## Crisis and Emergency Services for Counselors PSYC 866 Fall 2018

## **Basic Course Information**

Our class is a 3-credit-hour doctoral course that takes place on Tuesday mornings from 9:45 to 12:15 in Miller G-006. It is an intensive introduction to the theory, research, and practice of crisis and emergency services with individuals, families, groups, and communities. The course also covers strategies for training volunteers, educating counseling students, and preparing professionals to become resources in catastrophic situations. Finally, the course addresses the role of counselors as leaders on community disaster response teams.

Instructor:	Office Hours:	
Lennis G. Echterling, Ph.D.	Mondays	8:00 to 10:00 a.m.
Johnston 211	Tuesdays	8:00 to 9:00 a.m.
568-6522	Wednesdays	1:00 to 3:00 p.m.
<u>echterlg@jmu.edu</u>	Other times by	appointment

## **Objectives and Learning Outcomes**

The objectives of this course are to help you:

- enhance your knowledge of personal, family, group, and community crises;
- improve your skills in performing crisis intervention and emergency counseling;
- respond effectively to someone who is presenting a risk of suicide;
- use the telephone effectively in crisis situations;
- become familiar with outreach crisis and disaster intervention approaches;
- gain skills in educating volunteers, counseling students, and professionals in crisis intervention and disaster work;
- have a working understanding of leadership roles and strategies for responding to community, national and international crises; and
- consider the ethical and legal challenges of crisis intervention and emergency counseling.

In particular, students who successfully complete this course will demonstrate knowledge beyond the entry-level program requirements in the following area of the CACREP 2016 Doctoral Standards for Counselor Education and Supervision:

## LEADERSHIP AND ADVOCACY

## 1.) Leadership roles and strategies for responding to crises and disasters (5.f.)

## Course CACREP Standards and KPI Chart

CACREP STANDARDS INCLUDED IN COURSE	5.f.
Overall Standards KPI 6 Crisis & Disaster Response: Knowledge and skills for effective crisis, emergency and disaster response. (I) Crisis Presentation	x

## <u>KPI Rubric</u>

Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (4)	
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KPI 6 Crisis & Disaster Response:	Does not meet	Is approaching	Meets	Surpasses
Knowledge and skills for effective		expectations for		
	expectations for		expectations for	expectations for
crisis, emergency and disaster	level of training	level of training	level of training	level of training
response.	and experience	and experience	and experience	and experience
Demonstrates sufficient	when: (a)	when: (a)	when: (a)	when: (a)
knowledge and skills of the impact	demonstrating	demonstrating	demonstrating	demonstrating
of crisis and disaster on clients as	knowledge and	knowledge and	knowledge and	knowledge and
well as knowledge and skill in	skills for	skills for	skills for	skills for
responding to crisis and disasters	effective crisis,	effective crisis,	effective crisis,	effective crisis,
clinically and systemically.	emergency, and	emergency, and	emergency, and	emergency, and
	disaster	disaster	disaster	disaster
	response (b)	response (b)	response (b)	response (b)
	applying	applying	applying	applying
	knowledge and	knowledge and	knowledge and	knowledge and
	skills in	skills in	skills in	skills in
	counseling	counseling	counseling	counseling
	clients in crisis	clients in crisis	clients in crisis	clients in crisis
	(c)	(c)	(c)	(c)
	demonstrating	demonstrating	demonstrating	demonstrating
	knowledge of	knowledge of	knowledge of	knowledge of
	responding to	responding to	responding to	responding to
	crisis clinically	crisis clinically	crisis clinically	crisis clinically
	and systemically	and systemically	and systemically	and systemically

## Required Texts

- Echterling, L. G., Presbury, J. H., & McKee, J. E. (2018). *Crisis intervention: Promoting resilience in troubled times*. San Diego, CA: Cognella.
- Echterling, L. G., Presbury, J., Cowan, W. E., Staton, A. R., Sturm, D., Kielty, M., McKee, J. E., Stewart, A., & Evans, W. F. (2016). *Thriving! A manual for students in the helping professions* (3rd ed.). Los Angeles, CA: Sage.

