

Couples, Marriage, and Family Counseling

COUN-5640

S2 2022 Section BH 3 Credits 03/21/2022 to 05/20/2022 Modified 01/30/2022

Meeting Times

Welcome to COUN 5640, Couples, Marriage, and Family Counseling

Term: Spring II 2022

Class Meeting Day Begins: Tuesday's March 22, 2022, through May 17, 2022

6:00pm - 10:00pm - The Soldier Development Center (SDC), Building 2-1728

Contact Information

Course Instructor: Dr. Myra N. Robinson., LCMHCS

Email: myrarobinson20@webster.edu

Phone: (910) 527-8474

Virtual Office Hours - By appointment only

Note: Please notify instructor via telephone or text if you are going to be late or absent.

Description

This course examines marriage, couples and family theories and therapies, stressing the identification and application of general systems theory. The focus is on the major constructs in marriage, couples and family therapies; identification of marriage, couples and family structures and communication patterns; as well as the formulation of related treatment plans and goals in a multicultural and ethical context. It is highly recommended that COUN 5540 is completed prior to taking this course.

Objectives

1. Students will demonstrate an understanding of the history and trends in marriage, couple, and family counseling in accordance with CACREP Standards A.1., 2009 and F.1.a., 2016, through exams and discussions.
2. Students will demonstrate an understanding of marriage, couple, and family counseling models and theories in accordance with CACREP Standards A.5., 2009 and F.1.c., 2016, through exams and weekly writing activities.

3. Students will demonstrate an understanding of the ethical standards specifically related to marriage, couples, and family counseling in accordance with CACREP Standards A.2., 2009 and F.2.o., 2016, through weekly writing activities.

4. Students will demonstrate an understanding of treatment issues related to working with diverse families in accordance with CACREP Standards E.2., 2009 and F.2.m., 2016, through weekly writing activities.

5. Students will demonstrate an understanding of the role of a marriage, couple, and family counselors, in accordance with CACREP Standards A.3., 2009 and F.2.a., 2016 through weekly writing activities.

Skills

1. Students will demonstrate skills specific to marriage, couple, and family counseling in accordance with CACREP Standards B.2., 2009 and F.3.c., 2016, through exams, weekly writing activities, and role-playing activities.

2. Students will implement treatment planning and intervention strategies with the use of marriage, couple, and family counseling theories in accordance with CACREP Standards D.3., 2009 and F.3.d., 2016, through weekly writing activities.

3. Students will apply systems theories in assessment, evaluation, and case management with marriage, couple, and family counseling in accordance with CACREP Standards H.1., 2009 and F.3.a., 2016, through exams and weekly writing activities.

Note: This course meeting will utilize Zoom as its virtual platform

Method of Instruction:

Please be advised: Please be visible at all times during instruction time. Please be sure that both your video and audio are working. If you have audio issues or video issues, please be sure to connect with Webster IT prior to class:

Webster IT Contact information (hours in Central Time Zone):

Toll-free: 1-866-435- 7270

support@webster.edu (mailto:support@webster.edu)

Monday-Thursday 9:00 a.m. - 7:00 p.m.

Friday 9:00 a.m. - 5:00 p.m.

Saturday 9:00 a.m. - 1:00 p.m.

Outcomes

CACREP Standards and Corresponding Assessments

Knowledge 1. Demonstrate an understanding of the history and trends in marriage, couple, and family counseling. (CACREP Standards A.1., 2009 and F.1.a., 2016) Exams; discussions

2. Demonstrate an understanding of marriage, couple, and family counseling models and theories. (CACREP Standards A.5., 2009 and F.1.c., 2016) Exams; Weekly Writing Activities.

3. Demonstrate an understanding of the ethical standards specifically related to marriage, couples, and family counseling. (CACREP Standards A.2., 2009 and F.2.o., 2016) Weekly Writing Activities.

4. Demonstrate an understanding of the impact of crisis and trauma on marriages, couples, and families. (CACREP Standards A.7., 2009 and F.2.g., 2016) Weekly Writing Activities.

5. Demonstrate an understanding of treatment issues related to working with diverse families. (CACREP Standards E.2., 2009 and F.2.m., 2016) Weekly Writing Activities.

6. Demonstrates an understanding of the role of a marriage, couple, and family counselors. (CACREP Standards A.3., 2009 and F.2.a., 2016) Weekly Writing Activities.

