Seattle Pacific University

Department of Counselor Education

EDCO 6673 Group Counseling Practicum

**Winter**

**Course INSTRUCTORS**

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### SEATTLE PACIFIC UNIVERSITY MISSION STATEMENT

### *"Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community."*

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**COUNSELOR EDUCATION**

**MISSION STATEMENT**

*“Our task is to prepare individuals for service and leadership as school counselors in K-12 settings. Students who complete our program will reflect God’s excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.”*

Office:

**Office Hours:** By appointment

**Phone:**

**Email:**

**Office Hours:** By appointment

**Phone:**

**Email**:

**Office Hours:** By appointment

**Phone:**

**Email**:

**School Counseling Website :**

<http://www.spu.edu/orgs/schoolcounseling/>

**Technology Integration:**

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 *Google Sites* and *Canvas* to integrate technology.

**Canvas support is offered through our office of Educational Technology and Media. Help from ETM** is available Monday–Friday, 8:30 a.m.–4:30 p.m. by calling 206-281-2170 or emailing [etmhelp@spu.edu](mailto:etmhelp@spu.edu). The ETM website provides training and resources regarding Canvas use.

**Snow Hotline: 206-281-2800**

An attempt is made to provide word of campus closure for evening classes by 2:00 p.m. The key is your safety. If it is unsafe for you to travel to SPU from where you live, notify the professors via phone or e-mail.

**Disability Support Services**

Students with disabilities need to contact Disability Support Services in the Center for Learning to request academic accommodations.  Disability Support Services sends Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your disability.

**Diversity Statement**

The School of Education embraces and seeks the richness that diversity brings to our learning community. We acknowledge that all people bear the image of God regardless of race, gender, socioeconomic status, age, religion, political history, (dis)ability, sexual orientation, language and linguistic inheritance, country of origin, past participation outside of the culture of power. Our focus is to offer and enhance opportunities to all, including those who have traditionally been underserved by and underrepresented in the institutions of our society. Our commitment is to increase the diversity of our faculty, staff, and students and to foster a hospitable climate for a diverse community reconciling all people.

**Academic Integrity**

 “Students at Seattle Pacific University are expected to demonstrate academic integrity in their work.  Both the students and the instructor have obligations to report and to prevent cheating, plagiarism, or other academic misconduct.  Guidelines for how academic dishonesty will be handled are printed in the Graduate Catalog (pp. 25-26).  In this class, no credit will be given for an assignment or exam in which it is determined that the student has copied other students’ work, represented someone else’s work as one’s own without properly citing the author, used notes on an exam, or taken notes into an exam setting, even if those notes are not used, or any similar infraction.  If such an occurrence is repeated or occurs on the final exam, no credit will be given for the course.”

**Course Description**

This course focuses on the implementation of school-based (K-12) small groups. This part of a series of three practicum courses is designed to integrate counseling theory and research into the practice of group counseling skills.

**Course Objectives**

This course continues the study of current counseling theories, techniques, and strategies of group counseling. By the end of the course, students will:

1. Comprehend general group theory, processes, and dynamics relevant to group counseling in schools and apply the types of different groups and other considerations for the young children and adolescents from diverse cultural and ethnic experiences. (CACREP 2.F.6.a, b, & f)
2. Apply therapeutic factors relevant to the stages of group development as a group facilitator. (CACREP 2.F.6.c & d)
3. Design and implement the small group counseling program which is appropriate for ethical standards; the process should include recruit, screen, and select group members. (CACREP 2.F.6.e & g)
4. Use appropriate technology to access information and plan interventions.

The course is designed to address the following knowledge base criteria for Washington State ESA certification in school counseling according to the WAC 181-78A-270 (5a) [**http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270**](http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270):

Specifically, but not limited to:

(v) **Equity, fairness, and diversity:** Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.  
(vi) **School climate:** Certified school counselors establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(iv) **Counseling theories and technique:** Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

(xi) **Professionalism, ethics, and legal mandates:** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

(xii) **Reflective practice:** Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

**Required Texts (this text is recycled from your previous group course)**

Sink, C. A., Edwards, C. N. & Eppler, C. (2012). *School based group counseling*. Belmont, CA: Cengage.

