

**Psychology 641 (3 credit hours)**  
**Prevention and Intervention in Schools**  
**Mondays, 4-6:30 Miller G035**  
**Hybrid (in-person and on-line course)**

**Course Description:**

This course addresses foundational components of social-emotional learning in K-12 settings. The emphases will include practical application of research-based strategies and techniques, including mindfulness and related integrative practices. Prerequisite: PSYC 640 and permission of instructor.

**Required Readings:**

Jennings, P. A. (2018). *The trauma-sensitive classroom: Building resilience with compassionate teaching*. WW Norton & Company.

Completion of Mindfulness Fundamentals Online Training (September 4- October 15)

Articles and Reading Assignments on CANVAS

**Course Objectives:**

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs (CACREP, 2016 Standards). In this course, students will acquire knowledge about foundational principles related to social-emotional learning (SEL), positive psychology, neuroscience, trauma informed practices and mindfulness. We will integrate school-based learning standards with appropriate interventions for child well-being, exploring the evidence base to support interventions such as mindfulness designed for school settings. Students will therefore be asked to develop their own personal mindfulness practice in order to experience practices, note benefits, and make tangible connections with course literature.

Specific CACREP Standards (2016) addressed include the following, in that at the completion of the course students will have demonstrated competency in:

**SCHOOL COUNSELING**

**1. FOUNDATIONS**

b. models of school counseling programs

**2. CONTEXTUAL DIMENSIONS**

a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools

f. competencies to advocate for school counseling roles

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs

j. qualities and styles of effective leadership in schools

- k. community resources and referral sources
- n. legal and ethical considerations specific to school counseling

3. PRACTICE

- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

**SCHOOL COUNSELING PROGRAM**

SC CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	Foundations	Contextual Dimensions							Practice										
	b	a	f	g	i	j	k	n	c	d	f	g	h	i	j	k	l	n	o
<b>KPI 9 (Reinforcement) Reflections:</b> You will be given prompts approximately every other week and asked to reflect on specific aspects of the prevention and intervention efforts you see and are practicing in your current internship site. See description in syllabus for details. (SEE APPENDIX FOR KPI RUBRIC)				x	x		x			x	x	x		x	x	x			
<b>Letter to Principal</b>		x	x			x				x							x	x	x
<b>Summary of Trauma Informed Classroom Prevention/Intervention</b>	x			x				x	x	x	x		x	x				x	x

**Instructional Approaches:** A variety of instructional approaches will be used in this course within a seminar modality. Experiential exercises based on readings and research will be integral to the course experience. Readings and reflections will inform the learning process.

**Course Requirements:**

1. Your attendance is both needed and appreciated in this class. Your full participation, including with in-class activities, will be expected as well as integral to the class. You must attend all course activities on all meeting days. You must complete assignments on time between our class meetings.
2. Complete readings and online assignments prior to class time.
3. Participation in class and via Canvas are required. Readings, as well as reflection questions and practice modules, will be posted as the course progresses.
4. Between classes, read classmates' reflections when posted and come to class prepared with notes and comments related to classmates' postings.

**Course Policies:**

1. No unexcused absences are allowed for successful completion of the course. More than one excused absence will result in an Incomplete for the course.
2. Late assignments will be penalized.
3. Technology (cell phone, iPad/tablet, laptop, etc.) use during class time is not allowed. Please turn off ringers and alerts unless you have specific permission from the instructor.
4. Exemplary professional responsibility and ethical behavior are expected during class time and onsite experiences. Confidentiality of participants must be maintained at all times. If you have any questions or concerns regarding confidentiality, ethics, or best practice please communicate with the instructor immediately. Unethical professional behavior may result in a failing grade for the course or an incomplete.
5. Students who might request accommodations for learning should communicate with the Office of Disability Services and the instructor as soon as possible.

**Expectations and Guidelines for Online Learning for JMU Counseling Programs):**

**Online learning will take place in either Canvas, Webex, Supervision Assist or Zoom**

Make sure you:

- Understand how to use the JMU Canvas system: <https://canvas.jmu.edu/>
- Maintain proper access to reliable, high-speed internet so that you can watch videos and see course content, as well as submit assignments such as online quizzes and discussion question responses.

