

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| **Assignment: Intervention Tools** | 5.1, 5.2 |
| **Select** two different games or activities you might use as an intervention tool.  **Identify** how the intervention supports each of the following the components of trauma intervention:   * Psychoeducation * Relaxation Techniques * Emotion Regulation * Mindfulness * Challenging maladaptive beliefs   **Submit** your assignment as a Word document by Sunday. | |

Week 6: Overview of Crisis Response & Intervention Models

Learning Objectives

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| --- | --- |
| * 1. Identify various crisis intervention models used in schools. | CLO1, CLO6 |
| * 1. Determine how a crisis intervention model might be used in schools. | CLO1, CLO4, CLO5 |
| * 1. Identify how a crisis intervention model might address students, staff, and community. | CLO1, CLO3, CLO4 |

# Activities and Resources

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| --- | --- |
| **Readings** | 6.1, 6.2, 6.3 |
| ***School Crisis Prevention and Intervention***  **Read** all the following sections:   * Section 4: Evaluate * Section 5: Provide Interventions and Respond * Section 6: Examine | |
| ***Alliant Library***  Nickerson, A., & Cornell, D. (2019). [School crisis prevention, response, and recovery](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=pzh&AN=2018-36942-010&site=ehost-live&scope=site). In *School safety and violence prevention: Science, practice, policy*. (pp. 223–246). American Psychological Association.  Sandoval, J. (2002). [Culture, Diversity, and Crisis](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=nlebk&AN=63970&site=ehost-live&scope=site&ebv=EB&ppid=pp_39). In *Handbook of crisis counseling, intervention, and prevention in the Schools*: Vol. 2nd ed. Routledge. | |
| ***NASP Online***  [About PREPaRE](https://www.nasponline.org/professional-development/prepare-training-curriculum/about-prepare) | |

# Assignments

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| --- | --- |
| **Discussion: Benefits of Certification** | 6.2, 6.3 |
| **Respond** to the following prompt in the Benefits of Certification discussion forum by Wednesday: What are the benefits of certification in the PREPaRE Model, both professionally and personally and for your school and community?  **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. | |

|  |  |
| --- | --- |
| **Assignment: Activity or Program & MTSS** | 6.1, 6.2, 6.3 |
| **Write** a one-to two-page paper reviewing either a current or prosed activity or program in place at your school or district, for each of the tiered levels of the MTSS School-based crisis intervention model.  **Submit** your review as a Word document by Sunday. | |

Week 7: Psychological First Aid and the PREPaRE Model

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify the core elements of Psychological First Aid. | CLO1, CLO5, CLO6 |
| * 1. Determine when you would use Psychological First Aid in schools. | CLO1, CLO5, CLO6 |
| * 1. Identify when you would use the PrePARE model in schools. | CLO1, CLO5, CLO6 |
| * 1. Determine ethical considerations involved in administering these models. | CLO3, CLO6 |

# Activities and Resources

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| --- | --- |
| **Readings** | 7.1, 7.2, 7.3, 7.4 |
| ***Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings***  Ch. 12: Ethical Considerations  **Note**. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098> | |
| ***School Crisis Prevention and Intervention***  **Read** all of Section 7: Final Considerations | |
| ***Online Resources***   * [PTSD: National Center for PTSD](https://www.ptsd.va.gov/professional/treat/type/psych_firstaid_manual.asp) from the U.S. Department of Veterans Affairs * [Psychological First Aid Online](https://learn.nctsn.org/enrol/index.php?id=38) training from the NCTSN Learning Center | |
| ***NASP Online***  [PREPaRE Training Curriculum](https://www.nasponline.org/professional-development/prepare-training-curriculum/about-prepare) | |

# Assignments

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| --- | --- |
| **Discussion: Prevention & Intervention Models** | 7.1, 7.2, 7.3, 7.4 |
| **Complete** the [Psychological First Aid Online](https://learn.nctsn.org/enrol/index.php?id=38) training from the NCTSN Learning Center.  **Respond** to the following prompts in the Prevention & Intervention Models discussion forum by Wednesday:   * How might Psychological First Aid be a useful tool in the educational environment? * What kind of ethical and legal considerations should be considered when using this as a tool in schools? * When would you use Psychological First Aid versus the PREPaRE model in schools?   **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. | |

|  |  |
| --- | --- |
| **Assignment: Vicarious Trauma** | 7.1, 7.2, 7.3, 7.4 |
| **Write** a two-to three-page paper reflection that describes how you would ethically address the issue of vicarious trauma with teachers and staff at your school site.  **Include** the concepts of compassion fatigue and secondary traumatic stress in your reflection.  **Submit** your reelections as a Word document by Sunday. | |