Recommended Readings

- Boulware, D. L., & Bui, N. H. (2016). Bereaved African American adults: The role of social support, religious coping, and continuing bonds. *Journal of Loss and Trauma*, 21(3), 192-202. Doi:10.1080/15325024.2015.1057455
- Buffini, K. B., & Gordon, M. (2015). One-to-one support for crisis intervention using online synchronous instant messaging: Evaluating working alliance and client satisfaction. *British Journal of Guidance & Counselling*, 43(1), 105-116. doi:10.1080/03069885.2014.987723
- Cohrs, J. C., Christie, D. J., White, M. P., & Das, C. (2013). Contributions of positive psychology: Toward global well-being and resilience. *American Psychologist, 68*(7), 590-600. doi:10.1037/a0032089
- Cook, S. W., Aten, J. D., Moore, M., Hook, J. N., & Davis, D. E. (2013). Resource loss, religiousness, health, and posttraumatic growth following Hurricane Katrina. *Mental Health, Religion & Culture, 16*(4), 352-366. doi:10.1080/136746.2012.667395
- Drapeau, C. W., & McIntosh, J. L. (2017). U.S.A. suicide 2016: Official final data. Washington, DC: American Association of Suicidology. Retrieved from http://www.suicidology.org/.
- Echterling, L. G., & Stewart, A. L. (2015). Creative crisis intervention techniques with children and families. In C. Malchiodi (Ed.) *Creative interventions with traumatized children* (2nd ed.) (pp. 213-234). New York, NY: Guilford.
- Echterling, L. G., & Stewart, A. L. (2015). Resiliency in early childhood. In T. Gullotta, & M. Bloom (Eds.) *Encyclopedia* of primary prevention and health promotion. (2nd ed.) New York, NY: Springer.

- Evans, A. M., Hemmings, C., Burkhalter, C., & Lacy, V. (2016). Responding to race related trauma: Counseling and research recommendations to promote post-traumatic growth when counseling African American males. *Journal of Counselor Preparation & Supervision, 8*(1), 78-103.
- Evans, A. M., Kluck, A., Hill, D., Crumley, E., & Turchan, J. (2016). Utilizing existential meaning-making as a therapeutic tool for clients affected by poverty. *International Journal of Existential Psychology and Psychotherapy, 6*(1).
- Gelkopf, M., Haimov, S., & Lapid, L. (2015). A community long-term hotline therapeutic intervention model for coping with the threat and trauma of war and terror. *Community Mental Health Journal, 51*, 249-255. doi:10.1007/s10597-014-9786-8
- Gullslett, M. K., Kim, H. S., Andersen, A. J. W., & Borg, M. (2016). Emotional darkness without solutions: Subjective experiences of mental health crisis. *International Journal of Mental Health*, *45*, 161-170. doi:10.108/00207411.2016.1185875
- Helfgott, J. B., Hickman, M. J., & Labossiere, A. P. (2016). A descriptive evaluation of the Seattle Police Department's crisis response team officer/mental health professional partnership pilot program. *International Journal of Law and Psychiatry, 44*, 109-122. Retrieved from http://dx.doi.org/10.1016/j.ijlp.2015.08.038
- Houston, J. B., Spialek, M. L., Cox, J., Greenwood, M. M., First, J. (2015). The centrality of communication and media in fostering community resilience: A framework for assessment and intervention. *American Behavioral Scientist, 59*(2). 270-283. doi:10.1177/0002764214548563
- Junger, S. (2016). *Tribe: On homecoming and belonging*. New York, NY: Hachette Book Group.
- Kohrt, B. A., Blasingame, E., Compton, M. T., Dakana, S. F., Dossen, B., Lang, F., Strode, P., & Cooper, J. (2015).
  Adapting the Crisis Intervention Team (CIT) model of police-mental health collaboration in a low-income, post-conflict country: Curriculum development in Liberia, West Africa. *American Journal of Public Health*, *105*(3), e73-e80. doi:10.2105/AJPH.2014.302394
- Park, C. L., Currier, J. M., Harris, J. I., & Slattery, J. M. (2017). *Trauma, meaning, and spirituality: Translating research into clinical practice.* Washington, DC: American Psychological Association.
- Pennebaker, J. W., & Smyth, J. M. (2016). *Opening up by writing it down* (3<sup>rd</sup> ed.). New York, NY: Guilford.
- Powers, R. (2017). *No one cares about crazy people: The chaos and heartbreak of mental health in America.* New York, NY: Hachette.
- Rush, S. C., Houser, R., & Partridge, A. (2015). Rebuilding sustainable communities for children and families after disaster: Recommendations from symposium participants in response to the April 27<sup>th</sup>, 2011 tornadoes. *Community Mental Health Journal*, *51*, 132-138. doi:10.1007/s10597-014-9780-1
- Shtivelband, A., Aloise-Young, P. A., & Chen, P. Y. (2015). Sustaining the effects of gatekeeper suicide prevention training: A qualitative study. *Crisis: The Journal of Crisis Intervention and Suicide Prevention*. Advance online publication. doi:10.1027/0227-5910/a000304
- Silveira, F. S., & Boyer, W. (2015). Vicarious resilience in counselors of child and youth victims of interpersonal trauma. *Qualitative Health Research*, *25*(4), 513-536.
- Stebnicki, M. A. (2017). *Disaster mental health counseling: Responding to trauma in a multicultural context.* New York, NY: Springer.
- Stewart, A. L., Field, T. A, & Echterling, L. G. (2016). Neuroscience and the magic of play therapy. *International Journal* of Play Therapy, 25(1), 4-13.
- Stewart, A. L., Echterling, L. G., & Mochi, C. (2015). Play-based disaster and crisis intervention: Roles of play therapists in promoting recovery. In D. Crenshaw & A. Stewart (Eds.) *Play therapy: A comprehensive guide to theory and practice* (pp. 370-384). New York, NY: Guilford.
- Webster, J. D., & Deng, X. C. (2015). Paths from trauma to intrapersonal strength: Worldview, posttraumatic growth, and wisdom. *Journal of Loss and Trauma, 20*, 253-266. doi:10.1080/15325024.2014.932207

