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Department of Counselor Education

**School of Education (SOE) Mission Statement…**

**The mission of the Seattle Pacific University School of Education is to equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning.**

**SOE Commitments**

* **Leadership**
* **Competence**
* **Service**
* **Character**

**Micah 6:8: And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.**

School of Education

Autumn Quarter

 ***EDCO 6676: Resiliency and Students At-Risk: Assessment & Intervention***

**Mondays, 5pm-7:35pm**

**(3 credits; CRN 11650)**

**Instructor:**

**Office Hours:** By appointments

\*Guest lecturer/speaker can visit without pre-announcement!

**Course Description:**

In this course we will explore significant topics related to students and their families: person abuse, substance abuse, discrimination, changes in family roles and structures, crisis intervention, consultation about grief, suicide prevention, drop-out prevention, and preventative programs which alleviate the unique needs of students in the above areas as they interfere with a student's progress in school.The course content will include an overview of several different models of working with at-risk children and programs that focus on intervention skills and techniques. The course is also designed to focus on individual counseling, family interventions, and referral techniques for at-risk children, adolescents and their families. The counselor's role as an advocate and direct service provider for students with multiple risk factors is emphasized.

**Course Objectives:**

* Students will learn about school counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP 5.G.2.a)
* Students will learn about school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP: 5.G.2.e)
* Students will learn characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP 5.G.2.g)
* Students will learn signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP: 5.G.2.i)

**Required Text:**

Capuzzi, D. & Gross, D.R. (Eds.). (2019). *Youth at risk: A prevention resources for*

*counselors, teachers, and parents.* Alexandria, VA: American Counseling

Association.

**Online Readings (Available on Canvas)**:

American School Counselor Association (2020). The Role of a School Counselor: Infographic

Retrieved from: <https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/SCInfographic.pdf>

American School Counselor Association (2020). ASCA National Model Executive Summary

Retrieved from: <https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/Fourth-Edition/ANMExecutiveSummary-4.pdf>

Fusick, L., & Bordeau, W. C. (2004). Counseling at-risk afro-american youth: An examination of

 contemporary issues and effective school-based strategies*. Professional School*

 *Counseling, 8*(2), 102-115.

Goodrich, K. M., Harper, A. J., Luke, M., & Singh, A. A. (2013). Best practices for professional

school counselors working with LGBTQ youth.*Journal of LGBT Issues in*

*Counseling, 7*(4), 307-322. doi:10.1080/15538605.2013.839331

Goodrich, K. M., Luke, M., & Scarborough, J. L. (2018). Professional school counselors’

preparation and experiences in working with LGBTQ-identified youth. *Romanian*

*Journal of Counseling, 4*(1), 18-52.

Hannon, M. D., Mohabir, R. K., Cleveland, R. E., & Hunt, B. (2019). School counselors,

multiple student deaths, and grief: A narrative inquiry.*Journal of Counseling &*

*Development, 97*(1), 43-52. doi:10.1002/jcad.12234

Hannon, M. D., Sheely-Moore, A. I., Conklin, T., Reitter, A. J., & Gainor, K. A. (2018). The

experiences of school counselors as antibullying specialists: A phenomenological

study.*Professional School Counseling, 22*(1), 2156759X1987079.

doi:10.1177/2156759x19870799

Henfield, M., Washington, A. R., Bersevic, Z., & De La Rue, L. (2019). Introduction to trauma-

informed practices for mental health and wellness in urban schools and communities.

