
 <p>MTSU Professional Counseling Program</p>	<p><b>Professional Counseling Program</b>  Middle Tennessee State University  1301 East Main Street  Murfreesboro, TN 37132  <a href="http://www.mtsu.edu/edu_leadership/professional_counseling/">http://www.mtsu.edu/edu_leadership/professional_counseling/</a></p>
	<p><b>COUN 6165 ADVANCED SCHOOL COUNSELING SEMESTER</b></p> 
<p>Instructor:  Office:  Office Phone:  Cell Phone:</p>	<p>Email:  Office hours: By appointment  Class Location: Center &amp; Online  Class Time:</p>

**I. Required Text**

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington: Author. ISBN: 978-1-4338-0559-2

Alexander, J. (2019). Building trauma-sensitive schools: Your guide to creating safe, supportive learning environments for all students. Brooks Publishing: Baltimore, Maryland.  
Articles on D2L

**II. Course Objectives**

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

**III. Course Requirements**

- a. **Attendance and Individual Participation**
- b. **Group Participation**
- c. **Weekly Posts**
- d. **Trauma-Informed Framework Paper**
- e. **Trauma-Informed Discipline Training**
- f. **Guidance Lesson: Trauma-Informed Topic**
- g. **Group Counseling: Trauma-Informed Topic**

**h. Extra Credit Assignment**

Wellness Plan

**IV. Grading**

Assignments	Potential Points
Attendance	150
Individual and Group Participation	150
Weekly Posts	300
Trauma-Informed Framework Paper	100
Trauma-Informed Discipline Training Presentation	100
Trauma-Informed Guidance Lesson	100
Trauma-Informed Group Counseling Lesson	100
Extra Credit: Self-Care Plan	10
Potential Total Points	1010

**V. Resources**

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

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

**Electronic Resources**

1. Tennessee School Counseling page - <https://www.tn.gov/education/student-support/school-counseling.html>
2. Tennessee School Counselor Connection will keep you up-to-date with school counseling in Tennessee. Go to <https://www.us8.list-manage.com/subscribe?u=b28b453ee164f9a2e2b5057e1&id=2a8bd96e84> fill out the form and click submit.
3. New from America’s Promise Alliance is available at <http://www.americaspromise.org>. Scroll to the bottom of the home page and click on “email” to register for updates. “Grad Nation” is accessed from this website (select from drop down menu “Programs” at the top of the home page).
4. Education Week is available at <http://www.edweek.org/>. Sign up for a free e-newsletter found at the upper right corner of the home page header.
5. The George Lucas Educational Foundation sponsors Edutopia “what works in education”. To sign up for the free weekly newsletter, go to <https://www.edutopia.org/>
6. eSchool News is available at <http://www.eschoolnews.com/> Click on “free registration” in the top right hand corner.
7. Smart Brief from Association for Supervision and Curriculum Development (ASCD) is available at <http://www.smartbrief.com/ascd>
8. Center for School Counseling Outcome Research and Evaluation (University of Massachusetts) <http://www.umass.edu/schoolcounseling/>
9. IRIS Center <http://iris.peabody.vanderbilt.edu> is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-

one through the use of effective evidence-based practices and interventions. Register for their email list at

<https://visitor.r20.constantcontact.com/manage/optin?v=001G1ZkJV0pNjKUA97ZCELvzjo6FuQuP4Wp>

## **VI. Policies**

### Confidentiality

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

### Program Dispositions Statements

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

### Reasonable Accommodations for Students with Disabilities

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

### Professional Organizations

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

### Academic Misconduct

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

### Academic Honesty

It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:

- **Plagiarism** – the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper acknowledgement.
- **Cheating** – using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Fabrication** – unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitation** – helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

True Blue Pledge

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

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

Objectives	2016 CACREP Standard	Activity/Assessment
Models of School Counseling Programs	Section 5:G.1.d	Lecture Weekly Post Trauma-Informed Framework Paper
Assessments specific to P-12 education	Section 5:G.1.e	Lecture Weekly Trauma-Informed Framework Paper
School counselor roles as leaders, advocates, and systems change agents in P-12 schools	Section 5:G.2.a	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation Trauma-Informed Group Counseling Lesson Trauma-Informed Classroom Guidance Lesson
School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	Section 5.G.2.b	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation Trauma-Informed Group Counseling Lesson Trauma-Informed Classroom Guidance Lesson
School counselor roles in school leadership and multidisciplinary teams	Section 5.G.2.d	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation
School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	Section 5.G.2.e	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation
Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Section 5.G.2.g	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation Trauma-Informed Group Counseling Lesson

		Trauma-Informed Classroom Guidance Lesson
Legal and ethical considerations specific to school counseling	Section 5.G.2.n	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation Trauma-Informed Group Counseling Lesson Trauma-Informed Classroom Guidance Lesson
Design and evaluation of school counseling programs	Section 5.G.3.b	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation Trauma-Informed Group Counseling Lesson Trauma-Informed Classroom Guidance Lesson
Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Section 5.G.3.c	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation Trauma-Informed Group Counseling Lesson Trauma-Informed Classroom Guidance Lesson
Interventions to promote academic development	Section 5.G.3.d	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation Trauma-Informed Group Counseling Lesson Trauma-Informed Classroom Guidance Lesson
Techniques of personal/social counseling in school settings	Section 5.G.3.f	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation Trauma-Informed Group Counseling Lesson Trauma-Informed Classroom Guidance Lesson
Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Section 5.G.3.h	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation Trauma-Informed Group Counseling Lesson Trauma-Informed Classroom Guidance Lesson
Techniques to foster collaboration and teamwork within schools	Section 5.G.3.l	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation Trauma-Informed Group Counseling Lesson Trauma-Informed Classroom Guidance Lesson
Strategies for implementing and coordinating peer intervention programs	Section 5.G.3.m	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation Trauma-Informed Group Counseling Lesson Trauma-Informed Classroom Guidance Lesson
Use of accountability data to inform decision making	Section 5.G.3.n	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation

Use of data to advocate for programs and students	Section 5.G.3.o	Lecture Weekly Post Trauma-Informed Framework Paper Trauma-Informed Discipline Presentation
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