Greetings to all students enrolled in COUN 5610 - Techniques of Counseling this term.

Meeting Times

Thursdays - Beginning January 7, 2021 - March 4, 2021

Virtual Zoom Course Sessions

Beginning Jan 7, 2021
Thursday, 6:00 PM to 10:00 PM, Zoom Platform

Please refer to the Online courseroom for the Zoom link weekly.

Course will be live each week.

Contact Information

Course Instructor: Dr. Joy McNeil, LCMHC, NCC

- Email: joymcneill55@webster.edu
- Office: 910-916-3317

Texts or phone calls are required if you are going to be late or leave early on course nights. Please identify yourself if you send a text message or utilize the phone. Texting is prohibited after 10p.m. eastern.

Virtual Office Hours

- Thursdays 4:30 to 5:30p.m. eastern (via our Zoom classroom)
- Mondays 8a.m. to 9a.m. eastern (via our Zoom Classroom)
- Additional times are available via appointment at the instructor's discretion.

Instructor will be available during virtual office hours via Zoom starting in Week One. Students are encouraged to utilize office hours and a scheduling platform will be provided to make individual appointments outside of office hours.

Description

This course emphasizes foundational skills development related to the helping relationship. Students learn counseling and interpersonal skills that provide the basis to a helping relationship; self-care; and develop self-awareness related to building relationships and self-care as a necessity of an effective counselor as well as a technique for client care. Students practice skills in role-played situations and out of class; use of videos and skills practice are foundational to this course. Multicultural and ethical components are integrated. Course may be repeated for credit if content differs. Self-growth experiential activities are associated with this course content.
Objectives

In this section you will see Course Objectives and Method of Instruction. Please read carefully.

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

1. Demonstrate proficient use of basic and advanced professional counseling skills from a human growth and development (professional counseling) perspective;

2. Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, and a mental health history;

3. Illustrate appropriate development of case conceptualization;

4. Apply multicultural competencies to counseling skills involving case conceptualization, diagnosis, and treatment;

5. Demonstrate the ability to assess and manage suicide risk;

6. Describe basic ethical and legal standards in relation to advanced professional counseling skills;

7. Explain record-keeping standards related to clinical mental health counseling;

8. Identify his or her own limitations as a clinical mental health counselor and when to seek supervision or refer clients;

9. Describe personal characteristics, including strengths and weaknesses that influence counseling effectiveness; and

10. Summarize the current trends in the professional counseling literature as related to counseling techniques.

Method of Instruction

- Students learn to define, generalize, organize, and critique the developing counseling relationship.
- Attention is given to the development of foundational counseling and interpersonal skills, and self-awareness around developing relationships.
- Students practice skills in role-played situations in and out of class; use of videos and skills practice will be heavily involved in course.
- Self-growth experiential activities are associated with this course content.
- The course emphasizes the development of counselor self-awareness/reflexivity and an understanding of personal motives for choosing the field of counseling as a career.
- It personalizes concepts and skills in an interactive multi-cultural class environment so as to act as a springboard to integrating theory and practice.
- Classes will include lectures, experiential work, reading, writing, and discussion.

Each course meeting will utilize Zoom as its virtual platform. Please also acknowledge that this term, the portal is scheduled to change mid-January 2021. Please make sure that you have your passwords handy each week.

Please be advised: The instructor needs to be able to both see you and hear you in this course. This course will be highly active and directive with breakout sessions and required video activities. 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):

<table>
<thead>
<tr>
<th>Toll-free: 1-866-435-7270</th>
<th><a href="mailto:support@webster.edu">support@webster.edu</a> (<a href="mailto:support@webster.edu">mailto:support@webster.edu</a>)</th>
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<tr>
<td>Monday-Thursday 9:00 a.m. - 7:00 p.m.</td>
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### Outcomes

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<tr>
<th>2016 CACREP Standards</th>
<th>Corresponding assessments</th>
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<tbody>
<tr>
<td>The impact of heritage, attitudes, beliefs, understandings, and acculturative</td>
<td>Self-evaluation papers</td>
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<tr>
<td>experiences on an individual’s views of others (CACREP, 2.F.2.d)</td>
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<tr>
<td>Self-care strategies appropriate to the counselor role (CACREP, 2.F.1.I)</td>
<td>Self-evaluation papers</td>
</tr>
<tr>
<td>Counselor characteristics and behaviors that influence the counseling process</td>
<td>Individual skills videos development, review and feedback</td>
</tr>
<tr>
<td>(CACREP, 2.F.5.f.)</td>
<td>Readings/MyLab activities</td>
</tr>
<tr>
<td>Evidence-based counseling strategies and techniques for prevention and intervention</td>
<td>Individual skills videos development, review and feedback</td>
</tr>
<tr>
<td>(CACREP, 2.F.5.j.)</td>
<td>Readings/MyLab activities</td>
</tr>
<tr>
<td>Processes for aiding students in developing a personal model of counseling</td>
<td>Individual skills videos development, review and feedback</td>
</tr>
<tr>
<td>(CACREP, 2.F.5.n.)</td>
<td>Readings/MyLab activities</td>
</tr>
<tr>
<td>Cultural factors relevant to clinical mental health counseling (CACREP, CMHC.C.2.j.)</td>
<td>Individual skills videos development, review and feedback</td>
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<td></td>
<td>Readings/MyLab activities</td>
</tr>
<tr>
<td>Legal and ethical considerations specific to clinical mental health counseling</td>
<td>Instructor Evaluation</td>
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<tr>
<td>(CACREP, CMHC.C.2.I.)</td>
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</tr>
<tr>
<td>Techniques and interventions for prevention and treatment of a broad range of</td>
<td>Individual skills videos development, review and feedback</td>
</tr>
<tr>
<td>mental health issues (CACREP, CMHC.C.3.b.)</td>
<td>Readings/MyLab activities</td>
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### Materials

