

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:

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Office Hours:

Mondays 8:00 to 10:00 a.m.
Tuesdays 8:00 to 9:00 a.m.
Wednesdays 1:00 to 3:00 p.m.
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 <i>KPI 6 Crisis & Disaster Response: Knowledge and skills for effective crisis, emergency and disaster response. (I) Crisis Presentation</i>	x

KPI Rubric

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (4)
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<p>KPI 6 Crisis & Disaster Response: Knowledge and skills for effective crisis, emergency and disaster response.</p> <p>Demonstrates sufficient knowledge and skills of the impact of crisis and disaster on clients as well as knowledge and skill in responding to crisis and disasters clinically and systemically.</p>	<p>Does not meet expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective crisis, emergency, and disaster response (b) applying knowledge and skills in counseling clients in crisis (c) demonstrating knowledge of responding to crisis clinically and systemically</p>	<p>Is approaching expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective crisis, emergency, and disaster response (b) applying knowledge and skills in counseling clients in crisis (c) demonstrating knowledge of responding to crisis clinically and systemically</p>	<p>Meets expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective crisis, emergency, and disaster response (b) applying knowledge and skills in counseling clients in crisis (c) demonstrating knowledge of responding to crisis clinically and systemically</p>	<p>Surpasses expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective crisis, emergency, and disaster response (b) applying knowledge and skills in counseling clients in crisis (c) demonstrating knowledge of responding to crisis clinically and systemically</p>
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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* (3rd 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 27th, 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

<http://learn.nctsn.org/course/index.php?categoryid=11>

Psychological First Aid: Field Operations Guide

<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:

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|-------------------------------|-----------|
| 1. Class Participation | 20 points |
| 2. Written Reflections | 25 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 listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the 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 submitted prior to the class meeting and demonstrate thorough knowledge of the readings. Contributions to the class discussion show a nuanced understanding of the material.	Written reflections are submitted prior to the class meeting and demonstrate an adequate understanding of the readings. Contributions to the class discussion are appropriate and productive.	Written reflections are submitted late or do not demonstrate a fundamental understanding of the readings. Contributions to the class discussion are minimal or nonexistent.

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.):

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

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

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 not a role-play and that you are not 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:

Crisis Counseling Practice Sessions Rubric

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

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)
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<p>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.</p>	<p>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.</p>	<p>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.</p>
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Date	Highlights	Assignments Due
8/28	<p>Introductions & Overview Syllabus Practice Groups A Good Good-Bye</p>	
9/4	<p>Resilience & Thriving Discussion of Readings Review of Videos A Good Good-Bye</p>	<p>Crisis, Thriving Chapter 1 Written Reflection 1 Practice 1</p>
9/11	<p>Resolution & Journey Discussion of Readings Review of Videos A Good Good-Bye</p>	<p>Crisis, Thriving Chapter 2 Written Reflection 2</p>
9/18	<p>Social Support & Stress Discussion of Readings Review of Videos A Good Good-Bye</p>	<p>Crisis, Thriving Chapter 3 Written Reflection 3 Practice 2</p>
9/25	<p>Making Meaning & Needs Discussion of Readings Review of Videos A Good Good-Bye</p>	<p>Crisis, Thriving Chapter 4 Written Reflection 4</p>
10/2	<p>Emotions & Academics</p>	<p>Crisis, Thriving Chapter 5</p>

	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

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

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 <http://www.jmu.edu/registrar/>.

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 <http://www.jmu.edu/JMUpolicy/1309.shtml>. 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 <http://www.jmu.edu/oeo/>.

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 <http://www.jmu.edu/ods/> 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, sirockam@jmu.edu, 540-568-5219. You may also file a report online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>. 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: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.