**Instructional Methods**

The primary instructional methods used in this course will be a combination of didactic, performance-based, and supervisory activities. It is essential that students come *to class prepared*. For students to gain a practical understanding of student assessment, out-of-class assignments are included in the course pedagogy. We afford time at the beginning of class for questions. Any course-related questions emailed to the course professors will be “replied to all” so all students enrolled may benefit from the question and response unless indicated confidential.

**Assignments**

**\* Please note APA style (see required text) is an expectation for all written assignments, except where noted. Reflection assignments are due by 5 p.m. on Sundays (although ideally prior to for consideration in group supervision). Digital copies of assignments are to be turned in digitally via Canvas (**<https://canvas.spu.edu/>).

**\* You must receive a “B” grade or better on the group video submission and a final grade to pass this course.**

#### Direct Service Hour Requirement

1. Students will provide direct service hours within a K-12 environment for a minimum of 10 hours. You should culminate your work with the school no later than the ninth week of the quarter. If you anticipate a difficulty with this deadline, please inform your course instructor at least two weeks prior to the end of the quarter. Maintain a log of your indirect and direct hours. This log will not be turned in at the end of the quarter, but rather included with your ICP I & II hours at the end of spring term.
2. Direct hours will include the following:
   1. Group counseling with **a minimum of SIX students** for at least six sessions (school period approximately one hour – 6 hours total) (It is highly recommended to start with eight students because there is almost always attribution and “no shows”.)
   2. Pre-group interviews, follow-up with individual students, follow-up meetings, consultation (minimum 4 hours total).
3. **Indirect Service Hour Requirement**
4. Students will complete a minimum of 20 indirect service hours during the course. You should culminate your indirect hours no later than the ninth week of the quarter.
5. Indirect hours will include the following:
   1. Research related to direct service activities (e.g. organization and development of group counseling activities/interventions, research on counseling issues).
   2. Observing site supervisor or other professional school counselor perform individual counseling, counseling check-ins, classroom guidance, or related counseling activities.
6. **Evaluation of a Small Group Leadership Skills:**
7. **Digitally record** and upload **all sessions** (from beginning to the end with good sound quality) for evaluation purposes. Please use Panopto for video recording. If you have not used, please see the instructions under Modules. *You need to be visible* as much as possible during the entire group meeting. If you are not permitted to record your session, provide a VERY detailed reflection, and arrange for group supervisor to observe you for final skill evaluation.
   * NO one is great at this the first time around, so just do the best you can. Try to show as many of the skills as appropriate.
   * **NOTE. *The recording must be from start to finish of the group, be clearly audible, and you and the students in plain view*. We are unable to assess what cannot be seen.**
8. **For in-class supervision: You will present a recorded segment of a session on at least one occasion** to share with peers and course instructor for supervision and feedback. Sign up for date of presentation at second class meeting.
   * Have the recording cued to  **seven-minute session** where you would like to discuss strategies and recommendations by course professor and peers.
   * Before sharing the segment, briefly identify where you would like feedback.
9. **Final review (outside-class supervision):**

Select your best session and submit it with your self-evaluation (form will be found on Canvas). Set up an appointment with your instructor and get feedback. Remember, this session should demonstrate your best work and abilities as a group counselor. It must be clearly audible and demonstrate session from beginning to end so that opening and closing activities may be assessed. If your school does not permit recordings, plan with your group course supervisor to attend one of your group sessions to complete the final review live.

1. **Group Proposal Submission & Consent Forms (before your first session)**

The topic and curriculum are flexible, but **it must be pre-approved by the school site.** A group of SIX (minimum) students (including ethnically diverse students) is suggested. Start with eight students to account for attrition and “no shows”. *Examples* of group topics: the development of prosocial behavior (e.g., giving and taking compliments; friendships or positive relationships; conflict-resolution strategies), assertive behavior, stress and coping, confusion about colleges, study skills, test-taking skills, etc. If there are NO CHANGES between the group you are planning to run for your practicum and the group curriculum that you proposed in your group course last quarter, you may simply resubmit the same assignment. If there are any changes, or if you are running a completely different group, please use the format below to guide your submission for this assignment. Consent forms **MUST** be signed by the parent and submitted to canvas before your first group session. **You must submit the consent forms and proposal to the instructor before you start the first session. Late submission will impact your grade. (one letter deduction per week)**