*The Urban Review, 51*(4), 537-539. doi:10.1007/s11256-019-00541-2

Johnson, K., & Hannon, M. D. (2014). Measuring the relationship between parent, teacher, and

student problem behavior reports and academic achievement: Implications for school

counselors.*Professional School Counseling, 18*(1), 38-48. doi:10.5330/prsc.18.1.765r7j6272ml008k

Paone, T. R., Packman, J., Maddux, C., & Rothman, T. (2008). A school-based group activity

therapy intervention with at-risk high school students as it relates to their moral

reasoning.*International Journal of Play Therapy, 17*(2), 122-137. doi:10.1037/a0012582

Parker, M., & Henfield, M. S. (2012). Exploring school counselors’ perceptions of vicarious

trauma: A qualitative study.*The Professional Counselor (Greensboro, N.C.), 2*(2), 134-

142. doi:10.15241/mpp.2.2.134

Stargell, N. A., Zoldan, C. A., Kress, V. E., Walker-Andrews, L. M., & Whisenhunt, J. L.

(2017). Student non-suicidal self-injury: A protocol for school counselors.*Professional*

*School Counseling, 21*(1), 1096. doi:10.5330/1096-2409-21.1.37

Williams, J. M., Greenleaf, A. T., Barnes, E. F., & Scott, T. R. (2018). High-achieving, low-

income students’ perspectives of how schools can promote the academic achievement of

students living in poverty.*Improving Schools, 22*(3), 224-236. doi:10.1177/1365480218821501

Williams, J., Steen, S., Albert, T., Dely, B., Jacobs, B., Nagel, C., & Irick, A. (2015).

academically resilient, low-income students’ perspectives of how school counselors can

meet their academic needs.*Professional School Counseling, 19*(1), 155-165.

doi:10.5330/1096-2409-19.1.155

**Canvas:**

1. As identified in section A.14. of the Ethical Standards for School Counselors (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, the school counseling program utilizes both the Weebly Sites and Canvas to integrate technology.
2. If you have questions regarding canvas or topics related to technology (not course specific), please contact etmhelp@spu.edu or call 206.281.2170.
3. This course does require that you are familiar with Weebly Websites and Canvas as indicated in the syllabus. Successful course completion requires use of both.

**Course Requirements:**

**\*\*\*ALL COURSEWORK SHOULD BE TURNED IN ON THE DATE INDICATED ON THE SYLLABUS. NO LATE WORK WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.**

**At-Risk Intervention Proposal Paper-** 20%

Each student will identify/research an At-Risk Issue that is occurring in schools today. Then, students will conceptualize an At-Risk Intervention Proposal targeting an At-Risk Issue (School Environment). Students are required to use *ONLY* peer-reviewed, journal articles. The At-Risk Prevention/Intervention Proposal topics can include school poverty, substance abuse, transition issues, school dropout, teenage pregnancy, gangs, bullying, suicide, equity, social adjustment, and other topics approved by professor. All papers must incorporate at least three areas of identity (race, class, gender, sexual orientation, language status, culture, religion, etc) in addition to the at-risk topic. The At-Risk Intervention Proposal is a written paper about 5-7 pages in length, excluding title page, abstract and references. You are expected to use APA guidelines 7th edition for paper format. You are responsible for citing 10-12 peer, reviewed reference citations. Individual topics are selected on the third class meeting. The proposal can be conceptualized for a school setting only.

At-Risk Proposal Format & Headings:

* “Statement of the At-Risk Issue/Problem”
	+ Provide a literature review and description of the (At-Risk Issue). Indicate what is the problem, context of the problem, setting, and related issues. Be sure to include diversity identity in this section.
* “Proposal Interventions and Core Components of Proposal”
	+ Present and discuss the central interventions that will be implemented in the At-Risk Intervention Proposal. You must explain the theoretical framework and application to the Statement of the Problem including how you will address the identities of the population you are targeting.
* “Evaluation”
	+ Explain the assessment techniques/evaluation methods to evaluate the *effectiveness* of the At-Risk Intervention Proposal. How will students be different as a result of this intervention? How will we evaluate the outcomes? Also discuss your program evaluation methods and changes in participant behavior (e.g. pre­/post testing, use of control groups, etc.) A thorough discussion is required on the components of the evaluation plan suitable for stakeholders, community members, parents, and administration. What are the anticipated results? How will this impact school, home, and/or community?
* “Counseling/Future Implications & Limitations of Intervention”
	+ Discuss the counseling/future implications and the limitations of the At-Risk Intervention Proposal. Including multicultural limitations that you did not address in your proposal.

