Counseling Learning Practicum II

COUN-6200

S1 2022   Section BG   1.5 Credits   01/10/2022 to 03/11/2022   Modified 12/09/2021

🕐 Meeting Times

Monday. 6:00 PM to 8:00 PM

👤 Contact Information

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🖥 Description

COUN 6200 is a continuation of COUN 6100, and it is assumed that students are coming to this course directly from COUN 6100. Therefore, we will be jumping in directly from where we left off last term. If you are returning to practicum after taking a leave of absence from field placement, please have a conversation with me about your experience in COUN 6100 and the requirements you completed in it ASAP.

Students are required to complete two terms of Practicum in conjunction with their Counseling curriculum. Registration for these two terms of Practicum requires permission of the faculty supervisor and or the Counseling Program Coordinator or Counseling Advisor; appendix D and a copy of the site supervisor's license have to be provided to the faculty supervisor in order to register for this course.

Some field experience sites require background checks and or letters of recommendation for field experience from the University in order to be accepted into field experience. In these instances, it is the student's responsibility to pay for and provide the background check and or communicate with their faculty advisor to receive a letter of recommendation. The Practicum Agreement must be reviewed and appendices B, C, and D signed by the student and the practicum site supervisor and submitted to the practicum faculty supervisor/instructor by the initial class meeting.

The practicum is graded on the credit/fail grading option. No grades of Incomplete are permitted, hence, students should be prepared to complete all required clinical hours in the field experience. For Practicum students taking leave due to Military or exceptional medical situations, see the Counseling Program Advisor and the Practicum Faculty Supervisor/Instructor for grade completion options. This course may be repeated for credit.

Requisites

Additional fees are required of students in this course for professional liability insurance and purchase of taping equipment. Students are required to provide evidence of professional liability insurance prior to seeing clients.Students are required to abide by the ACA Code of Ethics (2014) in their practicum experience and throughout their Webster counseling program. Practicums are nonpaid.

📊 Outcomes

2016*/2009** CACREP Standards	Corresponding assessments
Develop and evidence proficiency with basic skills and essential counseling skills (including active listening sequence, minimal encouragers,paraphrasing and reflection with feeling; effective questioning, therapeutic silence; appropriate interpretation of CL underlying meaning;identification of CL patterns and or issues; emotional engagement with CL and elimination of barriers to communication including advice giving, non therapeutic praising and reassurance, befriending,moralizing, analyzing, and judging) (2009 CACREP standard II.G.5. c.; and 2016 standard 2.F.5.g.); and counselor characteristics and behaviors that influence the helping process (2106 standard 2.F.2.f.)	Live supervisions/Skills Tape Evaluation(STE); PSE and Typescript 2 with STE
Describe self care strategies appropriate to the counselor role (2009 CACREP standard II.G.1.d.)	Self Care Plan
Describe and demonstrate procedures for assessing crisis intervention and suicide prevention models, including the use of psychological first aid strategies (2009 CACREP standard II.G.5.g.) and abilities to use procedures for assessing and managing suicide risk (2009 CACREP standard CMHC D.9.; and 2016 standard 2.F.5.1.); and procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide (2016 standard 2.f.7.c.); and procedures for identifying trauma and abuse and for reporting abuse (2016 standard 2.F.7.d)	Seminar
Define and demonstrate ethical and legal considerations specifically related to the practice of professional clinical mental health counseling (2009 CACREP standard CMHC A.2.)	PSE
Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate(2009 CACREP standards CMHC D.9.)	PSE
Demonstrates skill in conducting an intake interview,a mental status evaluation, a biopsychosocial history,a mental health history, and a psychological assessment for treatment planning and caseload management (CACREP standard CMHC H.2.; and 2016 standard 5.C.3.a.); and developmentally relevant counseling treatment or intervention plans (2016 standards 2.F.5.h. and 5.D.2.m.	Typescript 1 with STE
Applies current record keeping strategies related to clinical mental health counseling (2009 CACREP standard CMHC D.7; and 2016 standard 2.F.1.m.)	Note check
Counseling supervision models, practices and processes (2009 CACREP standard II.G.1.e)	PSE & Live supervision

*2016 CACREP standards apply to the Clinical Mental Health Counseling track actively preparing for CACREP accreditation 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 at 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

The counseling practicum and internship manual

>   **Author:** Hodges, S.
>   **Publisher:** Springer

Recording device

Purchase, rent, or borrow video or audio equipment for the required taping of client sessions. Ensure that you use the provided informed consent form for taping—TAPED SESSIONS MUST INCLUDE AN INFORMED CONSENT SIGNED BY THE CLIENT AND AGREED TO BY THE SITE SUPERVISOR. If you have any questions related to this practice, see the professor prior to taping. Recorded sessions should be stored securely under a lock or a password and should be erased after both site and faculty supervisors evaluate them.