If you do not have access to reliable, high-speed internet at home, you are able to use the resources on the JMU campus to access the course and complete required assignments

### **Technology Requirement:**

It is expected that you have proper access to reliable, high-speed internet so that you can watch videos and see course content, as well as submit assignments such as online quizzes and discussion question responses.

### **Intellectual Property**

Course materials prepared by the instructor, including the content of all lectures, are the property of the instructor. This material may not be reproduced, displayed, sold, modified or distributed without the express prior written permission of the copyright holder. Students may not participate in the distribution, sharing, or accessing of course material via the Internet or other means (including but not limited to assignments, exams, recordings and notes of the lectures, or other instructor-provided materials) without the written permission of the instructor, except between students who are both currently enrolled in this specific course.

### **Using Learning Analytics**

We will use analytics on CANVAS to monitor which activities you have viewed and how much time you are working on the course per week. These analytics and the following will contribute to your participation grade:

- logging into the course for organization purposes (viewing you schedule & tasks, checking announcements & grades)
- completing review of PowerPoints and watching entire videos as shared and completing assignments for each wee

### **Netiquette Expectations for Online Courses** (View this short [Youtube video on Netiquette](#))

(source: <https://www.memphis.edu/fcbe/students/netiquette.php>)

It is important for you as a student to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as “netiquette”.

The purpose of the following information is to help you be a more effective and successful student when communicating via email, chat rooms, or on discussion boards as a part of your online learning activities.

### **Why Netiquette is important to you as an online student**

Proper conduct in an online class is just as important as in a face-to-face classroom with similar potential repercussions for failing to maintain decorum. Remember that in an online class it is common for a very substantial portion of your grade to be a function of how well you perform in online discussion areas and other “classroom participation” activities. Your ability to clearly and properly communicate in an online class can be every bit as important to your success as how you perform on multiple choice tests and written assignments.

### **Professionalism and Presentation**

Overall, you should use common sense when communicating electronically. **In the same way that you would present yourself in person to make a positive and constructive impression you should always do the same when taking an online course.** Remember that the majority of what we communicate to others is in non-verbal ways (body language, voice inflection, etc.) and all you have in online courses is in

a text form. Make sure your digital impression is a clear and positive one. **Make sure your background is professional. Protect confidentiality by wearing headphones.**

### **“Soft” Misconduct vs. Misconduct with Concrete Repercussions**

Some forms of online misconduct are merely bothersome to others with the impact being limited to your instructor or fellow students finding you annoying and their being less likely to take your thoughts seriously. Other forms of online misconduct can potentially cross a line into the area of academic dishonesty and be treated no differently than cheating on an exam or plagiarizing a paper. It is therefore important that you take these guidelines seriously as they can have very real impact on your success as an online student. You want to avoid being guilty of misbehavior in both forms regardless of the level of impact.

Below are specific instructions on how to be the most positive and effective digital communicator that you can be in all areas of communication, but most especially in your online classes.

### **GENERAL GUIDELINES**

When communicating online, you should always:

- Treat your instructor(s) with respect, even in email or in any other online communication.
- Always use your professors’ proper title: Dr. or Prof., or if you're in doubt use Mr. or Ms. or stated preferred pronouns
- Unless specifically invited, don’t refer to them by first name. Some will be OK called “Bob” and others will expect to be “Dr. Smith”.
- Use clear and concise language. Be respectful of readers’ time and attention.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”.
- Use standard fonts that are optimized for online reading (e.g., sans serif) along with a consistent and readable size (12 or 14 pt.)
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons. Not everyone knows how to interpret them.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken literally or offensively.
- Be careful sharing personal information online (both yours and other’s).
- If you are in a health-care course follow HIPPA guidelines including not sending confidential patient information via e-mail or posting online.

### **DISCUSSION BOARD “NETIQUETTE” AND GUIDELINES**

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material. If necessary, re-read the instructions from your instructor.
- Take your posts seriously and review and edit your posts before sending. (Would you put sloppy writing with poor grammar in a formal research paper?)
- Be as brief as possible while still making a thorough comment. Remember this is a discussion area, not a doctoral thesis.
- Always give proper credit when referencing or quoting another source. (Corollary: Don’t copy and paste another student’s post and claim it as original as that is essentially plagiarism.)
- Be sure to read all messages in a thread before replying.
- Don’t repeat someone else’s post without adding something of your own to it. (See corollary above regarding reuse of someone else’s post.)

- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point. The point of a discussion in an online course is to help you and your other students learn through in-depth consideration of important topics.
- Always be respectful of others’ opinions even when they differ from your own. When you disagree with someone, you should express your differing opinion in a respectful, non-critical way. (Corollary: Do not make personal or insulting remarks.)
- Be open-minded as that is one of the major points of participating in an open classroom discussion.

### **EMAIL NETIQUETTE**

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a clear and descriptive subject line as a way to give them a reason to open your email.
- Be brief. Don’t make the reader have to scroll to read the entire message.
- Put the most important part at the very beginning. They may not read it to the end.
- Avoid attachments unless you are sure your recipients can open them. This is especially important with many people using smart -phones and tablet PCs to view email.
- Sign your message with your name and return e-mail address. Make sure they know how to contact you back.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message? (Corollary: Be sure you REALLY want everyone to receive your response when you click, “reply all”.)
- Similarly, be sure that the message author intended for the information to be passed along before you click the “forward” button.
- If you are sending an email while upset or angry, think about not sending it until you’ve cooled off. A 24-hour resting period is often a good idea.

### **SECURITY**

Remember that your password is the only thing protecting you from pranks or more serious harm.

Always follow JMU campus guidelines with respect to password security. Keep it private and never share it with anyone. If you have questions, call the campus service desk at helpdesk@jmu.edu Their phone number is 540-568-3555

**Change your password immediately** if you think someone else might know it. (Call 540-568-3555 if you are having trouble with this)

Always logout when you are finished using any secured system - especially if you are using a shared computer in a public place.

### **Description of Assignments:**

**Reflections (100 points) KPI 9**  
**(CACREP SC: CONTEXTUAL DIMENSIONS: g., i., k.; 3. PRACTICE: d., f., g., i., j., k.)**

**Reflection 1: Mindfulness Fundamentals** (see details in module)

**Reflection 2: Webinar on Mental Health** (see details in module)**Reflection 3: Program Review** (see details in module)

Your reflections should be approximately 2 to 3 pages and should cite course readings and other recent literature. Please submit these reflections on Canvas by their respective due dates.

The following rubric will be used to evaluate your performance on this assignment:

An A assignment:	A B assignment:	A C assignment:
Demonstrates a comprehensive understanding of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders; interventions to promote academic development; techniques of personal/social counseling in school settings; strategies to facilitate school and postsecondary transitions; and strategies to promote equity in students' achievement and college access. Well organized, clear, writing style, with no or very few formatting errors.	Demonstrates an adequate understanding of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders; interventions to promote academic development; techniques of personal/social counseling in school settings; strategies to facilitate school and postsecondary transitions; and strategies to promote equity in student achievement and college access. Generally organized, clear, and consistent, with minimal errors.	Does not demonstrate an adequate understanding of relevant aspects of the prevention and intervention. Many formatting and/or organizational errors.

**Letter to Principal (100 points)**

**(CACREP SC: CONTEXTUAL DIMENSIONS: a., f., j; 3. PRACTICE: d., l., n., o.)**

Demonstrate your ability to serve as a leader, advocate, and systems change agent in P-12 schools by writing a letter to your principal stating the case for implementing school-based interventions that include social-emotional learning, mindfulness, and/or positive psychology for your school's population. In your letter, demonstrate your thoughtful use of data to advocate for programs and students, and use your advocacy skills to highlight your competencies and professional role as a school counselor. Please submit your letter on our Canvas Discussion Board.