**Online Discussion-**10%

On-line discussion answers are expected on at-risk populations, family strength/coping skills, family dysfunction, counseling interventions, and protective factors. The essential components to online discussions are demonstrated through (1) Responsiveness: Did the student respond to the main question of the week? (2) Critical Thinking, Analysis, and Synthesis: Is the student able to make meaning of the information? (3) Professionalism: Is the post aligned to our professional ethics (ASCA) (4) Competencies: Does the post incorporate considerations of diversity.

Online Discussion is evaluated utilizing the rubric below:

* *Effective:* (8-10 Points): Posts exceed requirements of the Discussion instructions. (e.g., fully respond to the question being asked and go beyond what is required [i.e., incorporates additional external, primary resources, and shares relevant professional experiences]; are substantive, reflective, and refers to Learning Resources
* *Satisfactory* (5 - 8 Point): Posts are responsive to and meet the requirements of the Discussion instructions. Posts fully answer the question(s) being asked and respond to the assignment in a substantive, reflective way. The post is supported with the course Learning Resources demonstrating that the student has read, viewed, and considered the Learning Resources
* *Unsatisfactory* (0 - 5 Points): Posts are unresponsive to the requirements of the Discussion instructions; miss the point of the question by providing responses that are not substantive and/or solely anecdotal (i.e., comprised of only student opinion); and do not demonstrate that the student has read, viewed, and considered Learning Resources

**Psychological First Aid Online Certification Assignment:** (15%)

As front line mental health disaster responders, counselors must have competency in the

area of foundations of disaster and emergency response counseling. Developed jointly

with the National Child Traumatic Stress Network and the National Center for PTSD, *Psychological First Aid* is an evidence-informed modular approach for assisting people in the immediate aftermath of disaster and terrorism: to reduce initial distress, and to foster short and long-term adaptive functioning. It is for use by first responders, incident command systems, primary and emergency health care providers, school crisis response teams, faith-based organizations, disaster relief organizations, Community Emergency Response Teams, Medical Reserve Corps, and the Citizens Corps in diverse settings. (US Dept. of Veteran Affairs, 2011).

As a result, counselors must have an understanding (foundation coursework) that

addresses the initial review of disaster management, and the necessary basic skills, and

general understanding of disaster operations.

To fulfill this requirement the following online training provides counselors with the

competencies required for basic disaster training used by many organizations. Students

will hand in a copy of the certificate of completion from the training for credit. Please be

aware of the time needed to complete this assignment and prepare accordingly.

To fulfill this course requirement: Students must complete the following online training:

Psychological First Aid: <http://learn.nctsn.org/course/category.php?id=11>

**Informed Participation**-5%

Class discussions and participation is expected on at-risk populations, family strength/coping skills, family dysfunction, counseling interventions, and protective factors. The essential components to informed class participation are demonstrated by insightful contributions to class discussions with support from required readings. Students will participate in generating a classroom environment where we are respectful, ethical, and aligned to our professional ethics and disposition (ACA, ASCA). Participation from each student is evaluated each class session and raising your hand to participate is the required format for large or small group interactions.

Informed Participation is evaluated utilizing the rubric below:

* *Effective:* (1-2 Points): Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. These participation points are supported with contextual application from the textbook readings or class presentations.
* *Satisfactory* (.5 Point): Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and conceptualization.
* *Unsatisfactory* (0 Points): Uninvolved including being absent, late, present but not attentive, sleeping, texting, talking out of context, or making irrelevant contributions that inhibit the progress of the discussion.

**Annotated Bibliographies**-20% (10% each)

There are two components to this assignment. Please choose a resource other than the ones listed in the online reading section of the syllabus. Complete both a Journal Article Annotated bibliography and a Crisis Resource Annotated Bibliography.