Online Resources

Psychological First Aid Online <u>http://learn.nctsn.org/course/index.php?categoryid=11</u>

## http://www.ptsd.va.gov/professional/materials/manuals/psych-first-aid.asp

# Psychological First Aid for Schools: Field Operations Guide

http://www.nctsn.org/sites/default/files/pfa/school/1-PFA\_for\_Schools\_final.pdf

## Disaster Mental Health

http://www.counseling.org/knowledge-center/trauma-disaster.

## Purpose

The purpose of this course is to prepare you to address the needs of individuals, families, groups, and communities in crisis. You will gain expertise in the theory, research, and practice of crisis intervention, crisis counseling, and emergency services. In addition, you will learn strategies for training crisis volunteers, counseling students, and professionals; supervising emergency counselors; and advocating for crisis survivors and administering disaster teams.

In this course, you will be examining the foundational and current crisis literature, reflecting on how people deal with crises, exploring your own resilience, and reviewing your professional experience in crisis intervention and emergency services. Along the way, you will put your experiences, attitudes, and skills into a theoretical context. You will also refine your skills in practice sessions, write a key assignment related to crisis and emergency services, and design and present a mini-workshop.

You will probably find this course to be both intellectually and emotionally challenging. You will have to think about painful experiences, face some difficult issues, examine your own wounds and vulnerabilities, and try out new ways of providing emergency services. All of us have been through crises ourselves, but if you currently are in a crisis situation, you should carefully consider if you are able right now to handle the extra challenges of this course. As you monitor your own reactions, please feel free to use me as a resource.

## Format and Methods of Instruction

The class format is that of a seminar and it is based on the assumption that you are coming to each class fully prepared to make the most of our limited time together. You will be sharing your experiences, discussing the readings, dealing with case studies, observing videotapes, practicing skills, and offering one another feedback. In addition, you will be presenting your mini-workshops in class. I invite you to participate fully and contribute generously to our endeavors. Welcome aboard!

## Performance Evaluation Criteria and Procedures

Grades will be based on the following four criteria:

- 1. Class Participation20 points2. Written Reflections25 points
- 3. Key Assignment 10 points
- 4. Practice Sessions 20 points
- 5. Mini-Workshop Presentation 25 points

A—90-100 points B—80-89 points C—70-79 points D—60-69 points F—59 points or below

You determine the grade that your performance will receive in this class. It is based on your work as an active learner – no tricks, no gimmicks, no Mickey Mouse.

