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ACADEMIC APPOINTMENT

Assistant Professor of Education
Bellarmine University, Louisville, Kentucky

June 2020 - Present

SPECIALIZATION AREAS

Trauma-Informed Practices, Education Policy, School Leadership, School Counseling,
Mental Health Counseling

EDUCATION

May 2020	Ed.D., Educational Leadership and Policy Peabody College, Vanderbilt University, Nashville, TN
December 2016	M.S.Ed., Educational Leadership and Policy College of Education, Purdue University, West Lafayette, IN
May 2015	M.Ed., Educational Psychology School of Education, Loyola University Chicago, Chicago, IL
May 2014	Ed.S., Counseling and Counselor Education Minor in Learning and Developmental Sciences School of Education, Indiana University, Bloomington, IN
May 2013	M.S.Ed., Counseling and Counselor Education School of Education, Indiana University, Indianapolis, IN
June 2011	B.A., Psychology; B.M., Contemporary Voice Studies Northwestern University, Evanston, IL

SCHOLARSHIP

Working Papers

Wells, T., Chimka, M., & Gee, V. (under review). Teacher candidate perceptions and knowledge of trauma-informed practices (TIP) in schools. Information Age Press.

Wells, T., Chimka, M., & Kaur, S. (under review). Supporting rural principals through connection: An early assessment of Elgin's Principal Support Program. *The Rural Educator*.

Journal Publications

Thompson, C. E. & **Wells, T.** (in press). How do peace psychologists address the violent assaults on black people's lives? A review of studies published in the *Peace and Conflict journal*. *Peace and Conflict: Journal of Peace Psychology*.

Graves, S. L., Newell, M., Harrell, F., & **Wells, T.** (2019). A mixed data analysis of graduate student mentoring for faculty careers in school psychology. *Contemporary School Psychology, 2159-2020*(7), 1-10. DOI: 10.1007/s40688-019-00253-0

Chapter Publications

Coffee, G., Fenning, P., & **Wells, T. L.** (2015). *Promoting youth sexual health: Home, school, and community collaboration*. New York, NY: Routledge.

Peer-reviewed Presentations

Wells, T., Chimka, K., & Kaur, S. (2020, November). *Supporting rural principals through connection: an early assessment of Elgin Children's Foundation's Principal Support Program*. Paper presented at the University Council for Educational Administration (UCEA) virtual convention.

Coffee, G., **Wells, T.**, Holmes, K., Karahalios, V., & Way, K. (2015, February). *LGBTQI youth experiences and perceptions of sexuality education*. Paper presented at the annual convention of the National Association of School Psychologists, Orlando, Florida.

Presentations

Wells, T. & Young, R. (2021, January). *Chronic stress & self-care: Strategies for school leaders*. Presented at Kentucky's 5th Annual Leadership EdCamp: For Principals by Principals.

Invited Presentations

Wells, T. (2021, February). *Chronic stress & self-care: Strategies for college and graduate students*. Presented through the Mentor Circle for the Northwestern Network Mentorship Program.

Wells, T. (2020, June). *Social and cultural capital of a first-generation college student*. Presented lecture in HED 565G: First-Generation College Student Experience at Merrimack College.

TEACHING EXPERIENCE

Courses Taught at Bellarmine University, Louisville, Kentucky

EDUG-601 Research Methodology for School Leaders. This graduate course provides an introduction to the basic methods of research in education with primary emphasis on large scale data analysis within classroom and school contexts as well as ethnographic and evaluation methods. This course is designed to prepare school leaders to evaluate research on P-12 student learning, including college readiness curriculum and standards.

EDUG-675 Foundations of Trauma Informed Practices. This graduate course addresses the types of trauma and the influences of trauma on K-12th grade students –socially, emotionally, physically, and academically. Topics include trauma's effect on brain

development, indicators of trauma in students, the impact of violence and other stress on learning, trauma stewardship, the risk of secondary trauma and burnout, tools for coping, and other strategies that support teachers. Exploration of resilience as a factor in responding to trauma is addressed. Additionally, practical application of teacher and student wellness strategies is explored.

EDUG-676: Trauma Informed Classrooms. This graduate course addresses the use of sensorimotor and affective (social-emotional) strategies to recognize, empathize, and proactively plan for classroom level behaviors associated with K-12 students who have experienced trauma. Candidates develop trauma-informed behavioral practices, instructional practices, and approaches to build healthy, effective relationships with students, peer educators, caregivers and health care providers. Safety messages are developed for classroom level use. Application of universal screeners at the classroom level based on relevant legislation. Practical application of student and teacher wellness strategies in the classroom setting will be explored.