Week 8: Crisis Counseling Skills with Individuals & Groups

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify evidence-based techniques to use with individual and group crisis counseling. | CLO2, CLO4, CLO6 |
| * 1. Determine when to use specific skills for crisis counseling with individuals versus groups. | CLO2, CLO4, CLO6 |
| * 1. Identify legal and ethical considerations in crisis prevention and intervention. | CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 8.1, 8.2, 8.3 |
| ***Working with Grieving and Traumatized Children and Adolescents***  Ch. 7: Incorporating SITCAP in Schools and Community-Based Organizations  **Note**. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1221571> | |
| ***Online Resources***   * [NEA's School Crisis Guide](https://www.nea.org/resource-library/neas-school-crisis-guide) from the National Education Association * [Direct Crisis Support](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/direct-crisis-support) from NASP Online | |
| ***YouTube***  **View** the following videos:   * “[Breathing techniques from Responding to Crisis in the Aftermath of Disasters–Adult](https://youtu.be/kOTTy4HdEwk)” [5:01]. * “[Breathing techniques from Responding to Crisis in the Aftermath of Disasters–Child](https://youtu.be/UAylAS6-X7s)” [2:46]. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Interventions** | 8.1, 8.2, 8.3 |
| **Respond** to the following prompts in the Interventions discussion forum by Wednesday:   * What one legal or ethical consideration did you find important in addressing crisis prevention and intervention in the school environment? Why? * What tasks and activities would be beneficial as post interventions with school personnel, students and families in the first few days and weeks after a crisis?   **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. | |

|  |  |
| --- | --- |
| **Assignment: Toolbox** | COURSE |
| **Compile** a toolbox of activities and materials that you can use as a reference when needed in a crisis response.  **Note**. This can include links to web resource, worksheets, scripts for mindfulness or guided visualizations, or a list of hands on tools such as pens, scissors, etc.  **Submit** your toolbox as a Word document by Sunday. | |

# Rubrics

**Discussion Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements**  **100%** | **Meets Requirements**  **88%** | **Approaches Requirements**  **75%** | **Below Requirements**  **68%** |
| **Initial Response to the Forum Topic**  2 points | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts. | Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts. | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts. | Topic is addressed superficially and without evidence that prior posts were considered. |
| **Feedback to Peer’s Response to the Forum Topic**  1 points | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |

**Assignment Rubric – 5 Points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements** | **Meets Requirements** | **Approaches Requirements** | **Below Requirements** |
| **Content**  2 points | The assignment exceeds expectations displaying an advanced level of knowledge and understanding. | The assignment includes all the required elements. | The assignment has at least five of the required elements. | The assignment has less than five of the required elements. |
| **Application**  2 points | The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice. | The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice. | The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research. | Student makes no connection between the research and his or her own educational practice. |
| **Format**  1 point | The work product conforms to APA standards with no errors. | The work product conforms to APA standards with very few or no errors. | The work product generally conforms to APA standards with some errors. | The work product contains several errors and does not conform to APA guidelines. |

**Assignment Rubric – 7 Points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements** | **Meets Requirements** | **Approaches Requirements** | **Below Requirements** |
| **Content**  3 points | The assignment exceeds expectations displaying an advanced level of knowledge and understanding. | The assignment includes all the required elements. | The assignment has at least five of the required elements. | The assignment has less than five of the required elements. |
| **Application**  3 points | The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice. | The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice. | The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research. | Student makes no connection between the research and his or her own educational practice. |
| **Format**  1 point | The work product conforms to APA standards with no errors. | The work product conforms to APA standards with very few or no errors. | The work product generally conforms to APA standards with some errors. | The work product contains several errors and does not conform to APA guidelines. |

**Assignment Rubric – 10 Points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements** | **Meets Requirements** | **Approaches Requirements** | **Below Requirements** |
| **Content**  4 points | The assignment exceeds expectations displaying an advanced level of knowledge and understanding. | The assignment includes all the required elements. | The assignment has at least five of the required elements. | The assignment has less than five of the required elements. |
| **Application**  4 points | The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice. | The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice. | The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research. | Student makes no connection between the research and his or her own educational practice. |
| **Format**  2 point | The work product conforms to APA standards with no errors. | The work product conforms to APA standards with very few or no errors. | The work product generally conforms to APA standards with some errors. | The work product contains several errors and does not conform to APA guidelines. |