Skills

1. Enact skills specific to marriage, couple, and family counseling. (CACREP Standards B.2., 2009 and F.3.c., 2016) Exams; Weekly Writing Activities
2. Implement treatment planning and intervention strategies with the use of marriage, couple, and family counseling theories. (CACREP Standards D.3., 2009 and F.3.d., 2016 Weekly Writing Activities.
3. Apply systems theories in assessment, evaluation, and case management with marriage, couple, and family counseling. (CACREP Standards H.1., 2009 and F.3.a., 2016) Exams; Weekly Writing Activities

Materials

Required Text: Goldenberg, H., & Goldenberg, I. (2013). Family Therapy: An overview (9th ed.), Belmont, CA: Brooks/Cole.

Publication Manual of the American Psychological Association Author: American Psychological Association Edition: 6th ISBN-13: 978-1433805615

There may be additional readings handed out or posted on World Classroom during the term

Tevera Field Placement and Assessment Management Program

Access to Tevera is provided through registration in COUN 0200.

Deliverables

1. Readings:

Students will be required to complete all weekly reading assignments, to consist of chapter readings from the textbook, as well as assigned journal articles.

2. Media:

Students will be required to review appropriate and relevant online family counseling materials as required by instructor.

Discussion Questions: Students will respond to all discussion questions each week, with an integration of the weekly readings.

Students will actively participate in all class discussions and apply the weekly readings to gain and demonstrate mastery of the material.

3. Writing Assignments:

Students will complete weekly writing assignments to assist with synthesizing the course material. All writing assignments should be in accordance with APA format.

Assignment:

Family Counseling Approach Paper (1) - Due week 3 (April 5, 2022, 11:59 p.m.)

Students will write a paper on therapeutic approaches appropriate for family counseling. Each paper will provide a broad overview and personal integration of the selected approach. The paper must be written in current APA format and include a minimum of 1 scholarly reference. Your paper must be at least 5-8 pages to include cover, and reference pages.

Note: Assignments submitted after the deadline will drop a letter grade.

ALL WRITTEN ASSIGNMENTS ARE DUE BY 11:59 p.m. EST ON THE DUE DATE.

4. Exams:

Students will complete a mid-term and final exam. Each exam will cover the Reading & Study material for the assigned modules/weeks. Each exam will be open-book/open-notes, consist of multiple-choice questions. **Mid-term exam will cover chapters 1-8. The final exam will cover chapters 9, 10, 12.13, 14, 15, and 16. You will have 90 mins to complete.**

5. Experiential Activities:

During experiential activities, you have the right to decline participation, and or only participate to your level you of comfort. If at any time you feel uncomfortable during role-play you may stop.

While it is important to understand the material in the text, it is crucial that that each student be able to demonstrate the skills cited in each class session.

✓ Evaluation

Method of Instruction:

This course has been developed for both the online and on ground delivery method.

Students completing this course in an online format will be required to complete writing assignments, as well as share discussion posts with peers.

Students completing this course via virtual and/or on ground format will be required to complete writing assignments, as well as participate during in class discussions.

| COURSE REQUIREMENT | PERCENTAGE OF GRADE |
|------------------------|---------------------|
| 1. Class Assignment | 20% |
| 2. Class Participation | 20% |
| 3. Mid-Term Exam | 30% |
| 4. Final Exam | 30% |

The Grading Scale for this course is as follows:

94 - 100 = A

90 - 93 = A-

88 - 89 = B+

80 - 81 = B

70 - 79 = C

Below 70 = F

The GRADUATE catalog provides these guidelines and grading options:

A/A- Superior graduate work.

B+/B/B- Satisfactory graduate work.

C Work that is barely adequate as graduate-level performance - Marginal Work

CR Credit given for practicum/internships

| | |
|----|---|
| NC | No Credit, Unsatisfactory graduate work |
| I | Incomplete work |
| ZF | Permanent grade for unfinished incomplete grade which treated as an F |
| IP | In progress |
| W | Withdrawn from the course |
| WF | Unofficial Withdrawal |

Criteria

The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness 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. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of objective and subjective assessment.

Note that writing competency is important in graduate school.

The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance. Please be mindful that while online course delivery provides convenience for students; it should also provide the same sense of safety that one finds in the classroom. We ask that as counselors-in-training, you respect your peers' confidentiality as well as their perspective.

Be mindful that all discussion posts should be respectful, thought provoking, and while your opinion is welcomed judgment of others is not. Please feel free to contact me, your instructor, if you find yourself struggling with this aspect or any aspect of the course delivery.

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

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. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student risks a failing grade in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student. 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 instructor can become an issue for some students and is, therefore, emphasized here.

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; seeking out needed experiences, feedback, etc., in a proactive way; 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.