EDUG-677: Creating Trauma Informed Schools. This graduate course is designed to explore research-based practices and systems to create a trauma-sensitive school. The course addresses characteristics of a school environment sensitive and responsive to trauma and toxic stress, staff development and professional support for teachers and staff, and the role of families and community partners in developing a trauma sensitive school. Practical application of student and staff wellness strategies in a school-wide setting is explored.

Courses Taught at Indiana University, School of Education, Indianapolis, Indiana

EDUC-G 505 Individual Appraisal: Principles and Procedures. This graduate course provides an analysis of statistical, psychometric, sociometric, and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/controversies about ethnic, sexual, cultural, and individual differences will be examined.

EDUC-G 522 Theories of Counseling. This graduate course provides an introduction to counseling theories and psychological processes involved in individual counseling.

EDUC-G 524 Practicum in Counseling. This graduate course provides introductory counseling experience in a school or agency setting. Students will have practice in counseling, interviewing, in-service training, orientation procedures, and data collection. In addition to weekly group supervision, weekly individual/triadic supervision is provided by the instructor.

EDUC-G 550 Internship in Counseling. The graduate course is designed to provide students more advanced experience and with a broader range of clients.

EDUC-G 563 Mental Health Counseling. This course intends to broaden students' perspective of mental health services, including the multifaceted aspects of counseling,

assessment, delivery, and evaluation in accordance with CACREP standards (2016). Students will focus on the practice of mental health counseling, understanding client issues, and approaches for addressing those issues. Topics include the structure and organization of mental health centers, advocacy, client assessment and case conceptualization, treatment planning, and managed-care and third party payers.

EDUC-G 580 Teaching Anger Management. This graduate course will prepare students to teach anger management in individual, classroom, and small group contexts in K-12 settings.

EDUC-G 615 Psychopathology and Advanced Diagnosis. This graduate course covers the domain of psychopathology as it is represented in the American Psychiatric Association's DSM-5. The scientific bases of contemporary theories and research regarding major psychological disorders will be studied, with a goal of helping the student recognize and conceptualize a variety of mental health disorders. The history of diagnostic classification and socio-cultural implications of mental disorders will be explored. Students will learn about the types and causes of mental disorders, their assessment, treatment, and related research in psychotherapy. The professional, ethical, and cultural issues related to psychopathology and its treatment will also be discussed.

EDUC-G 647 Advanced Internship in Mental Health Counseling. This graduate course is designed to give mental health counseling students more advanced experience in a practice setting.

ADVISING

Graduate Student Advising

- Total Master's students: 20

Doctoral Dissertation - Committee Member (*= Research Methodologist)

- *Waters, C. (2021).
- Dulaney, A. (2021).

SERVICE

Department, Division, & School/College Service

Bellarmino University

Member: Diversity, Equity, and Inclusion Committee, School of Education, 2020 - Present

Advisor: Student Advisory Board of DEI committee, School of Education, 2021 - Present

Search Chair: Served as chair for MAEd adjunct position in trauma-informed practices, 2020

Professional/Community

Northwestern University Alumni Association Council

Admissions Interviewer and Undergraduate Mentor, 2011 - Present

Information Age Press

Peer Reviewer, 2021

PROFESSIONAL EXPERIENCE

School Counselor, MSD Washington Township, Indianapolis, IN	2017 – 2020
Associate Faculty, School of Education, Indiana University, Indianapolis, IN	2018 – 2020
Associate Faculty, University of Indianapolis, Indianapolis, IN	2019
Instructor, Kaplan Test Prep, Indianapolis, IN	2015 – 2019
School Counselor, Indianapolis Public Schools, Indianapolis, IN	2015 – 2017
After School Site Coordinator, MSD Washington Township, Indianapolis, IN	2012 – 2014
Clinical Associate, Healing Hidden Hurts, Carmel, IN	2011 – 2013

CERTIFICATIONS

Indiana Educator Licenses (10234497)

School Counselor; Building-level Administrator; Teaching - Psychology, grades 5-12

Kentucky Educator License (EPSB ID# 201229966)

School Counselor

Mental Health Counselor (LMHC): Indiana (39003449A)

National Certified Counselor; National Certified School Counselor

Certified Trauma Practitioner – Clinical (CTP-C)

AWARDS

Superstar Staff, MSD Washington Township (2020)

Transformational Leader, IUPUI (2018)

PROFESSIONAL MEMBERSHIP

American Educational Research Association (AERA)

American School Counselor Association (ASCA)