Tevera Field Placement and Assessment Management Program

Access to Tevera is provided through registration in COUN 0200

Strongly recommended readings:

Rosenthal, H. (2004). Before you see your first client: 55 things, counselors, therapists, and human service workers needs to know. New York. Taylor & Francis.

Cormier, S., & Hackney, H. (2012). Counseling strategies and interventions. 8th Ed. Boston:Pearson

Wheeler, A. M. The counselor and the law.

Kottler, J. Making changes last.

Optional

☰ Deliverables

Proof of insurance: Professional liability insurance

Students are required to evidence procurement of professional liability insurance
prior to interacting with practicum clients or prior to class beginning, whichever comes first. A copy of the insurance face sheet is to be provided to the faculty supervisor and placed in the student's file located in the campus office.

Clinical field experience contact hours

Students must complete supervised practicum experiences that total a minimum of 100 clock hours total, for the combined terms of Practicum (50 hours total in each 1.5 cr hour term). Each student's total practicum experience (both terms) includes all of the following:

1. At least 40 clock hours of *direct service* with actual clients (total for both terms of Practicum; 20 direct hours with clients in each term of Practicum) that contributes to the development of counseling skills.
   - *Note: You are not allowed to conduct substance abuse counseling if you have not completed COUN 5630, Substance Abuse; or conduct family counseling if you have not completed Family Systems Theory, COUN 5540.*
2. Documentation of weekly practicum activity (hours) on the Weekly Activity Log that is signed by the site supervisor and submitted to the faculty supervisor/instructor.
3. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a site supervisor who is working in consultation with the practicum faculty supervisor in accordance with the supervision contract.
4. A minimum of 5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by the practicum faculty supervisor.
5. Evaluation of the student's counseling performance *throughout* the practicum, including documentation of skills on a formal evaluation at the midterm and end term by the site supervisor; and regular skills observation and evaluation by the faculty supervisor with a mid term and end term review of course skills.

Write a treatment summary *after the termination* of each counseling client (per official practice of site)

For all clients, you or your site supervisor are required by ACA Ethical Code
(2014) to:
- Conduct an intake interview including informed consent and statement of confidentiality (may use related documents or format of site)

- Write a case note immediately after every session (per official practiceof site)
- Review case notes immediately prior to each session (per official practice of site)
- Make and maintain weekly appointments with clients (per site)
- Make and maintain weekly appointments with your site supervisor
- Write a treatment summary after the termination of each counseling client (per official practice of site)

Self-care

Burnout is a common occurrence in mental health professionals who do not practice some form of self-care. Self care practices include weekly (or more)occurrences of focused, purposeful mind and body relaxation by the student counselor. The practice of relaxation is meant to de-stress from the clinical experience as well as train your body to remain calm in stressful situations thereby enabling you to destabilize a situation. It is also models appropriate responses for the client. Examples of self care include but are not limited to breath work, meditation,prayer, fictional reading, visualization. Note that exercise, while increasing endorphins in the body, should be in addition to a relaxation practice and not in place of. Note that watching TV and or playing with kids, while enjoyable, is not considered a self care strategy.

You will implement a preferred self-care strategy throughout this term and write a paragraph at the end of the term regarding what you learned about yourself from practicing the technique in addition to how it worked for you and or what you would change about it if it did not work for you.

Recording

Rent, borrow, or purchase digital taping equipment for the required counselor skills presentation tapes (2 or more) made in client sessions.

Ensure that you use the provided informed consent form for taping—ALL TAPED SESSIONS MUST INCLUDE AN INFORMED CONSENT SIGNED BY THE CLIENT AND BE AGREED TO BY THE SITE SUPERVISOR. This form is given to the faculty supervisor. If you have any questions related to this practice, see the professor prior to taping.