**Summary of Group Curriculum Intervention Plan (100 points)**

**(CACREP SC: FOUNDATIONS: b.; CONTEXTUAL DIMENSIONS: g., n.; 3. PRACTICE: c., d., f., h., i., n., o.)**

**Based on your experiences with your internship setting, develop a curriculum/intervention plan that integrates standards of learning (both academic and counseling) with a mindfulness and or SEL oriented intervention that is appropriate for a group of students' needs and setting. This plan is to be supported by research on efficacious curriculum. Your plan should be consistent with the mission of the school's counseling program and be specifically informed by your data-based understanding of the characteristics, risk factors, and warning signs of the student group. You should also demonstrate your ability to tie in VA academic and counseling standards and ASCA standards in the development of your intervention plan.**

**Share a summary of the intervention and experience with the class, addressing the expectations identified above under the following headings:**

- Objectives based on school counseling program and student(s) needs;
- Research based support;
- Summary of standards addressed (i.e. VDOE, ASCA)
- Methods used to reach objectives, emphasizing your counseling skills; and
- Outcomes observed

Your intervention must first be approved by the instructor and must demonstrate sensitivity to school culture. Your summary will be presented in class and all powerpoint slides and other presentation materials or supporting documents should be submitted on our Canvas Discussion Board.

The following rubric will be used to evaluate your performance on this assignments.

An A assignment:	A B assignment:	A C assignment:
Demonstrates a comprehensive curriculum intervention plan that integrates standards of learning (both academic and counseling) with a mindfulness intervention that is appropriate for students (s) needs and setting and is supported by research. Plan demonstrates comprehensive integration of VA academic and counseling standards. Shows thorough conceptualization of student(s) academic needs, using effective counseling skills. Data to support and inform intervention are clearly identified and appropriately integrated .	Demonstrates an adequate curriculum intervention plan that integrates standards of learning (both academic and counseling) with a mindfulness intervention that is appropriate for student(s) needs and setting and is supported by research. Plan demonstrates adequate integration of VA academic and counseling standards. Shows advanced level attempts at conceptualization of student(s) academic needs, using appropriate counseling skills. Data to support and inform intervention are identified and integrated.	Does not demonstrate an adequate understanding of the curriculum intervention plan. Design, delivery, and/or summary of plan is incomplete or significantly flawed.

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**Final Case Study (20 points)**

Instructions to be provided closer to the date. This assignment will involve application of points of learning to an individual case study.

**Professional Behavior (10 points)**

Your grade for professional behavior will be based on your respectful and attentive commitment to our class climate and discussions throughout the term; your conscientious and timely communication; and your ability to respond professionally to those with whom you work and learn.

**Evaluation of Assignments:**

- Reflections (30 points)
- Letter to principal (10 points)
- Summary and presentation of Curriculum Intervention Plan (30 points)
- Final Case Study (20 points)
- Professional Behavior and participation (10 points)

**Grading Scale:**

A = 90-100  
 B = 80-89  
 C = 70-79

**Course Calendar:**

Date	Topic	Readings & <i>Assignments</i> due
8/31/20 <b>CLASS 1</b> Synchronous with both instructors	Class - Introduction to Social-Emotional Learning	- Consensus Statement of Evidence of SEL (provided during class time for reading and discussion)

		-Register for Mindfulness Fundamentals, course begins September 4
9/7/20 <b>CLASS 2</b> Asynchronous	Begin Mindfulness Fundamentals Course	
9/14/20 <b>CLASS 3</b> Synchronous in-person with Tammy	Diving into Social Emotional Learning	-Jennings, Chapters 1 -Durlak et. al.
9/21/20 <b>CLASS 4</b> Asynchronous	Mindfulness Fundamentals Course	<b>Reflection 1 due</b>
9/28/20 <b>CLASS 5</b> synchronous via Zoom with Michele	Trauma in the Classroom and Supporting Pro Social Behavior	-Jennings Chapters 2 & 5
10/5/20 <b>CLASS 6</b> Asynchronous	Mindfulness Fundamentals Course	
10/12/20 <b>CLASS 7</b> Synchronous via Zoom with Tammy	Trauma sensitive supportive relationships and Creating trauma sensitive spaces	Jennings Chapters 3 & 4
10/19/20 <b>CLASS 8</b> Asynchronous	Teaching Tolerance webinar on Why Student Mental Health Matters	<b>Reflection 2 due</b> <b>*All work due by 6:30 pm on class day</b>
10/26/20 <b>CLASS 9</b> Synchronous in-person with Michele	-Building resilience -Educator self-care Teaching Tolerance	Jennings Chapter 6
11/2/20 <b>CLASS 10</b> Asynchronous	Neuroscience of Mindfulness/Trauma	-Neuroscience Mindfulness PDF <b>*All work due by 6:30 pm on class day</b>
11/9/20 <b>CLASS 11</b> Asynchronous	SEL Program Review	<b>Letter to Principal Due</b>  <b>Reflection 3 due (part of class)</b>  <b>*All work due by 6:30 pm on class day</b>
11/16/20	-Mindful Awareness	Jennings Chapters 7 & 8

