Ft Bragg, NC · College of Arts & Sciences · Professional Counseling

Assessment

COUN-5220

S1 2022   Section BG   3 Credits   01/10/2022 to 03/11/2022   Modified 12/02/2021

🕐 Meeting Times

Class will be held Tuesday's from 6:00 PM to 10:00 PM and will be a hybrid of In-person and virtual

👤 Contact Information

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🖥 Description

This course examines the various frameworks for assessing the functioning of individuals, groups, and families in an ethical framework and the use of assessment in diagnosis and treatment in a multicultural context. Attention will focus on the methods of data gathering; ethical administration and interpretation from a multicultural perspective; historical perspective of the field; related statistical concepts; and reliability and validity of various instruments. Ethnic, cultural and sex/gender factors are considered. Additional lab fees are associated with this course for the purchase of assessment tools. Self -growth experiential activities are associated with this course content.

Content Areas: assessment, professional practice, professional identity

Requisites

As part of this course, students will take a variety of psychometric instruments for the sake of practicing the administration, interpretation, and reporting results of assessments commonly used in the counseling profession.

◎ Objectives

Students will be able to select, administer, and interpret the results of assessment instruments commonly used in the practice of clinical counseling.

Students will be able to use the results of assessment instruments to inform their treatment planning and interventions with clients.

Students will be able to anticipate potential ethical issues through their knowledge of the ways in which assessment instruments may lend themselves to bias against culturally diverse clients, clients who are members of historically oppressed groups, and those who are otherwise disenfranchised.

Students will be able to select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

📊 Outcomes

CACREP Standards*	Corresponding assessments
Historical perspectives concerning the nature and meaning of assessment (2.F.7.a. CACREP 2016; II.G.7.a CACREP 2009)	Exams
Methods of effectively preparing for and conducting initial assessment meetings (2.F.7.b. CACREP 2016; III.G.2. CACREP 2009)	Exams
Use of assessments for diagnostic and intervention planning purposes (2.F.7.e. CACREP 2016) / Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols (III.H.1 CACREP 2009)	Exams, case studies
Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (2.F.7.f CACREP 2016) / Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations (II.G.7.b.CACREP 2009)	Exams, assessment report
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (2.F.7.g. CACREP 2016) / Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (II.G.7.c.CACREP 2009)	Exams, assessment report
Reliability and validity in the use of assessments (2.F.7.h. CACREP 2016) / Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information (II.G.7.d. CACREP 2009) / Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity (II.G.7.e. CACREP 2009)	Exams, assessment report
Use of assessments relevant to academic/educational, career, personal, and social development (2.F.7.i. CACREP 2016) / Use of environmental assessments and systematic behavioral observations (2.F.7.j. CACREP 2016) / Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations. (III.K.4. CACREP 2009) / Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (II.G.7.f. CACREP 2009)	Exams
Use of symptom checklists, and personality and psychological testing (2.F.7.k. CACREP 2016) / Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (2.F.7.c. CACREP 2016) / Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. (III.G.2. CACREP 2009)	Exams, case studies, assessment report
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (2.F.7.m. CACREP 2016) / Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. (II.G.7.g. CACREP 2009)	Exams, assessment report
Use of assessment results to diagnose developmental, behavioral, and mental disorders (2.F.7.l. CACREP 2016) / Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. (III.G.1. CACREP 2009)	Exams, case studies
Psychological tests and assessments specific to clinical mental health counseling (5.C.1.e. CACREP 2016)	Exams, case studies

*2016 CACREP standards apply to the Clinical Mental Health Counseling emphasis at the following campuses: Columbia, Charleston, Myrtle Beach, and online.

**2009 CACREP standards apply only to the Clinical Mental Health Counseling emphasis at the Webster Groves campus.

While the program is neither accredited nor currently actively preparing for accreditation at other campuses, students at other campuses and/or enrolled in other tracks are still held to these standards as these represent best practices in the field of counselor education.