## **Class Participation**

I am looking forward to you being a dedicated student who attends all our classes, comes prepared, is fully involved in all activities, and offers your ideas and observations to our discussions. I will use the rubric below regarding class participation to evaluate your performance on this criterion.

Excellent (9-10)	Acceptable (7-8)	Unacceptable (0-6)
Consistently engages, actively	Attends every class, arrives	Is absent or, when present,
listens, and builds on the	promptly, and is well prepared,	rarely interacts with other
contributions of other members	having completed all	members of the class. Comes
of the class. Arrives promptly	assignments. Interacts	to class unprepared.
and fully prepared at every	respectfully and empathically	Demonstrates a notable lack of
class session. Can always be	with other members of the	interest in contributing to a
counted on to offer honest	class. Regularly contributes	positive learning environment.
reflections, insightful	thoughtful reflections, relevant	Brings a presence that
observations, and supportive	comments, and constructive	sabotages productive group
comments that contribute	observations to class	dynamics. Engages in non-
significantly to a stimulating	discussions. Brings a sense of	verbal relational aggressive
learning environment. Brings a	presence that contributes to	behaviors, such as eye rolling
sense of presence that	productive group dynamics.	and dismissive gestures, that
stimulates productive group		communicate disrespect or
dynamics without dominating		contempt for peers and the
the process.		instructor.

## Written Reflections

To engage with the reading material for this course, you will complete written reflections. For each reflection, write a short paper, about two double-spaced pages in length, in which you briefly summarize your responses to the assigned readings. As a guide, you may want answer these questions:

- 1. How might you respond if you were intervening in the crisis story?
- 2. What concepts are especially intriguing to you?
- 3. What reflections do you have regarding the experiential learning activities?
- 4. What skills do you especially want to enhance?

Submit your written reflections to me electronically *before* the class it is due. I will provide you with feedback by email. In class, we will then discuss the readings.

The following rubric will be used to evaluate your performance on all your written assignments:

Excellent (21-25)	Acceptable (16-20)	Unacceptable (0-15)
Written reflections are	Written reflections are	Written reflections are
submitted prior to the class	submitted prior to the class	submitted late or do not
meeting and demonstrate	meeting and demonstrate an	demonstrate a fundamental
thorough knowledge of the	adequate understanding of the	understanding of the readings.
readings. Contributions to the	readings. Contributions to the	Contributions to the class
class discussion show a	class discussion are appropriate	discussion are minimal or
nuanced understanding of the	and productive.	nonexistent.
material.		

#### Assignment

When you complete the Ph.D. in Counseling and Supervision Program, you will be expected not only to perform crisis

counseling, emergency interventions, and disaster services, but also to provide consultation, training, education, supervision, advocacy, and leadership. Therefore, you will use the following review paper to document your understanding of this learning outcome.

In your key assignment, which is about 4-6 pages in length, summarize the leadership roles, and strategies for counselors who are responding to community, national, and international crises and disasters. Use the text, additional readings, online resources, and other current literature to demonstrate your understanding. Submit the paper to me electronically. The following rubric will be used to evaluate your performance on this CACREP doctoral learning outcome in leadership and advocacy (5.f.):

Excellent (9-10)	Acceptable (7-8)	Unacceptable (0-6)
Demonstrates a comprehensive	Demonstrates an adequate	Does not demonstrate a
and detailed working	understanding of the leadership	fundamental understanding of
knowledge of the leadership	roles and strategies for	the leadership roles and
roles and strategies for	responding to crises and	strategies for responding to
responding to crises and	disasters. Offers an adequate	crises and disasters. Offers only
disasters. Offers a nuanced	description of leadership roles,	brief and simplistic summaries
description of leadership roles,	and summarizes the essential	of leadership roles, and does
including the roles of	strategies of crisis and disaster	not adequately describe
counselors on emergency	intervention. Follows APA	fundamental strategies of crisis
management response teams,	format with only minor errors.	and disaster intervention. APA
and describes detailed	Spelling and grammar are	format not followed.
strategies for crisis	consistently correct. Generally	
intervention. Consistently	organized, clear, and	
follows APA format without	consistent. With significant	
errors. Spelling and grammar	revision, would be an	
are correct throughout the	acceptable contribution to a	
assignment. Organized, clear,	professional newsletter or a	
and consistent. With some	possible proposal for a	
revision, would be a valuable	conference presentation.	
contribution to a professional		
newsletter or a promising		
proposal for a conference		
presentation.		

