

Professional Orientation and Ethical Practice

COUN-5800

F2 2021 Section BH 3 Credits 10/18/2021 to 12/17/2021 Modified 09/29/2021

Contact Information

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Description

This course identifies and examines the history and philosophy of the counseling profession, goals and objectives of professional counseling organizations, the ACA Code of Ethics, professional credentialing and licensure, professional, legal and ethical considerations, role identity of types of professional counselors, application of ethical and legal considerations in counseling, self-care strategies and advocacy processes to address social and institutional barriers that impede access, equity and success for clients. Self-growth experiential activities may be associated with the content of this course.

Objectives

<u>Learning Objectives</u>	<u>How assessed</u>
Demonstrate knowledge of ethical standards of professional organizations and credentialing bodies (2009 CACREP standard II.G.1.j.); (2016 standard 2.F.1.i.)	exams
Explain the management of mental health services and programs, including areas such as administration, finance, and accountability (2009 CACREP standard III.A.8.)	exams
Explain and differentiate ethical and legal considerations specifically related to the practice of clinical mental health counseling (2009 standard III.A.2.)	chapter reviews
Describe professional credentialing, including certification, licensure, and accreditation practices and standards; and the effects of public policy on these issues (2009 CACREP standard II.G.1.g.) (2016 standard 2.F.1.g.)	exams
Identify: professional issues that affect clinical mental health counselors (e.g. core provider status, expert witness status, access to and practice privileges within managed care systems) (2009 CACREP standards: CMHC A.7., & CMHC C.9.); and Legislation and government policy relevant to clinical mental health counseling (2016 standard 5.C.2.i)	exams, and case discussion
Define: the role and process of the professional counselor advocating on behalf of the profession (2009 CACREP standard II.G.1.h.); and strategies to advocate for persons with mental health issues; and strategies for interfacing with the legal system regarding court-referred clients (2016: standards 2.F.1.d., & 5.C.3.e.)	chapter reviews and case discussions

Demonstrates knowledge of: Professional ethical standards for school counselors; ethical decision-making models (MO DESE Standard 5-QI 1);	case discussions
Demonstrates knowledge of: Local, state, and federal statutory requirements pertaining to education and the practice of school counseling; Legal resources and professional development available to inform and guide professional practice (MO DESE Standard 5-QI 4).	case discussions
Demonstrate the ability to apply: and adhere to ethical and legal standards in a diverse clinical mental health counseling environment through ethical decision making that is culturally conscious (2009 CACREP standards: CMHC A.2.; II.G.1.j.; & CMHC B.1.)	case discussions
Demonstrate the ability to apply ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (2016; standard 2.F.5.d.)	case discussions
Identify and analyze public policies on the local, state, and national levels that affect the quality and accessibility of mental health services (2009 CACREP standard CMHC E. 6.)	case discussions and exams

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

**2009 CACREP standards apply only to the Clinical Mental Health Counseling track 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

Ethical, legal, and professional issues in counseling

Author: Remley, T. P., Jr., & Herlihy, B.

Publisher: Pearson

Edition: 6

Tevera Field Placement and Assessment Management Program

Access to Tevera is provided through registration in COUN 0200.

Additional Required Reading:

American Counseling Association. (2014). The code of ethics. Washington DC: American Counseling Association.

Cottone, R. R., & Claus, R. E. (2000). Ethical decision-making models: A review of the literature. *Journal of Counseling and Development*, 78, 275-283.

Forest-Miller, H., & Davis, T. A (2016). A practitioner's guide to ethical decision making. Washington DC: American Counseling Association. Download from <http://www.counseling.org/docs/default-source/ethics/practioner-39-s-guide-to-ethical-decision-making.pdf?sfvrsn=2>

Navigating the Ethical Decision-Making Process: A Practical Toolkit for LPCs, Educators, and Students: <http://www.counseling.org/knowledge-center/ethics/ethical-decision-making>

Chapter[s] of LPC State Regulations and State Statutes for LPCs in your state

NBCC Code of Ethics, see website: <http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>

2014 Code of Ethics Resources by ACA: <http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>

☰ Deliverables

10%-Disclosure Statement

25%-Midterm Exam

25%-Journal Critiques

10%-Group Presentation

05%-Focus Assignment

25%-Final Exam

Journal Critiques

Journal Critiques and Presentation

Students will critique three recent articles in the counseling literature (professional journals) dealing with a Professional Orientation and Ethics topic. Students should describe the content of the article, (2-3 pages) then give their opinion (reflection) of the article (3-5 pages) i.e., how relevant is it, strength and weaknesses of the article. Students will present 1 of their articles and reactions to the articles to the class in a formal presentation.