📘 Materials

Assessment procedures for counselors and helping professionals

Author: Drummond, R. & Jones, K.
Publisher: Pearson
Edition: 9th
ISBN: ISBN13: 978-0135186022

Tevera Field Placement and Assessment Management Program

Access to Tevera is provided through registration in COUN 0200.

SUPPLEMENTAL MATERIALS: The graduate student of this course may also locate and utilize the following sources of information: Tests in Print and The Mental Measurements Yearbook. Beware that the Internet may not have accurate sources of information about psychological tests.

USE OF THE WEBSTER LIBRARY IS ENCOURAGED:

Eden-Webster Library at http://library.webster.edu. Go to Databases & Internet Resources: then to Online/full text Databases or http://www.webster.edu/webmain2.html and then go to Library Resources: then to Online/full text Databases.

☰ Deliverables

Assessment report

You will take the FIRO-B and the STAI. You will complete the FIRO-B online and receive a report from your instructor. You will complete and self-score the STAI.

Consider yourself as your own client and write a report that you would submit with a referral for yourself to another mental health practitioner. Include an introductory section that contains demographic information about the client (yourself) and a personal history on the client. Include any other information that you think would be helpful for the clinician who will be working with this client. The second part of your report should be a synthesis of the results of the two assessments that you administered on the client (FIRO-B, STAI). Be sure to include your recommendations for treatment.

This report should be between 5 and 6 pages double-spaced.

Here are the log-on details for the FIRO-B: Go to https://online.cpp.com (Links to an external site.) (https://online.cpp.com/)

Complete a FIRO-B Assessment.
Login: WebsterStudent (note that the W and the S are capital)
Password: Webster1 (again the W is capital)

There is a space for a UserID. You will only create a UserID if you do not complete the assessment and need to return to finish it. Once you finish the assessments, a notice will be sent to the instructor.

Final exam

This exam covers all readings from throughout the term.

✔ Evaluation

Criteria

Type	Weight	Topic	Notes
Participation	30%		Discussions and other class activities
Written projects	50%		Includes case studies, assessment report, and other written activities assigned by instructor.
Final exam	20%		This exam covers all readings from throughout the term.

Breakdown

Grade	Range	Notes
A	94-100	
A-	90-93	
B+	87-89	
B	84-86	
B-	80-83	
C	70-79	
F	69 or less	

📅 Schedule

When	Topic	Notes
Week 1	Introduction to assessment	**Reading for this week:** • Drummond & Jones chapters 1 & 2
Week 2	Measurement and statistics; assessment with diverse populations	**Reading for this week:** • Drummond & Jones chapters 3 & 4 • Other readings posted on Canvas
Week 3	Validty & Reliability	**Reading for this week:** • Drummond & Jones chapters 5 & 6 • Other readings posted on Canvas **Due this week:** • **FIRO-B online assessment**
Week 4	Using assessments in counseling practice; assessment of intelligence, ability, and achievement	**Reading for this week:** • Drummond & Jones chapters 7 & 8 • Other readings available on Canvas

When	Topic	Notes
Week 5	Aptitude and career assessment; personality assessment	**Reading for this week:** • Drummond & Jones chapters 10-12 • Other readings available on Canvas
Week 6	Clinical assessment; assessment issues with diverse populations	**Reading for this week:** • Drummond & Jones chapters 13 & 15 • Other readings available on Canvas
Week 7	Communicating assessment results; ethical issues	**Reading for this week:** • Drummond & Jones chapters 16 & 17 • Other readings available on Canvas
Week 8	Clinical application	**Reading for this week:** • Readings available on Canvas **Due this week:** • Assessment report
Week 9	Finals week	**Due this week:** • Final exam

✳ Course Policies

Course Attendance

The University reserves the right to drop a student who does not attend the first class. Any absence or tardiness in this accelerated program will result in a significant loss of learning. Students are expected to attend all class sessions of every course. One unexcused absence in this course may result in dropping the student one full letter grade with a second unexcused absence requiring that the student withdraw from the class. If it is too late to withdraw, the final grade will be an automatic F. Students are expected to write at a graduate level and come to class on time, having completed the reading assignments so they are prepared to ask questions and participate in all activities. Students coming to class late or leaving class early will be considered 'absent' for that class session unless approved in advance by the instructor.

