

Human Sexuality Theory and Sexual Counseling

COUN-5580

F2 2021 Section BH 3 Credits 10/18/2021 to 12/17/2021 Modified 09/30/2021

Meeting Times

Tuesdays from 6-10p.m.; October 18, 2021 - December 17, 2021

Contact Information

Course Instructor: Dr. Joy McNeil LCMHC, NCC

- Email: joymcneil55@webster.edu
- Office: Wednesday 8-9p.m. eastern; Or by appointment.
- Phone: 910-916-3317 (calls and texts accepted - 9a.m.-9p.m.)

Text protocol... Please write your name in the text message and the reason/question. Expect a response in 60 minutes or less. If you do not receive a response within 1 hour, please call and leave a detailed message and I will return your call. No texts after 9p.m. eastern.

Email protocol... Emails will be returned within 24 hours during the week and within 48 hours on weekends. **During the week (Monday-Friday 5p.m.)** If you have not received a response within 24 hours, please alert the Instructor by email again, calling, or texting (not all three).

Utilize email rather than text to inquire about course assignments, grades, and other essential course policies and procedures.

Students may address the Instructor as "Dr. Joy" or "Dr. McNeil". **Your subject line should reflect the subject of the email. Lengthy emails are unnecessary.** Be clear, concise and succinct in your expressed thoughts and/or questions.

Phone protocol... During the day, my phone will likely go to voicemail as I am a clinical counseling professional who sees clients during the day. **Please leave a detailed voicemail including a phone number if you would like me to provide a return call.** No callback number spoken on the voicemail, no call back.

No phone calls before 9a.m. or after 9p.m. unless prior consent given.

Office Hours

- Wednesdays from 8-9p.m. or by appointment.

Office hours are on Wednesdays from 8-9p.m. or by scheduled appointment. The times will be posted on Canvas Calendar for you to sign up. The Instructor is generally available evenings after 5p.m. or on Saturday mornings between 10a.m. and 11a.m.. At least 24 hours prior to scheduled Office Hours, please email the Instructor with the question/comment you have and the time, in 15 minute intervals that you would like to meet. *Please do not use the first few minutes of class to ask questions that you can ask via office hours or e-mail.* Let's use our time wisely.

Description

This course defines and examines the current models and theories of **human sexuality across the lifespan**. It includes the physiological, psychological, and sociocultural variables associated with sexual identity, behavior, wellness, and disorders. Students

will also examine theory, skills, and self-awareness related to sexual relationship counseling including understanding issues of counseling individuals with a history of sexual abuse, sexual addiction, and/or sexual offenses.

Content areas: *Human Sexuality, Sexual Counseling, and social/cultural/gender diversity and inclusion.*

Objectives

Upon completion of this course, students will demonstrate knowledge and proficiency in the following:

- sexual anatomy and physiological development,
- the sex ecosystem,
- gender health concerns,
- the potential connections of sexuality and mental health.

Outcomes

Knowledge and Skills Outcomes.

Knowing the outcomes is essential to learning in this course.

Upon successful completion of this class students will be able to:

Human Sexuality

1. Demonstrate understanding of their personal attitudes, beliefs, and understandings about human sexual behavior.
2. Demonstrate understanding of the socio-cultural factors related to sexual functioning.
3. Demonstrate understanding of the clinical and ethical implications related to counseling clients with sexually transmitted infections and diseases, including HIV and AIDS and beyond.
4. Distinguish between sexual deviance, sexual dysfunction, and responsible sexual expression.

Sexual Counseling

5. Demonstrate understanding of the legal and ethical issues of sexual counseling.
6. Demonstrate ability to identify sexual deviant behavior and the limits of its treatment.
7. Demonstrate awareness of personal attitudes and beliefs about human sexual behaviors and how that reflects on counseling efforts.
8. Demonstrate the ability to utilize current techniques of therapeutic intervention in sexual counseling.

Social, Cultural and Gender Diversity

9. Demonstrate understanding of how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
10. Demonstrate understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
11. Demonstrate understanding of the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

Materials

In this course, students are expected to utilize the following textbook (required) and 3 additional educational materials which can be purchased as e-book or paper copy:

Murray, C., Pope, A., & Willis, B. (2016). *Sexuality counseling: Theory, research, and practice*. Sage Publications.

The textbook can be rented and/or purchased from most major booksellers online. It is also available via e-book. The books below can be found via audio, e-book, and paperback as well.

Buss, D. M. (2016). *The evolution of desire: Strategies of human mating*. Basic books.

Chen, A. (2020). *Ace: What Asexuality Reveals About Desire, Society, and the Meaning of Sex*. Beacon Press.