#### 5.f. Leadership Roles and Strategies for Responding to Crises and Disasters Rubric

## Crisis Counseling Practice Sessions

Over the semester, you will participate in five video recorded practice sessions. In each session, you will be involved in two interactions lasting at least 15-20 minutes each: one as the person in crisis and one as the intervener. As the survivor, you will draw upon an emotionally intense situation that you are willing to share. It may be an event that is recent, current, impending, or one that has been a life-altering incident that you would find valuable to revisit. Keep in mind that this is <u>not</u> a role-play and that you are <u>not</u> strangers to one another, even in the telephone practice session.

As the helper, you will engage in an encounter with the survivor and practice your intervention skills. You may want to build on the strengths and resources you know from previous encounters with this person.

Select a segment of your video recorded practice intervention for possible presentation in the following class. Also, schedule an individual appointment with me to go over your recorded work in my office. When you choose a sample to process, introduce it with your specific needs for feedback on this particular tape. What issues were getting in the

way of you doing your best in this sample? Where did you shine? What do you want to gain from this review process?

Practice Session 1.	Offering LUV and focusing on strengths, as described in Chapter 1. End with an encouragement interlude.
Practice Session 2.	Intervening by telephone, as described in Chapter 3. End with an encouragement interlude.
Practice Session 3.	Enhancing emotions of resolve, as described in Chapter 5. End with an encouragement interlude.
Practice Session 4.	Promoting creative coping by offering scaling or providing a suggestion, as described in Chapter 6. End with an encouragement interlude.
Practice Session 5.	Checking for risk factors of suicide and exploring strengths, as described in Chapter 7 of the Crisis text. This practice session is one that can involve a role-play. I will be providing possible scenarios that you can follow. Following your recorded segment, discuss the possibilities for ongoing interventions and referrals.

The following rubric will be used to evaluate the skills you demonstrate throughout the semester in these practice sessions:

3. Excellent (18-20)	2. Acceptable (14-17)	1. Unacceptable (0-13)
Demonstrates an exceptionally high	Demonstrates an adequate level of	Does not demonstrate the
degree of advanced skills for	essential skills for effective crisis	essential skills for effective
effective crisis counseling,	counseling, emergency services work,	crisis counseling, emergency
emergency services work, and	and disaster intervention. Attends every	services work, and disaster
disaster intervention. Consistently	practice session, arrives promptly, and is	intervention. Is absent or, when
engages, actively listens, and builds	well prepared. Interacts respectfully	present, rarely fulfills
on the contributions of other	and empathically with other members of	responsibilities in practice
members of the group. Arrives	the group. Regularly contributes	sessions. Comes to practice
promptly and fully prepared at	thoughtful reflections, relevant	sessions unprepared.
every practice session. Can always	comments, and constructive feedback.	Demonstrates a notable lack of
be counted on to offer honest	Shares a recorded segment both in class	interest in contributing to a
reflections, insightful observations,	and in an individual appointment	positive learning environment.
and supportive feedback.	outside of class.	Fails to share a recorded
Productively shares a recorded		segment in class or in an
segment both in class and in an		individual appointment outside
individual appointment outside of		of class.
class.		

## **Crisis Counseling Practice Sessions Rubric**

## Mini-Workshop

At the beginning of the semester, we will discuss and identify specific training needs of students that relate to crises, emergencies, and disasters. You will then develop and present a mini-workshop to address one of these needs. Your mini-workshop will be scheduled to take place at the conclusion of the course. For your mini-workshop, you will research the topic, develop expertise in the area, formulate specific training goals, and write an accompanying training handout to distribute to the participants. You will design the mini-workshop to be about 60 minutes in length. It may include brief presentations, demonstrations, activities and discussions. The following rubric will be used to evaluate your performance on this learning outcome:

Mini-Workshop Rubric			
Excellent (21-25)	Acceptable (16-20)	Unacceptable (0-15)	