Participation

Participation is required in all counseling courses. Being prepared to participate in class is equivalent to being prepared to participate in counseling sessions with your clients. Students are expected to come to class having already read the assigned material and completed the assignments. Students are expected to be active participants in the learning process, exhibiting attention, professionalism, and respect during discussions and other classroom activities. These are key behaviors for counselors; ensure you are evidencing them in class.

Additionally, counselors are often required to lead group counseling, educate large groups on various topics, present in court, and perform public presentations of various types. Students who have difficulty speaking out loud in class, making presentations to the class, and participating in class discussions regularly should seek guidance from their advisor about these concerns.

Students are subject to appropriate academic penalty for incomplete or unacceptable work, or for excessive or unexcused absences (see Course Attendance section for this). See the Grading section on individual course syllabi for further information.

Use of Personal Electronic Devices

Turn off all cell phones during class unless otherwise advised by the instructor. Absolutely no: texting, taking of calls, emailing, unauthorized web activity, or social media use during class. If you have a potential emergency brewing during class time and need to be available by cell (sick child, dying relative, suicidal client) you are required to notify instructor at the beginning of class

and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled for non-class time.

Expectations for writing competency

Writing competency is important in graduate school. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/serving to write professionally. Take this task seriously and consult the Academic Resource Center or enroll in a writing course if you are told you need assistance on writing assignments. The grade penalty will be heavy for lack of simple proofing of grammar, spelling, and APA formatting on all assignments. Please consult the rubric in the syllabus for specific grading impact.

Subjective aspect of grading

The grading of this course includes a subjective component to it based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor. It is possible to excel academically and receive a less than satisfactory final grade. Thus, all grades will reflect a combination of objective and subjective assessment.

Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:

This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.** Maintaining confidentiality is the primary ethical principle of counselors and violations are serious.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, openness to supervision and instruction by the faculty (or site supervisor) is an important element of counselor development. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others—both positive and negative; accepting and applying feedback from instructor; being proactive in seeking out needed experiences, feedback, etc.; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

ACA Code of Ethics (2014)
Counselors [Counselors-in-training] have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations (see C.1.). Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors (see F.5.a.).

🏛 Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to **attendance, conduct, academic honesty, grades, and more**. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

http://www.webster.edu/catalog/current/undergraduate-catalog/ (http://www.webster.edu/catalog/current/undergraduate-catalog/)

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to **conduct, academic honesty, grades, and more**. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

http://www.webster.edu/catalog/current/graduate-catalog/ (http://www.webster.edu/catalog/current/graduate-catalog/)

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading (http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading)

Graduate
https://webster.edu/catalog/current/graduate-catalog/academic-policies.html#gradingsystem (https://webster.edu/catalog/current/graduate-catalog/academic-policies.html#gradingsystem)

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that they understand and follow the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The university's Academic Honesty Policy is published in academic catalogs:

Undergraduate
[http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html (http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html)](http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html)

Graduate
[http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html (http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html)](http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html)

As a part of the university commitment to academic excellence, the Reeg Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

[https://websteru.sharepoint.com/sites/AcademicIntegrityAtWebster (https://websteru.sharepoint.com/sites/AcademicIntegrityAtWebster)](https://websteru.sharepoint.com/sites/AcademicIntegrityAtWebster)

Statement of Ethics

Webster University strives to be a center of academic excellence. The university makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate
[http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics (http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics)](http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics)