Zimmerman, J. (2018). *Sex Without Stress: A Couple's Guide to Overcoming Disappointment, Avoidance, and Pressure*. (n.p.): Jessa Zimmerman, Ma PLLC.

We will be reading a wealth of materials in class and outside of class. The first book is your textbook. The other three are highly cited books in scholarly journals that we will also read as a part of our learning and knowledge.

Recommended Reading (optional, but worth an investment either audio book, e-book, or standard text):

Ryan, C., Jetha, C., Johnson, A., & Davis, J. (2011). *Sex at dawn: How we mate, why we stray, and what it means for modern relationships*. New York: Harper Perennial

Wenke, J. (2015) *The human agenda: conversations about sexual orientation and gender identity*. Trans Uber LLC. (available on Kindle now)

Digging Deeper - Optional - for your practice collection:

Peterson, Z. D. (Ed.). (2017). *The Wiley Handbook of Sex Therapy*. Wiley Blackwell. (ebook)

Note: Please refer to the most recent American Psychological Association guidelines for writing within the course. Each writing submission should follow strict APA guidelines with regard to in-text citations, references, pagination, title page, abstract (when needed).

Deliverables

The design of the course combines lecture, discussion, small group activities, videos, role-plays, and exercises done both in and outside the class. This course requires exploration of subject material that may be sensitive, uncomfortable or even offensive at times to individuals. If you find something to be offensive, please inform the Course Instructor, and we will discuss your concerns.

In addition to the syllabus, the Course Instructor will disseminate a packet in WorldClassRoom that contains group assignments, sample questions, case studies, and other important information students will need for forward movement in the course.

This course will utilize various mechanisms to empower students to grow knowledge as a mental health professional on the topic of human sexuality and sexual counseling:

Students will learn through a variety of methods which include, but are not limited to lecture, group work, text readings, discussion, field research, presentations, and case histories.

1. Chapter Group presentations - Each group will present a 90-minute presentation beginning in Week three and extending to Week six. Chapter presentations will consist of presenting information from the textbook chapters of study for the specific week to the class.

- Students will be expected to utilize powerpoint, clips from movies (as needed), and provide interactive activities for your presentations.
- Students must include at least two 10-12 minute class discussions on the most poignant themes of the required reading, and one interactive activity.
- Each group will submit a well-formed, APA-informed outline of their group presentation which will be distributed to each person

within the course.

- Take note: *Each group must hold a practice group session in which they practice their presentation, whether virtually or in-person. This presentation must be well-formed, well-timed, and well-planned.*

2. "So, I interviewed a Sex Therapist/Counselor, etc..." Students will be able to think and reach big regarding this assignment, as the interviews do not have to be local. Each student will conduct a 60-70 minute semi-structured interview, virtually, and audio recorded with permission (audio recording is required).

The purpose of the audio recording is for students to complete two peer reviews on the interviews, including two one-page summary on the reviewers' engaged and honest thoughts on the interview. You must get the therapist verbal consent on audio and also written that it is ok to record. This will be the first graded assignment, to be completed by Week 3. **Submit your questions and the person you plan to interview, as well as a backup, by the beginning of Week 2.**

3. **Sexuality History and Assessment** - Each student will develop a mock clinical assessment to capture the concerns of a client (or couple) who is presenting for therapy. Following outline provided in class, you are to develop a biopsychosocial assessment; include a clinical diagnosis from the DSM-V; develop an treatment plan specific to your mock client clinical diagnosis including recommendations and summary indicating how you, as the therapist, might be most helpful to this individual regarding their ecosystem and reported the sexual concerns.

The objective of this assignment is to (a) learn to become more comfortable in talking openly about issues of sexuality, gender, and sexual dysfunction, and (b) to help others become more comfortable discussing sexuality topics in counseling. A prompts and a template will be provided by the Course instructor. Due Week 5.

4. **Human Sexuality Research Paper** - Each student will prepare a research paper on a specific topic related to any topic regarding human sexuality that you resonate with currently. Topics must be submitted **by end of Week 3** for Course instructor approval. The purpose of this learning activity is to increase your capacity as a scholar and a practitioner who shows knowledge of the physiological, psychological, and sociocultural variables associated with sexual and gender identity, behavior, and disorders. **You are strongly urged to select a topic that is new to you in order to expand your knowledge base.**

The paper must include the following information on the selected topic:

- Description of the topic (prevalence, incidence rates, causes, symptoms, etc.)
- Discussion of the physiological, psychological, and sociocultural variables associated with sexual identity, behavior, and disorders.