The following rubric is used to grade journal critiques:

1. Met guidelines for assignment. Incorporates themes of the assignment to include professional orientation and ethics – 5%
2. Quality of writing is clear, precise, and incorporates APA style-5%
3. Students uses academic references to describe key concepts – 5%

Total: 15%

The following rubric is used to grade journal presentation:

1. Oral presentation is clear, logical, and organized. Presentation is a planned conversation, paced for audience understanding – 5%
2. Speaker is comfortable in front of the class and can be heard by all – 2.5%
3. Speaker clarifies, restates, and responds to questions, summarizes and explains article (s) when needed – 2.5%

Total: 25%

Disclosure Statement

Professional Disclosure Statement

A professional disclosure statement designed to meet the specifications of the counseling setting is required. Name, highest relevant degree, discipline of the degree, year degree received, and name of institution granting the degree, names and numbers of all relevant credentials, number of years of counseling experience, description of clientele (population served), description of services offered (include a brief description of theoretical orientation and types of techniques used), length of sessions, specific fee charged for each type of session, methods of payment accepted, a brief statement regarding the use of diagnosis and the fact that this becomes a permanent part of the client's record, an explanation of confidentiality, including responsibilities and exceptions, statement of procedures for registering complaints, signature and date spaces for both the client and counselor.

Total: 10%

Group Presentation

Group Presentation

Students will form of group (2-3) for a formal presentation to the class on an assigned chapter from the text. The presentation must include a PowerPoint presentation. Each group member group member will present a portion of the chapter to the class.

The following rubric will be used to grade the Group Presentation:

1. Oral presentation is clear, logical, and organized. Presentation is a planned conversation, paced for audience understanding.
2. Speaker is comfortable in front of the class and can be heard by all.
3. Speaker clarifies, restates, and responds to questions, summarizes and explains topic.

Total: 10%

Focus Assignment

Chapter 3 Answer Focus Questions 1-5

Chapter 5 Answer Focus Questions 1-4

Chapter 13 Answer Focus Questions 1-3

Chapter 14 Answer Focus Questions 1-3

Total 5%

Midterm and Final exam

The exams are based on chapters from the textbook and any assigned additional material, and will be posted on Canvas. Make sure to complete them during the time allowed, and in one sitting. No retake or make-up of the exams is allowed.

Schedule

When	Topic	Notes
Week 1 - 10/21 ZOOM		<p>Introductions and review course requirements.</p> <ul style="list-style-type: none"> ◦ Review Course Syllabus ◦ Assign journal critique presentation dates <p>Lecture and Discussion</p> <ul style="list-style-type: none"> ◦ Chapter 1: Introduction ◦ Case Discussion
Week 2 -10/28 ZOOM		<p>Lecture and Discussion</p> <ul style="list-style-type: none"> ◦ Chapter 2: Professional Identify of Counselors ◦ Chapter 3: Multiculturalism, Values, Social Justice & Advocacy ◦ Case Discussion ◦ Video

When	Topic	Notes
Week 3- 11/4 In-Person		<p>Lecture and Discussion</p> <ul style="list-style-type: none"> ◦ Chapter 4: Client Rights and Counselor Responsibilities ◦ Chapter 5: Confidentiality and Privileged Communication. ◦ Students should read chapters prior to attending class. ◦ Case Discussion ◦ Journal Presentations ◦ Due: Journal Critiques for Presenters
Week 4 - 11/11 Holiday		<p>Review Chapter 3</p> <ul style="list-style-type: none"> ◦ Answer Focus Questions 1-5 <p>Review Chapter 5</p> <ul style="list-style-type: none"> ◦ Answer Focus Questions 1-4
Week 5 - 11/18 ZOOM		<p>Mid-Term Exam (Chapters 1-5)</p> <ul style="list-style-type: none"> ◦ Video ◦ Case Discussion ◦ Journal Presentation ◦ Due: Journal Critiques for Presenters
Week 6 - 11/25 Thanksgiving Break		<p>Review Chapter 8: Malpractice and Resolving Legal and Ethical Challenges</p> <ul style="list-style-type: none"> ◦ Answer Focus Questions 1-5. <p>Review Chapter 13: Professional Relationships</p> <ul style="list-style-type: none"> ◦ Answer Focus Questions 1-3 <p>Review Chapter 14: Issues in Counselor Education</p> <ul style="list-style-type: none"> ◦ Answer Focus Questions 1-3
Week 7 - 12/2 ZOOM		<p>Lecture and Discussion</p> <ul style="list-style-type: none"> ◦ Chapter 6: Records and Subpoenas ◦ Chapter 7: Competence, Assessment & Diagnosis ◦ Group Presentation: Chapter 15 Supervision and Consultation ◦ Group Presentation: Chapter 11: Counseling Children & Vulnerable Adults ◦ Journal Presentations ◦ Due: Journal Critique for Presentation ◦ Due: Focus Assignment
Week 8 - 12/9 In-Person		<p>Lecture and Discussion</p> <ul style="list-style-type: none"> ◦ Chapter 9: Boundary Issues ◦ Group Presentation: Chapter 12: Counseling Families & Groups ◦ Journal Presentations ◦ Due: Journal Critique for Presenters ◦ Case Discussion ◦ Review Chapter 10: Technology in Counseling ◦ Review Chapter 16 Professional Writing, Conducting Research & Publishing

When	Topic	Notes
Week 9 - 12/16 ZOOM		Final Exam – Chapters (6, 9, 11, 12) <ul style="list-style-type: none"> ◦ Journal Presentations ◦ Due: Journal Critique for Presenters ◦ Due: Professional Disclosure Statement

* 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

<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