1. Journal Article Annotated Bibliographies

Annotate one (1) journal articles related to school counseling at-risk youth. The article must be published within the last ten (10) years. Use APA style (7th Edition) to cite the article at the beginning of your annotated bibliography.

You should find the articles in one of the American Counseling Association family of journals: *Journal of Counseling and Human Development , Journal of Multicultural Counseling and Development, Journal of College Counseling, Counseling and Values, Counselor Education and Supervision, Journal of Addictions & Offender Counseling, The Career Development Quarterly, Adultspan Journal, Journal of Employment Counseling, Journal of Humanistic Counseling, Counseling Outcome Research and Evaluation, the Family Journal, Journal of Child and Adolescent Counseling, Journal of Creativity in Mental Health, Journal of LGBT Issues in Counseling, Journal of Mental Health Counseling, Journal of Military and Government Counseling, Journal for Social Action in Counseling and Psychology, Journal for Specialists in Group Work, Measurement and Evaluation in Counseling and Development, and Rehabilitation Counseling Bulletin.*

1. Crisis Resource Annotated Bibliographies

Annotate one (1) resource related to crisis counseling. Resources might include assessment instruments, websites, videos, podcasts, books, etc. Use APA style (7th Edition) to cite the resource at the beginning of your annotated bibliography.

Below are several resources on formatting an annotated bibliography:

* http://guides.library.cornell.edu/annotatedbibliography
* https://owl.english.purdue.edu/owl/resource/614/01/
* <http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography>

**Reflection Paper-**10 %

A one to two-page informal reflection paper will provide students with a time to reflect on their journey through this class and their areas of growth and needed development in working with at-risk students and their families. Be sure to incorporate the biases that you have identified in yourself and how you intend to continue to work on changing those as you continue your journey to becoming a counselor.

**Final Examination**-20%

There will be a final examination at the end of the quarter. The exam will cover information including; assigned readings from the textbook, class notes, handouts, class discussion, materials gathered from guest speakers and presentations, etc. The exam may consist of short answer, matching, multiple-choice, fill in the blank, and true false questions. The exam must be completed online via Canvas.

**EVALUATION**

In a glance:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Item | Percentage | Due date |
| 1 | Online Discussion | 10% | Ongoing |
| 2 | Informed Participation | 5% | Ongoing,  |
| 3 | Reflection Paper | 10% | Week 10 |
| 4 | Annotated Bibliographies  | 20% | Week 4 & 7 |
| 5 | Psychological First Aid | 15% | Week 10 |
| 6 | At Risk Proposal Paper | 20% | Week 9 |
| 7 | Final Exam  | 20% | Week 10 |
| **Total** | **= 100%** |  |

**Grading Scale:**

94-100 = A; 90-93 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 73-76 = C

Per program requirements, you must receive a B or higher grade in this course for course credit.

**TENTATIVE COURSE SCHEDULE**

*\*This schedule is flexible and should be viewed as a guide for course activities over the semester. The instructor may make adjustments at any time to meet the needs of the class. The class will always be informed when any changes are made.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Dates** | **Tentative Topic(s) for Class** | **Reading for Week** **and Due Dates for Assignments** |
| W1 |  | * Course introduction
* Defining “At-risk youth”
* Introducing Prevention & Resilience
 | \* READ: Chapters 1-3(Capuzzi & Gross, 2019), Paone et al., 2008* \*Online Discussion
 |
| W2 |  | * Psychosocial factors of at-risk youth
* Examining the complexities
 | \* READ: Chapters 5-6(Capuzzi & Gross, 2019)* \*Online Discussion
 |
| W3 |  | * Familial dynamics of at-risk youth
* Examining the complexities
 | \* READ: Chapter 4 & 7(Capuzzi & Gross, 2019), Johnson & Hannon, 2014* \*Online Discussion