Use of 7th edition APA style, and professional quality (e.g., neatness, grammar, spelling, writing quality) is essential. The research topical paper must be typed, doublespaced (approximately 12-14 pages **excluding references, title page, and abstract page**), and in APA 7th ed. student styling. **You are expected to search peer-reviewed, scholarly, published journals, articles and other books, etc, to include at least 7 references in your paper.** The due date for the paper is Week 7 online via WorldClassroom/Assignment Turn It In.

****Every student in the class is required to submit at least 5 pages of text from your research paper to the Webster Writing Center for feedback. This is essential for collaborative growth and also for paper accountability. Do not procrastinate.**

5. **Final Presentations (Due Week 8)**- To be uploaded into WorldClassroom via video link, with a private Youtube or Vimeo link. Panapto is also a great screen sharing resource that is free to use. Students are responsible to share their findings from their human sexuality research paper and how their own biases were challenged, if at all, in the course. Presentations should last no longer than 30 minutes. A rubric will be distributed. Handouts and powerpoints are welcome. Each person will take the space of a week to review each other's presentation, provide feedback and be prepared with four questions for four of the presenters (one per presenter). **Information on the reviews will be disseminated in class.**

While there will be no midterm or final exam for this course, the course is reading/writing/research/presentation intensive. Therefore, students will be graded on each assignment, class participation - written and verbal, research projects, group work, and presentations.

Students should expect at least one quiz during the course.

✓ Evaluation

Grading scale is as follows:

Criteria

Below is how the Course Instructor will evaluate your grade. Each of your assignments are worth the same amount of points and weight, which means to take each of them seriously as the professional scholar and practitioner you are becoming.

Please bear in mind, if you miss a class for any reason, you will still be responsible for the weekly readings and a 500-word discussion post on an assigned topic from the class.

Type	Weight	Topic	Notes
Participation/Presence	20%	Class Session Participation	Class participation is essential in this course. Plan to speak multiple times each class period, and to display your expertise from the readings. Plan to be present for each class unless advance notice of at least 48 hours is given. Emergencies happen, but they do happen every week. Also, your Group Presentation grades (based on individual effort) will be a part of your full participation.
Research Paper	20%	Human Sexuality Topical Research Paper	12-14pg Research Paper on a Student's chosen theme/topic. This topic will be chosen by the second week of class.
Semi Structured Interview	20%	Semi-Structured Interview with a Mental Health Professional	Interview with a Mental Health Professional who specializes in sexual counseling for individuals and/or couples.
Visual Presentation	20%	Research Paper Visual Presentation	Due in Week 8. This presentation will be based upon the themes you used and what you learned from writing your research paper.
Counseling Assessment	20%	Sexuality History and Assessment	Students will complete a mock written assessment on an assigned case study.

Breakdown

Students, below is the grading scale for this course. Should you need accommodations or additional clarity, please visit the Course Instructor during Office Hours during the first two sessions of the course.

Grade	Range	Notes
A	94-100	<i>Demonstrated growth, consistent participation, few to no spelling and grammatical or stylistic errors on assignments, timely submission of all assignments, respectful, informed, and empathic communication with peers, communicates an understanding of course material and can apply it to life.</i>
A-	90-93	
B+	87-89	
B	84-86	
B-	80-83	

Grade	Range	Notes
C	70-79	
F	Below 70	

Schedule

COUN 5580 is nine weeks, and students are expected to present to each session prepared by completion of the reading and readiness to participate.

This course will be a class with a extensive reading requirement. Students are encouraged to create a reading schedule. The Course Instructor will include a reading schedule on the first day of class.

When	Topic	Notes
Class Session Week 1 10/19/2021 6:00 PM - 10:00 PM	Introduction and the History of Human Sexuality, Mating, and Desire	<p>IMPORTANT: Course pre-reading - Please read the following book in its' entirety prior to the start of class. Be sure to take notes on the parts that resonate.</p> <p>Buss, D. M. (2016). <i>The evolution of desire: Strategies of human mating</i> Basic books.</p> <p>Week One reading: Chapter 1 of the Textbook "Addressing Sexuality in Professional Counseling"</p> <p>Question of the week: <i>What is sexuality? What is your understanding of sexuality? How does sexuality define intimate relationships?</i></p>
Class Session Week Two 10/26/2021 6:00 PM - 10:00 PM	Development, Physiology and Sexual Health - What do we know? Where do we stand?	<p>Read and evaluate Chapters 4 and 5 in your textbook.</p>
Class Session Week Three 11/02/2021 6:00 PM - 10:00 PM	Assessment in Sexual Counseling... Diverging Roads	<p>Reading: Chapter 2 and 3 in the Textbook</p>
Class Session Week Four 11/09/2021 6:00 PM - 10:00 PM	How do Sexuality and Mental Health converge?	<p>Reading: Chapter 6 in the textbook</p> <p>Zimmerman, J. (2018). <i>Sex Without Stress: A Couple's Guide to Overcoming Disappointment, Avoidance, and Pressure.</i> (n.p.): Jessa Zimmerman, Ma PLLc.</p> <p>This book must be read by the beginning of Week 5.</p>
Class Session Week Five 11/16/2021 6:00 PM - 10:00 PM	Intimacy, Struggle, and Stress - Defining and Refining Connection	<p>Reading: Chapter 8 of the text book</p>