No personal phones, laptops or tablets are to be used to tape sessions with clients.

No session recording or informed consents are to be sent via electronic submission due to lack of confidentiality.

***PER ETHICAL CODE RELATED TO CONFIDENTIALITY, all tapes must be kept in a secured location and are required to be destroyed at the end of the term.

Weekly activity logs

Keep track of your clinical activities on a weekly basis using the Weekly Activity Log (see worldclassroom.webster.edu).

1) Give these to your site **supervisor at the end of each week** to be reviewed and signed.

2) Turn in the logs to the Practicum faculty supervisor at the midterm and end term with totals (direct and indirect) tallied.

3) Write the logs in ink as pencil lead dissipates over time.

4) Ensure that you **make a copy of each log** and keep in a secured location for your future record (license) keeping. Electronic copies of the logs are not accepted by the faculty supervisor.

These are due on specific dates. Prepare appropriately by having them signed by the site supervisor by the due dates.

Live supervision

Live group supervision, live supervision will occur wherein students will take the role of counselor and as client. Each student will take the role of counselor and client in a live supervision at least once during the semester. Non-defensive openness to group and supervisor feedback as a recipient is critical. Non critical feedback to the recipient is necessary; Use your developing counseling skills and interpersonal skills when providing feedback to a student counselor. You will be graded on providing feedback and receiving feedback.

Group supervision is about providing feedback regarding skills to the student counselor; it is not about co-therapy. In other words, group supervision is not about assisting the student counselor in determining client outcome but in assisting the student counselor in developing competent skills. (see Classroom Safety and Notes, 2., below)

Group Supervision check in: limited to 2-5 minutes per person unless the following: you hot lined that week, you were involved with a client session where client was openly suicidal or homicidal, or you need consultation.

NOTE: All students are free to contact the faculty for consultation any day at nearly any time, via cell. Please reach out if confused or needing guidance or support.

Always reach out if you need consultation and cannot reach site supervisor, or if a concern arises with site supervision.

Individual supervision sessions

Meet with your assigned site supervisor for individual supervision once per week for a minimum of 50 minutes. If you experience difficulty with your site supervisor, take the following steps immediately: Consult the Practicum faculty supervisor asap, discuss the difficulty with the site supervisor immediately, and follow up with the faculty supervisor regarding the outcome of your discussion with the site supervisor. The faculty supervisor will guide you if further intervention is necessary.

Being released from a Practicum site will result in a final grade of F or NC for the Practicum course and all hours will be lost. It is imperative that you make the faculty supervisor aware of any concerns immediately and that you work closely with the site supervisor to resolve those concerns per the ACA *Code of Ethics* (2014).

You may be required to meet with the Practicum faculty supervisor outside of class for additional individual supervision if you are not progressing at a rate consistent with the course or are experiencing difficulties on site. Cooperation is necessary.

Group supervision check-in

Group Supervision check in: limited to 2-5 minutes per person unless the following: you hot lined that week, you were involved with a client session where client was openly suicidal or homicidal, or you need specific consultation.

2 Case Conceptualizations

Constructing a written case narrative that conceptualizes the onset, presentation, and treatment of a client's presenting issue including goal setting with the client and understanding counselor goals as supporting milestones to the client goal

✔ Evaluation

Criteria

In addition to the criteria below, completion of all required hours and agency service is required to pass this course

Type	Weight	Topic	Notes
Attendance and participation	30 points		Red Flags
Case Conceptualizations	20 points each		
Live session skills evaluation	20 points each		
Clinical Case Notes	5 points each		
Self-care Plan/Reflection Paragraphs	10 points each		
Faculty PSE	50 points		
Site supervisor PSE	25 points		

Breakdown

Grade	Range	Notes
CR	200 - 225	Work that is performed as satisfactory graduate work (B− or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
NC	Below 200	Unsatisfactory graduate work; also, per the Professional Counseling Program, grade of NC equals, no credit for lack of completion of course requirements including clinical hours, lack of sufficient progress in counseling and interpersonal skills and openness to supervision.
F		Work that is unsatisfactory; also, per the Professional Counseling program, grade of "F" relates to unethical and or unsatisfactory work; being released from a field site for any reason may result in an automatic F for course; grade of F may result in dismissal from program especially if associated with ethical violation