Small Group Proposal

* Description of the small group. Include a tentative title of the group and grades.
* Specific objectives, topics covered for each session, and brief outlines for each group meeting (with sample handouts used as catalysts, icebreakers, activities, and/or homework).
* Logistics (With this area, include 1 sample recruitment procedure [e.g., a poster, flyer, school newspaper article, etc.].)
* Procedures (Include a sample parent permission form, procedures for selection [screening] of group members and "pre-group" interview questions)
* Evaluation methods (Include pre- and post-test.)
* Scholarly Support. Include references to support the relevance of the chosen topic for the developmental stage of the student population that you will be working with. Address multicultural considerations.

1. **Reflection**

From the second week of the quarter, you will submit your reflection on the development of group proposal, group running, and finishing group. While everyone’s progress is different, please include everything that is relevant to group formation (informed consent form, pre-group interviews, post-group interviews etc.), group running, and group skills in your reflection every week.

1. **Peer Review**

Select one of your peer’s group sessions and provide feedback using the form. Please select a recording that is different from the one that is presented to the supervision group. If your site will not allow recording, please contact the course faculty for an alternative option. Peer review will be anonymous if possible (if not in person). Please post your review on Canvas where it is indicated. Your instructor will assign your video to a peer (you will not know who is reviewing and that individual will return the feedback to the course instructor/professor to return your feedback for your review and reflection. After reviewing peer feedback, you are expected to provide a thoughtful reflection (half to one full page) in response. **Your reflection to your peer review should be submitted as part of your weekly reflection in addition to your typical group progress reflection**.

###### Group Supervision

All students will be required to meet with their site supervisors approximately 1 hour per week for either dyadic or triadic supervision. Each class meeting time is group supervision (approximately 1 hour). Each faculty member will provide group supervision to a maximum of ten students. It is expected that you will be on time, listen respectfully, and add thoughtful points to the discussion.

1. **Attendance, professionalism, punctuality, and participation in class & supervision**

It is expected that you demonstrate professionalism throughout the course experience during class meetings, supervision groups, and through your practicum experience at your site. Professionalism may be demonstrated by punctual attendance, collegiality with peers, ethical behavior, coming to class meetings prepared, meeting due dates, and communicating concerns in a respectful manner. It is encouraged that you model behavior in this program and course similar to how you intend to present as a professional school counselor including interacting with peers as you would future fellow staff and course instructors and program professors you would towards your school administration. This provides you with the opportunity to hone your professional skills and dispositions and for faculty to assess and provide feedback as requested by school districts for which you will apply for internship and employment opportunities. Keep in mind that attendance is just one aspect of this grade. If you desire feedback at any point regarding any aspect of this assignment, we encourage you to reach out to the course instructors. A grade of B- or less on this assignment may result in the development of a Student Assistance Plan and/or an evaluation of your readiness for the internship experience. As part of this assignment, it is expected that you complete the course evaluation during the evaluation window provided by the university. Please save confirmation of evaluation completion and include with the self-assessment to post by the due date.

**Evaluation**

1. Group Counseling Experience (E, F) 40 %

* Group proposal
* Consent Forms
* All counseling recordings
* Reflections

1. Peer Evaluation (G) 15%
2. Attendance, professionalism, punctuality, and participation (C.2+H) 15 %
3. Final Recording Review (D) 30%

Total 100%

**Grading Scale**

100-94 A 89-87 B+ 83-80 B-\*

93-90 A- 86-84 B

\***You must receive a course grade AND final tape review of B or better to progress to Individual Counseling Practicum II.**