Successfully meets the training needs articulated at the start of the semester. Promotes the achievement of the stated learning objectives. Demonstrates the presenter's knowledge of models, roles, and strategies for responding to crises and disasters. Creatively employs outstanding pedagogical tools, such as brief lectures, demonstrations, case studies, experiential learning activities, role-plays, and discussions. Handouts provide excellent and comprehensive information in a consistently clear and organized manner. With some additional work, would be a valuable professional development offering.	Adequately meets the training needs articulated at the start of the semester. Promotes the achievement of the stated learning objectives. Demonstrates the presenter's knowledge of models, roles, and strategies for responding to crises and disasters. Employs appropriate pedagogical tools, such as brief lectures, demonstrations, case studies, experiential learning activities, role-plays, and discussions. Handouts provide accurate and useful information in a clear and organized manner.	Does not address the needs articulated at the start of the semester. Does not meet the stated learning objectives. Fails to demonstrate the presenter's knowledge of models, roles, and strategies for responding to crises and disasters. Fails to use appropriate pedagogical tools, such as brief lectures, demonstrations, case studies, experiential learning, role- plays, and discussions. Handouts fail to provide useful information in a clear and organized manner.
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Date	Highlights	Assignments Due
8/28	Introductions & Overview Syllabus Practice Groups A Good Good-Bye	
9/4	Resilience & Thriving Discussion of Readings Review of Videos A Good Good-Bye	Crisis, Thriving Chapter 1 Written Reflection 1 Practice 1
9/11	Resolution & Journey Discussion of Readings Review of Videos A Good Good-Bye	Crisis, Thriving Chapter 2 Written Reflection 2
9/18	Social Support & Stress Discussion of Readings Review of Videos A Good Good-Bye	Crisis, Thriving Chapter 3 Written Reflection 3 Practice 2
9/25	Making Meaning & Needs Discussion of Readings Review of Videos A Good Good-Bye	Crisis, Thriving Chapter 4 Written Reflection 4
10/2	Emotions & Academics	Crisis, Thriving Chapter 5

	Discussion of Readings Review of Videos A Good Good-Bye	Written Reflection 5 Practice 3
10/9	Coping & Exploring Self Discussion of Readings Review of Videos A Good Good-Bye	Crisis, Thriving Chapter 6 Written Reflection 6
10/16	Individuals I & Others I Discussion of Readings Review of Videos A Good Good-Bye	Crisis, Thriving Chapter 7 Written Reflection 7 Practice 4
10/23	Individuals II & Others II Suicide Review of Videos A Good Good-Bye	Crisis, Thriving Chapter 7 (Continued)
10/30	Families &Neuro-Minded Discussion of Readings Review of Videos A Good Good-Bye	Crisis, Thriving Chapter 8 Written Reflection 8 Practice 5
11/6	Groups & Crises Discussion of Readings Group Role-Play in Class A Good Good-Bye	Crisis, Thriving Chapter 9 Written Reflection 9
11/13	Disasters & Internships Discussion of Readings Review of Videos A Good Good-Bye	Crisis, Thriving Chapter 10 Written Reflection 10 Table Top Exercise in Class
11/27	Review of Videos Mini-Workshop A Good Good-Bye	
12/4	Mini-Workshops A Good Good-Bye	
12/11	Mini-Workshops Review/Preview A Good Good-Bye	

#### Counseling Programs Academic Policies

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines,

individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

## **Class Participation**

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

## Academic Honesty

## Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <a href="http://www.jmu.edu/registrar/">http://www.jmu.edu/registrar/</a>.

## Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <a href="http://www.jmu.edu/JMUpolicy/1309.shtml">http://www.jmu.edu/JMUpolicy/1309.shtml</a>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

## **Religious Accommodations**

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <a href="http://www.jmu.edu/oeo/">http://www.jmu.edu/oeo/</a>.

## **Disability Accommodations**

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <a href="http://www.jmu.edu/ods/">http://www.jmu.edu/ods/</a> for more information.

## Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual

assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and well-being. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, <u>sirockam@jmu.edu</u>, 540-568-5219. You may also file a report online at <u>https://www.jmu.edu/access-and-enrollment/titlelX/index.shtml</u>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <u>https://www.jmu.edu/access-and-enrollment/titlelX/index.shtml</u>.