When	Topic	Notes
Class Session Week Six 11/23/2021 6:00 PM - 10:00 PM	Cultural Influences: Collaboration, not Compartmentalization	Reading: Chapter 9 - Cultural and Contextual Influences on Sexuality This week falls on a federal holiday that many will observe, and others will not. I am assigning the final required book to start over this timeframe. Chen, A. (2020). <i>Ace: What Asexuality Reveals About Desire, Society, and the Meaning of Sex</i> . Beacon Press. <i>This book must be read by the end of week seven.</i>
Class Session Week Seven 11/30/2021 6:00 PM - 10:00 PM	The Spectrums of Sex and Gender	Readings: One Week of Power Reading. Chen, A. (2020). <i>Ace: What Asexuality Reveals About Desire, Society, and the Meaning of Sex</i> . Beacon Press. This book must be read by the end of week seven. Chapter 7 in the textbook.
Class Session Week Eight 12/07/2021 6:00 PM - 10:00 PM	Ethics: Where do I end and the client begin?	Read: A New Paradigm pg 270 of the textbook. Featuring the Human Sexuality Visual Extravaganza: A celebration of human sexuality, ethical standards, and inclusivity.
Class Session Week Nine 12/14/2021 6:00 PM - 10:00 PM	Have we reached the age of "Anything Goes"? Notes on some themes.	Counseling creatively in the age of "anything goes": Thematic discussions on the intersection of pop culture, porn, sexual abuse and addiction: Continuation of the Extravaganza Optional Reading (or Audio): <i>Sex at Dawn</i> . Thank you for your participation, hard work, and patience through the challenging topics and conversations.

* Course Policies

Each student must review the course policies and acknowledge their understanding and adherence to these 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

Your in-class participation is graded each week. 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.

If you are going to be late for the class session or need to leave the class early, you must inform the course instructor as soon as possible by calling (preferably). If you miss a class session, makeup work will be assigned and must be completed or you will not receive a participation grade for that week.

Additionally, counselors are often required to lead group counseling sessions, 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 Participation section for this).

Use of Personal Electronic Devices

Turn off all cell phones or place them on vibrate/silent during class unless otherwise advised by the instructor.

Prohibited During Active Class Time: *texting, taking of calls, emailing, chatting, unauthorized web activity, or social media use during class.* Utilize breaks to use your personal devices.

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 instance of these events will require a personal meeting with the instructor scheduled for non-class time.

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, Online Writing 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 rubrics for each assignment for specific grading impact.

Subjective Aspect to 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.

Human sexuality and sexual counseling is an sensitive, personal, vulnerable, and even triggering course. You can inform the professor of discomfort with certain topics at any time.

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 term. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. The Course Instructor will affirm course emotional and psychological safety at the beginning of each class. The Course Instructor will cease any and every conversation or exchange that is inappropriate, emotional abusive, or displays inappropriate levels of anger and/or outbursts.

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 maturing 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.

Important to note: Anyone whose expressed views are overly aggressive, diminishing, blaming, toxic, prejudiced, and inappropriate, may be asked to leave the course session. We want to have lively, expansive sessions but not at the expense of abandoning the classroom as a safe space and a place of growth.

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 and 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

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>)

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 he/she understands and follows 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>)

Graduate

<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 Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/ (http://www.webster.edu/arc/plagiarism_prevention/)

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>)

Graduate

<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

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu (<mailto:disability@webster.edu>).

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc (<http://www.webster.edu/arc>) or Loretto Hall 40 on the main campus for more information.

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 <http://www.webster.edu/success/students.html> (<http://www.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:

<http://www.webster.edu/sexual-misconduct/> (<http://www.webster.edu/sexual-misconduct/>)

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:

<http://www.webster.edu/irb/index.html> (<http://www.webster.edu/irb/index.html>)

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:

<http://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:

<http://www.webster.edu/technology/services/webster-alerts/> (<http://www.webster.edu/technology/services/webster-alerts/>)

Campus Information

Bragg Training and Education Center (BTEC)

Bldg. 1-3571, Wing B - Room 101

Fort Bragg, NC 28310

Phone (910) 436-9802, Fax (910) 436-9047 | ftbragg@webster.edu