**Tentative Schedule\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Qtr. Week/ **Faculty** | Date | Topic | Reading | Due |
| 1 |  | Introduction to Course and Supervision Syllabus Review  \*University Supervision Groups | Syllabus |  |
| 2 |  | **Review: Group Logistics**   * Choosing a Group Topic * Identifying Group Members * School Buy-In * Permission Forms * Pre-Group Interviews   **\*Group Supervision** | Review Text for Relevant Topics & Check Canvas for Additional Resources | * Counseling Presentation Sign up * Group Proposal (or before first group) * Reflection |
| 3 |  | **Review: Beginning a K-12 Small Group**   * Your First Session * Establishing Group Norms * Opening/Closing a Group * Building Group Cohesion   **\*Group Supervision** | See Reading from | * Reflection |
| 4 |  | **Review: Building Momentum**   * Addressing Challenging Behaviors * Encouraging Student Involvement * Review of Basic Skills   **\*Group Supervision** | See Reading from | * Reflection * Submit Video for Peer Review (on or before this date) |
| 5 |  | **Preparing for Group Closure**   * Reminding Students – Helping Prepare * Closure Activities/Celebration * Assessing for Referrals/Additional Needs * Follow up * Self-Reflection   **\*Group Supervision** | See Reading from | * Reflection * Submit Peer Review (on or before this date) |
| 6 |  | **Reflection & Assessment**   * Learning from Experience * Assessment Interpretation * Data-driven practices   **\*Group Supervision** | See Reading from | * Reflection * Submit reflection/response to Peer Review (on or before this date) |
| 7 |  | **What to Do When. . .**   * Addressing Difficult or Challenging Situations During Group Process   **\*Group Supervision** | See Reading from | * Reflection |
| 8 |  | **Advanced Group Skills**   * Building on Your Strengths   **\*Group Supervision** | See Reading from | * Reflection |
| 9 |  | **Course Closure/Wrap-Up**  **\*Group Supervision** | See Reading from | * Reflection |
| 10 | Wk. of | Meet 1:1 with instructor for tape evaluation/individual supervision |  | * Reflection (Due * Recording of Video for Assessment (Due * Professionalism Self-assessment (Due) |

\*Subject to change based on student needs and/or instructor assessment.EDCO 6673 Group Practicum Small Group Program Proposal Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Standards | 1 | 2 | 3 | 4 | 5 |
|  |  | Needs Improvement |  |  |  | Excellent |
| Description of the small group including a tentative title of the group and age group. Scholarly support for this intervention topic is included. | CACREP:  2.F.6.f, |  |  |  |  |  |
| Description of procedures/logistics including a sample parent permission form, procedures for selection of group members, and pre-group interview questions | CACREP: 2.F.6.e. |  |  |  |  |  |
| Each group session has its topic, objectives, outline/structure of the activities (icebreakers, activities, etc.) based on group process and development. | CACREP: 2.F.6.b |  |  |  |  |  |
| Including evaluation methods (pre- and post-test) |  |  |  |  |  |  |

Score: (Total 20 points):

**Final Video Evaluation Form**

|  |  |  |
| --- | --- | --- |
|  | **Below expectations**:  1= Inadequate or inappropriate  **Met expectations**:  2= Adequate and appropriate  **Exceeded expectations**:  3= Skillful and timely | |
|  | Student | Professor |
| **1. The group process was ethical and appropriate** |  |  |
| **2. Physical setting of the group was well prepared.** |  |  |
| **3. The group leader understands stages and process of the session.** |  |  |
| **4. The group leader showed attending and listening skills** (eye contact, gestures, body position, use of minimal encouragers) |  |  |
| **5. The group leader maintained group norms and rules.** |  |  |
| **6. The group leader recognized any problem behaviors and dealt with it.** |  |  |
| **7. The group leader used activities (i.e. icebreaker/catalysts, closing rituals).** |  |  |
| **8. The group leaders demonstrated at least five of the following skills: (0-15 points)**  ­- Go-arounds  - Use of dyads and/or triads  - Linking  -Empathizing and active listening  -Questioning (open-ended)  -Processing (reviewing and summarizing--closing the session)  -Blocking ("cutting off")  -Drawing out and mild confrontation  -Managing the focus/refocusing  -Encouraging "I" statements  -Modeling  -Encouraging group feedback  -Role-playing  -"Assignment" of outside work (homework) |  |  |
| **Total (36)** |  |  |

Comments:

**Peer Evaluation Form**

**Peer Name (not your name, the name of the individual that you reviewed):**

|  |  |  |
| --- | --- | --- |
|  | **Below expectations**:  1= Inadequate or inappropriate  **Met expectations**:  2= Adequate and appropriate  **Exceeded expectations**:  3= Skillful and timely | |
|  | Score | Feedback |
| **1. The group process was ethical and appropriate** |  |  |
| **2. Physical setting of the group was well prepared.** |  |  |
| **3. The group leader understands stages and process of the session.** |  |  |
| **4. The group leader showed attending and listening skills** (eye contact, gestures, body position, use of minimal encouragers) |  |  |
| **5. The group leader maintained group norms and rules.** |  |  |
| **6. The group leader recognized any problem behaviors and dealt with it.** |  |  |
| **7. The group leader used activities (i.e. icebreaker/catalysts, closing rituals).** |  |  |
| **8. The group leaders demonstrated at least five of the following skills: (0-15 points)**  ­- Go-arounds  - Use of dyads and/or triads  - Linking  -Empathizing and active listening  -Questioning (open-ended)  -Processing (reviewing and summarizing--closing the session)  -Blocking ("cutting off")  -Drawing out and mild confrontation  -Managing the focus/refocusing  -Encouraging "I" statements  -Modeling  -Encouraging group feedback  -Role-playing  -"Assignment" of outside work (homework) |  |  |
| **Total (36)** |  |  |

Comments:

(add space as needed)

Response to Peer Comments and Feedback:

(see syllabus, ½ to one-page total)

**Reflection Grading Guidelines**

|  |  |
| --- | --- |
| **Criteria** | **Point Value** |
| * **All turned in on time** * **Includes detailed updates related to group development and implementation** * **Includes a detailed reflection of peer feedback** * **Demonstrates thoughtful reflection of strengths and opportunities for growth related to group planning and group counseling skills.** | **9/10** |
| * **All but one turned in on time** * **Includes updates related to group development and implementation** * **Includes a reflection of peer feedback** * **Demonstrates reflection of strengths and opportunities for growth related to group planning and group counseling skills.** | **7/8** |
| * **Late submissions** * **Minimal details related to group development and implementation** * **Minimal reflection of peer feedback** * **Minimal reflection related to strengths and opportunities for skill and professional growth.** | **5/6** |
| * **Late submissions** * **Missing reflections of group progress, peer response, and/or opportunities for professional growth.** | **<4** |

Self-assess your professionalism/participation

EDCO 6673 Group Counseling Practicum

Name:

Please click one box below.

☐Exceeded Expectations: 10

* Every week I stepped it up and was clearly a stand-out leader in class discussion, volunteering for activities, and during supervision experience.
* I read all assigned and most/all the optional readings. I sought out my own readings above and beyond that which was provided by the course instructor/professors.
* If I had questions regarding the course, I researched in attempt to find the answer using the resources provided by faculty, consulted with peers, and reached out to course instructor/professors in a timely manner.
* I communicated concerns regarding peers, instructor/professors, and course in a respectful manner.
* All assignments were submitted on or before the due date indicated in the syllabus

☐Met Expectations: 9-8

* Although perhaps not as vocal as some of my peers, I did actively participate each week in class discussion, volunteering for activities, and during supervision experience.
* I read all assigned readings/materials.
* If I had questions regarding the course, I researched in attempt to find the answer using the resources provided by faculty, consulted with peers, and reached out to course instructor/professors in a timely manner.
* I communicated concerns regarding peers, instructor/professors, and course in a respectful manner.
* All assignments were submitted on or before the due date indicated in the syllabus

☐Room to Grow: 7

* I am still working on stepping it up in terms of class participation. I did stretch myself and share at least every other week and during supervision experiences.
* I read most of the assigned readings/materials.
* If I had questions regarding the course, I reached out to course instructor/professors in a timely manner.
* I communicated concerns regarding peers, instructor/professors, and course in a respectful manner.
* All assignments were submitted on the due date indicated in the syllabus

☐I struggled this term but did my best: 6

* This was a tough quarter for me. I desire to participate more but was not able to stretch myself to share in class or during supervision time at least every other week.
* I read some of the assigned readings/materials.
* If I had questions or concerns regarding the course, peers, or faculty, I did not seek resolution – I just do not have the bandwidth to do so right now.
* All assignments were submitted on the due date indicated in the syllabus or an extension was requested in a timely manner (at least a few business days prior to the assignment due date).

Comments for faculty regarding your strengths and opportunities for growth:

**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 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**

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.