📅 Schedule

Course Calendar and Required Readings:

Below is a tentative schedule of main topics to be used in preparing for classes. Deviations from the schedule may occur as class discussions will primarily correlate to counseling and supervision sessions. **You are responsible for understanding the material and discussing the material in relation to your practicum experience** on the date on which the reading is listed below. Lecture over the content of the readings will not occur but you are expected to be able to discuss and or present on topics and possibly complete a pop quiz for a particular reading. Take notes during discussion time as these are critical topics and they will show up in your practice-- Then study the notes so you don't blank when the situation arises in session. You will be quizzed over the readings. Quizzes will take the form of scenarios and you will be expected to draw on the readings for the answers. For each class period, be prepared to discuss how you will apply the reading content to your counseling sessions. Completing the reading assignments and discussing the content in class will be critical to your participation grade. You are expected to speak up in each class discussion as your comments reflect your developing skills.

You are expected to act as a responsible counselor in training and skip ahead and or review readings as necessary dependent on the type of client that you have and the stage of counseling that you are experiencing.

Note readings are heavy in the initial portion of the term in order to prepare you for your client interactions and lighter toward the end of the term.

When	Topic	Notes
Class 1	Introduction and continuing supervision	Students must ensure that their clinical files are up to date with valid professional liability insurance and current documentation of Appendices B, C, and D from the clinical handbook. **In class:** • Check-in/Red Flags • Sign up for live supervision • Group check-in **DUE:** • Selfcare plan 1
Class 2		**In class** • Check-in/Red Flags • Live supervision **DUE:** • Case Notes 1

When	Topic	Notes
Class 3		**In class** - Check-in/Red Flags - Live supervision
Class 4		**In class** - Check-in/Red Flags - Live supervision **DUE:** - Case conceptualization 1
Class 5		**In class** - Check-in/Red Flags - Live supervision **DUE:** - Selfcare plan 2
Class 6		**In class** - Check-in/Red Flags - Live supervision
Class 7		**In class** - Check-in/Red Flags - Live supervision **DUE:** - Case Conceptualization 2
Class 8		**In class** - Check-in/Red Flags - Live supervision **DUE:** - Case Notes 2
Class 9		**In class** - Check-in/Red Flags - Live supervision **DUE:** - Final selfcare plan

✳ 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.

Self growth activities are required by ethical Code (ACA 2014) in counselor education as an integral component to development of counselor self-awareness and formation of self. During any self disclosure (such as in live supervision sessions), students should consider in advance the topic they choose to discuss. At any time, during any self disclosure, students are always reserved the right to stop disclosing at their discretion. While self-growth activities are a part of counseling courses, students are advised to consider the level of self-disclosure and comments that they make as they may be held accountable for comments made in class that may be construed as harmful in nature to another or to them.

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.

Point of critical understanding: In a practicum or internship, you are counseling under the professional licenses of the site supervisor and the faculty supervisor. Hence, if a client is hurt on your watch, the supervisors' licenses are liable. Therefore, it is critical that field experience students are open to and apply the supervision they receive. 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 in the program (to peers, faculty and or staff) are subject to remediation by the Counseling Advisory Committee at the campus. You are a counselor in training—you must evidence that at all times while participating in the MA in Counseling program including while in field experience and all classes. See the Webster Counseling Student Handbook and or catalog for further detail.

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

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

Important Academic Resources

Academic Accommodations and Support

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

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

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

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

1. Reeg Academic Resource Center ([https://websteru.sharepoint.com/sites/ReegARC (https://websteru.sharepoint.com/sites/ReegARC)](https://websteru.sharepoint.com/sites/ReegARC))
   - Academic Counseling: academiccounseling@webster.edu
   - Assistive Technology: atacr@webster.edu
   - Disability Accommodations: disabilty@webster.edu
   - Testing Center: arc@webster.edu
   - Tutoring: tutoring@webster.edu
   - Writing services: writing@webster.edu

2. Counseling and Life Development ([https://www.webster.edu/student-counseling.php (https://www.webster.edu/student-counseling.php)](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