Graduate
[http://www.webster.edu/catalog/current/graduate-catalog/ethics.html (http://www.webster.edu/catalog/current/graduate-catalog/ethics.html)](http://www.webster.edu/catalog/current/graduate-catalog/ethics.html)

Important Academic Resources

Academic Accommodations and Support

At Webster University, we understand that all students learn differently and may have specific, often differing, learning needs. Some examples are doing rather than watching, being active instead of sitting still, and taking frequent breaks. For others, the professor needs to speak louder, give more clear instructions, and be understanding with health issues. Regardless of what makes learning easier for you, our goal is to provide the most accessible learning environment possible for each student. If there are any specific needs you'd like to make your instructors personally aware of, including any academic accommodations, please reach out to them directly.

Webster University supports students in several ways. Students with academic/learning, health, physical, and psychological disabilities and students who have accessibility concerns can reach out to Webster's Academic ADA Coordinator at disability@webster.edu. You can also reach out if you have any questions relating to accessibility.

Online resources through WorldClassRoom (Canvas) have a variety of accessibility tools, provided through a program called Ally, for both students and faculty. Ally is free and already incorporated into WorldClassRoom. It helps students who have visibility and attention challenges; who need easier access to course materials from mobile phones, tablets, electronic readers, etc.; or who need or prefer file types different from the format uploaded by the instructor. You can find more information about Ally at [https://webster.edu/online/ally.php (https://webster.edu/online/ally.php)](https://webster.edu/online/ally.php).

Life circumstances can make focusing on education, or anything else, difficult. For this reason, several additional resources and services are available to students at no cost:

1. Reeg Academic Resource Center ([https://websteru.sharepoint.com/sites/ReegARC (https://websteru.sharepoint.com/sites/ReegARC)](https://websteru.sharepoint.com/sites/ReegARC))
   - Academic Counseling: academiccounseling@webster.edu

- Assistive Technology: atacr@webster.edu
- Disability Accommodations: disabilty@webster.edu
- Testing Center: arc@webster.edu
- Tutoring: tutoring@webster.edu
- Writing services: writing@webster.edu

2. Counseling and Life Development (https://www.webster.edu/student-counseling.php (https://www.webster.edu/student-counseling.php)): 314-968–7030 or counselingld@webster.edu (these contact methods are non-confidential, but appointments are confidential)

Lastly, circumstances change. If, at any point throughout your education, you find that something is making learning difficult for you, please reach out to your instructor directly and/or to Webster's ADA team. It is never too late to ask for accommodations. We entirely support you and want you to have the best and most accessible education possible.

Student Success Portal

Webster University's Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at https://www.legacy.webster.edu/success/students.html. (https://www.legacy.webster.edu/success/students.html)

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the university's worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu (http://library.webster.edu/). For support navigating the library's resources, see http://libanswers.webster.edu/ (http://libanswers.webster.edu/) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html (http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html (http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html)

Academic Calendar - http://www.webster.edu/academics/academic-calendar/ (http://www.webster.edu/academics/academic-calendar/)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the "Tuition, Fees, and Refunds" section of Webster's Academic Catalogs:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html (http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/tuition.html (http://www.webster.edu/catalog/current/graduate-catalog/tuition.html)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

http://www.webster.edu/student-handbook/ (http://www.webster.edu/student-handbook/)

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

https://webster.edu/titleix/policy.php (https://webster.edu/titleix/policy.php)

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

https://www.legacy.webster.edu/irb/ (https://www.legacy.webster.edu/irb/)

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming university email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

https://www.webster.edu/technology/service-desk/ (http://www.webster.edu/technology/service-desk/)

WorldClassRoom

WorldClassRoom is Webster's Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

https://worldclassroom.webster.edu/ (https://worldclassroom.webster.edu/)

Webster Alerts

Webster Alerts is the university's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related

campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit (sign with your university-provided email and password:

https://www.getrave.com/login/webster (https://www.getrave.com/login/webster)

🌐 Campus Information