<b>CLASS 12</b> Synchronous in-person with Michele	-Cultivating Compassion	
11/30/20 <b>CLASS 13</b> Synchronous via Zoom with one instructor	Class – Interventions for SEL Share Group SEL Curriculum (1/2 class share)	<b>Written Curriculum for Small Group Intervention Plans Due</b>
12/7/20 <b>CLASS 14</b> Synchronous via Zoom with one instructor	Class – Interventions for SEL Share Group SEL Curriculum	
12/14/20 Asynchronous	Exam Week	<b>Exam due by 5 pm on 12/14</b>

**Tips on getting the most out of this course:** Intellectually curious students will get the maximum benefit from this course. Complete readings, participate in class activities and discussions, and ask challenging questions to each other and the instructor. Make every effort to intentionally integrate course material into your current view of counseling and practice. Consider in particular contents/topics that have relevance and meaning to you so that you can build on this area of interest later in your professional career. Students are encouraged to communicate with the instructor about personal learning goals and needs.

### **Suggested Readings:**

Gilman, R., Huebner, S., & Furlong, M. J. (Eds). (2009). Handbook of positive psychology in schools. New York: Routledge.

Greenland, S. K. (2010) . The mindful child. New York: Free Press.

Jennings, P. A. (2019). The Trauma Sensitive Classroom, Building Resilience with Compassionate Teaching

Kabat-Zinn, J. (1994). Wherever you go, there you are: Mindfulness meditation in everyday life. New York, NY: Hyperion.

Lantieri, L. (2008). Building emotional intelligence. Louisville, CO: Sounds True.

Merrell, K. W., & Gueldner, B. A. (2010). Social and emotional learning in the classroom: Promoting mental health and academic success. New York: The Guilford Press.

Seligman, M. E. (2007). The optimistic child. Boston: Houghton Mifflin.

Siegel, D. J. (2007). The mindful brain: Reflection and attunement in the cultivation of well-being. New York: W. W. Norton and Company.

Sink, Christopher. (2011). Mental Health Interventions for School Counselors. Cengage

Williams, M., Penman, D., & Kabat-Sinn, J. (2011). Mindfulness: An eight week plan for finding peace in a frantic world. New York: Rodale.

### **School-based Programs and Resources:**

- CASEL
  - <https://casel.org/>
- Inner Kids
  - <http://www.susankaisergreenland.com/>
- Iris
  - <https://iris.peabody.vanderbilt.edu/>
- Mind Up
  - [www.thehawnfoundation.org/mindup](http://www.thehawnfoundation.org/mindup)
- Wellness Works
  - [www.wellnessworksinschools.com](http://www.wellnessworksinschools.com)
- Mindful Schools
  - [www.mindfulschools.org/](http://www.mindfulschools.org/)
- Mindfulness in Education
  - [www.mindfulnessschools.org](http://www.mindfulnessschools.org)

**Please Note:**

The above schedule and procedures for this course are subject to change in the event of extenuating circumstances. Weekly topics and reading assignments will follow in the general order listed above, although some topics may be explored for several weeks.

**Counseling Programs Academic Policies for Syllabi**

*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.*

**Attendance**

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.

**Class Participation Rubric**

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
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.

**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 wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockam@jmu.edu](mailto:sirockam@jmu.edu), 540-568-5219. You may also file a report with Title IX 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>

### Appendix

KPI RUBRIC	Below Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<p><b><i>KPI 9: School Counseling Profession</i></b> Applies trauma-informed care and social-emotional learning best practices, in developmentally appropriate as well as socially and culturally responsive ways. Counseling graduates apply such practices with K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Does not meet expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Does not demonstrate counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Does not consistently meet expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Does not consistently demonstrate counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Meets expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Consistently demonstrates counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Surpasses expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Consistently demonstrates counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>