**DUE: At-Risk Proposal Topic** |
| W4 |  | * Working with youth at-risk
* Unique issues in drop out and homelessness
 | \* READ: Chapter 16 & 17(Capuzzi & Gross, 2019), Williams et al., 2018, 2015* \*Online Discussion
* **DUE: Annotated Bibliography #1**
 |
| W5 |  | * Working with youth at-risk
* Unique issues in racial minoritized youth
 | \* READ: Chapter 8; Fusick & Bordeau, 2004 |
| W6 |  | * Working with youth at-risk
* Advocating and addressing the issues facing sexual minority youth
 | \* READ: Chapters 11 & 13(Capuzzi & Gross, 2019), Goodrich et al., 2013* \*Online Discussion
 |
| W7 |  | * Working with youth at-risk
* Assessing for eating disorders, mental health and suicidality
 | \* READ: Chapters 9 & 10(Capuzzi & Gross, 2019), Stargell et al., 2017* \*Online Discussion
* **DUE: Annotated Bibliography #2**
 |
| W8 |  | * Working with youth at-risk
* Addressing violence and bullying in schools
 | \* READ: Chapters 14 & 18(Capuzzi & Gross, 2019), Hannon et al., 2018 |
| W9 |  | * Working with youth at-risk
* Substance Use & Abuse
 | \* READ: Chapter 15(Capuzzi & Gross, 2019)* \*Online Discussion

**DUE:*** **\* At-Risk Proposal Paper due by 4:40 PM**
 |
| W10 |  | * Final Exam
 | **DUE:*** **\* Psychological First Aid due by 4:40 PM**
 |
| W11 |  |   \* **Reflection Paper due by 4:30 PM**  |

***Course Evaluation***

It is my hope that you will participate in an online evaluation of this course and its instructor(s) in a thoughtful and constructive manner.  The evaluation data is used to make improvements in the course, and your feedback is considered when selecting textbooks, designing teaching methods and preparing assignments.  Courses are evaluated using the Banner Course Evaluation System.  All answers are completely confidential - your name is not stored with your answers in any way. In addition, your instructor(s) will not see any results of the evaluation until after final grades are submitted to the University.

***Methods of Instruction and Course Organization***

This is an introductory and survey course where the primary modes of instruction will be a mixture of instructor presentation, classroom discussion, demonstration/practice, and cooperative learning activities. To augment the class topics, videos and guest speakers may be used, as well as a field-based observation experience.

**2016 CACREP Standards**

|  |  |  |  |
| --- | --- | --- | --- |
| CACREP Standard | Coverage in Course | Date | Assessment |
| 2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior | LectureIn-Class Discussion | Ongoing | Informed Participation Online DiscussionAt-Risk Proposal TopicAt-Risk Proposal Paper |
| 2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan | LectureIn-Class Discussion | Wk 2 & 10 | At-Risk Proposal TopicPsychological First Aid |
| 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan | Lecture In-Class Discussion | Ongoing | Informed ParticipationOnline DiscussionAnnotated BibliographiesAt-Risk Proposal Paper |
| 2.F.5.l. suicide prevention models and strategies | Lecture In-Class Discussion | Wk 7 & 8 | Informed ParticipationOnline Discussion |
| 2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid | LectureIn-Class Discussion | Wk 10 | Psychological First Aid |
| 2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide | LectureIn-Class Discussion | Wk 7 & 8 | Informed ParticipationOnline DiscussionFinal Exam |
| 2.G.2.e. school counselor roles and responsibilities in relation to school emergency management plans, and crises, disasters and trauma. | LectureIn-Class Discussion | Wk 4, 8 & 10 | Informed Participation Online DiscussionAnnotated BibliographiesFinal Exam |
| 2.G.2.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 use occurs | Lecture In-Class Discussion | Wk 9 | Online DiscussionFinal Exam |

**Fall 2020 COVID-19 Statement**

Reducing the risk of infection on campus is a shared responsibility, and everyone needs to do their part. As such, all employees, students, and guests to campus are required to uphold SPU’s culture of care by complying with University policies and posted signs regarding COVID-19 mitigation measures and actively engaging in behaviors that promote each other’s health and well-being.