Schedule

| When | Topic | Notes |
|---|--|--|
| Week 1 03/22/2022 6:00 PM - 10:00 PM | Introduction and overview of course: Review of Fundamentals of concepts of MFT and Family Development; Class discussion; Video | Goldenberg, Stanton, Goldenberg - Read Chapters 1 & 2 |
| Week 2 03/29/2022 6:00 PM - 10:00 PM | Diversity in Family Functioning; System Theory and Systemic Thinking; Class Discussion; Video; Role-play, Family Counseling Approach Paper Due next week by 11:59pm | Goldenberg, Stanton, Goldenberg - Read Chapters 3 & 4 |
| Week 3 04/05/2022 6:00 PM - 10:00 PM | Origins and Growth of Family Therapy, Professional Issues and Ethical Practices; Role-play, Class Discussion. Family Counseling Approach Paper Due by 11:59pm | Goldenberg, Stanton, Goldenberg - Read Chapters 5 & 6 |
| Week 4 04/12/2022 6:00 PM - 10:00 PM | Psychodynamics and Transgenerational Models of Family Therapy, Video; Class Discussion Review Mid-term Exam | Goldenberg, Stanton, Goldenberg - Read Chapters 7 & 8 |
| Week 5 04/19/2022 6:00 PM - 10:00 PM | Experiential and Structural Models of Family Therapy, Video, Role-play, Class Discussion Mid-term Exam Chapters 1-8 multiple choice. | Goldenberg, Stanton, Goldenberg - Read Chapters 9 & 10 |
| Week 6 04/26/2022 6:00 PM - 10:00 PM | Behavioral and Cognitive-Behavioral Models and Social Construction Models, Video, Class Discussion | Goldenberg, Stanton, Goldenberg - Read Chapters 12 & 13 |
| Week 7 05/03/2022 6:00 PM - 10:00 PM | Social Construction Models II, Evidence Based Family Therapy, Video, Class Discussion, Role-play | Goldenberg, Stanton, Goldberg - Read Chapters 14 & 16 |
| Week 8 05/10/2022 6:00 PM - 10:00 PM | Comparative View of Family Theories and Therapies, Video, Class Discussion, Role-play Review for Final Exam, Chapters 9, 10, 12.13, 14, and 16 | Goldenberg, Stanton, Goldenberg - Read Chapter 17 |
| Week 9 05/17/2022 6:00 PM - 10:00 PM | Course Overview, and Final Exam Chapters 9, 10, 12.13, 14, and 16- multiple choice | Goldenberg, Stanton, Goldenberg |

Course calendar and related activities

Course Policies

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

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. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student risks a failing grade in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

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. 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 and advanced 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 on your counseling sessions with your potential clients.

Further, openness to supervision and instruction by the instructor can become an issue for some students and is, therefore, emphasized here. 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; seeking out needed experiences, feedback, etc., in a proactive way; 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 [Counselor-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.).

Attendance:

The University reserves the right to drop students who do not attend class the first week of the term/semester. The counseling program reserves the right to drop a student who misses two classes or more during the term/semester. 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. Additionally, students are expected to come to class on time, having completed the reading assignments, ask questions and participate in all activities, as well as write at a graduate level. Students coming to class more than 30 minutes late or leaving class early will be considered 'Absent' for the class session. It is expected that you arrive to class having an understanding (not just having read) of the reading assignments and prepared to discuss the material in relation to your practicum experience and or pop quiz scenarios presented by the faculty supervisor.

Participation:

Participation is required in all counseling courses. 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 consider a different career path or face the potential of being dismissed for lack of performance. Students are subject to appropriate academic penalty for incomplete or unacceptable work, or for excessive or unexcused absences (see Course Attendance section for this).

Late work:

Students are expected to complete all assignments in a timely manner. All assignments are due by 11:59p.m. on the due date. If you need assistance submitting an assignment on-time or have any trouble/confusion, please reach out to the instructor at least 24/48

hours prior to the due date. Assignments turned in after midnight will be considered late.

Personal Use of Electronics in Classroom:

Turn off all cell phones during class unless otherwise advised by the instructor. Social Networks Computer usage in class can only be for note taking or class related activities only. If you are caught on face book or any other social networks, you will be asked to immediately leave class and recommended to student remediation counseling council. This class involves respect and confidentiality, being on the internet during class is very disrespectful and will not be tolerated. In case of emergency during instructional time, please notify instructor via chat. Take all emergency calls outside of class.

Academic Integrity:

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing. Recycling papers from other coursework is not acceptable.

According to the Publication Manual of the American Psychological Association (2001), plagiarism involves presenting the work of another as if it were your own work. It is particularly important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work, you must also give them credit with a citation. All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in. Honesty is a key trait for counselors. Insure you are evidencing it in and out of class.

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>)

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 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>)

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 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>).

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>))
 - 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