The following health and safety expectations apply to all classes held in person during the 2020 Autumn Quarter:

1. **Complete daily screening**. Each day, students, employees, visitors are expected to complete a self-attestation process when on campus. This process is quick and easy via the QR code listed on posters at each building entrance or through your [Banner account](https://login.spu.edu/idp/profile/cas/login?execution=e1s2).
2. **Cover your face.** Cloth masks, bandanas, scarves, etc. are required on campus. Covering should reach from just below the bridge of your nose to under your chin.
3. **Wash your hands and cover coughs.**Wash your hands often with soap and water for at least 20 seconds. If unavailable, use hand sanitizer. Avoid touching your face and eyes and cough or sneeze into your elbows (not your hands).
4. **Keep 6’ distance**(a little more than the length of a bike). Maintain at least six feet of distance from others at all times, except in passing.
5. **Clean and sanitize.**High-touch surfaces are sanitized frequently. Sanitizing wipes are provided in classrooms and other central locations. Please wipe down shared surfaces before use.
6. **Feel sick?** Please stay home if you have any of the following symptoms: Fever, shortness of breath, cough, chills, muscle pain, headache, sore throat, loss of taste or small, nausea, vomiting, or diarrhea.
7. All students who exhibit these symptoms associated with COVID-19 should notify [SPU Health Services](https://spu.edu/administration/health-services/contact) and (for residential students) their Residence Life Coordinator as soon as possible to make appropriate arrangements, which may involve quarantine or isolation on or off-campus.
8. If you have a COVID-19 related absence, please notify your faculty member at your earliest convenience. They will be able to provide you with details on their specific attendance policy for the course and possible options for make-up work.

Students who fail to adhere to University safety protocols will be asked to leave the classroom and may face additional disciplinary action under SPU’s [Student Standards of Conduct](https://spu.edu/administration/office-of-student-life/handbook/behavioral-community-expectations/student-standards-of-conduct), section 11.4. Please regularly visit the [SPU Smart Start website](https://spu.edu/administration/smart-start) for the most complete and up-to-date information regarding [COVID-19 Health and Safety Expectations](https://spu.edu/administration/resuming-campus-operations/health-safety-guidelines).

**SPU ACADEMIC & SAFETY POLICIES**

**Academic Integrity Policy**: Students are expected to follow the standards of scholarship explained in the most recent Graduate Catalog. The penalty for any proven or admitted infraction of these standards will be a course grade of F.

**Disability Support Services:** If you have a specific disability that qualifies you for academic

accommodations, please contact Disabled Student Services in the Center for Learning to make your accommodations request. Once your eligibility has been determined, Disabled Student Services will send a letter to your professors indicating what accommodations have been approved.

**Inclement Weather School Closure Policy:** Full Closure means that all classes are canceled and all offices are closed. The Library, Campus Dining Services and the Student Union Building will be operational on a limited schedule. For Evening Classes and Events: Allowing for weather changes during the day, a decision will be made by 2:00 p.m. for evening classes and events. Call the Emergency Closure Hotline for the updated information. The Emergency Closure Hotline (206) 281-2800 always provides current and complete information.

**Emergency Preparedness Information:**

**Report an Emergency or Suspicious Activity**

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

**SPU-Alert System**

The SPU-Alert System is SPU’s emergency notification system. It can send information via text

message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, https://www.spu.edu/banweb/. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

**Lockdown / Shelter in Place – General Guidance**

The University will lock down in response to threats of violence such as a bank robbery or armed

intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

\* Stay inside and await instruction, unless you are in immediate visible danger.

\* Move to a securable area (such as an office or classroom) and lock the doors.

\* Close the window coverings then move away from the windows and get low on the floor.

\* Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are outside at the time of a lockdown:

\* Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.

\* Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

**Evacuation – General Guidance**

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “Stop. Think. Act.” booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

Additional information about emergency preparedness can be found on the SPU web page at

http://www.spu.edu/info/emergency/index.asp or by calling the Office of Safety and Security at 206-281-2922.