Course Text
Deliverables

DELIVERABLES

1. Participation
2. Confidentiality and Ethics
3. Role as Counselor and Client
4. Practice
5. Time Commitment to Skill-Building
6. Initial Self-Reflection and Evaluation
7. Core Skills Mastery
8. Final Self-Reflection and Evaluation
9. Discussion Boards

1. Class Participation: Note that participation includes being present in class in addition to speaking and contributing in every class session. Student comments evidence reading of the text.

Note also that it is possible to attend all class sessions, yet, receive a lowered grade if interpersonal and counseling skills are not evident and utilized, and/or the student is not actively speaking and participating in class. For example, students may demonstrate competent skills; yet, lack of participation, attendance, and/or reading. This course is weighted heavily on all components of participation.

Additionally, participation in all class sessions is critical considering the accelerated format of this program and the fact that counseling is an inter-relational profession. Absences and lack of speaking in class has the ability to impact the student’s final grade.

The Course Instructor takes notes and notates who is participating each week and the substantive highlights each student gained each week. To facilitate good course instruction and participation, each student will have an opportunity to report what they have learned each class and areas where they are challenges weekly via confidential survey. This will help the professor in assessing knowledge each week.

Please note that the Course Instructor will meet with each student individually in week 4 and week 5 to share course progress over and beyond what the student will receive from mid-term evaluations. The Instructor will provide meeting instructions on the first day of class.

2. Confidentiality and Ethics: In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your responsibility to maintain confidentiality.

Out of class assignments should also disguise the nature of any individual whom you may have interviewed. When audio or video recording a session with a role-play or real client, be sure you have permission on tape for that interview to proceed. You are expected to abide by the ethical code of your profession. Each student will sign a course confidentiality agreement in Session one of the course.
3. When You Play the Role of Client in Practice Sessions: You have the right and personal responsibility to share only as deeply as you want in role-play and experiential sessions. All experiential exercises in this course are important for your growth as a counseling professional; however, you may stop participating in any exercise you wish without penalty should you feel uncomfortable or triggered.

4. Practice: Students will learn various new skills within the course. Be sure to practice your skills, and you will see improvement. While it is important to understand the material in the text, it is crucial that each student be able to demonstrate the skills cited in each class session. Practice will improve your skills and it is encouraged.

Each course session will begin with a call to action and intention for the course night. There will also be a 40-minute class group session practice dynamic each course period at the end of each course session to address phases of group counseling techniques and provide additional skills practice for students. Two students will be responsible for leading group each class period.

5. Course Student Time Commitment: Students should expect to spend 4-6 hours (or more) per week over and above class time on reading and additional review of the course week materials. Considering the seriousness of the work you will be undertaking, expect this course to take a substantial part of the next nine weeks. Learning and demonstrating these skills are essential.

Preparation for class--Readings and Video Review: Textbook readings and viewing of related therapeutic videos must be completed prior to class to facilitate classroom discussion, any discussion board postings, and presentations. Individual students will be selected weekly to provide detailed summaries of required readings and learning from the video. Please ensure you follow through with the assigned reading for the week, take copious notes, and come prepared to class, as there may be course quizzes and knowledge checks on the readings or videos.

6. Initial Self-Reflection and Evaluation: You will have a written paper for this course Due by 11:59p.m. eastern January 16th.

An initial self-reflection/self-evaluation research paper which will include: 1. research on a specific technique within a modality that you are interested in gaining knowledge and practicing throughout the course and beyond; and 2. Self-reflection on your current level and confidence regarding your counseling skills. This assignment will be due in Week Two. Utilize at least one scholarly article that highlights the use of this counseling technique. This paper should be no longer than 7 pages and can be written in first person, maintaining APA format including a title page and reference section as well as appropriate headers for each section. You will receive additional assignment details in WorldClassRoom and the first class Zoom session.

7. Core Skills - 2 recorded sessions/Self-Evaluation/Peer-Evaluation: In order to complete this course, each student must demonstrate a minimum ability to display course core skills and demonstrate an increase in their skill level throughout the course. Students will be expected to demonstrate willingness to learn and initiative to make improvements over time.

Each tape will be of a practice videotaped counseling session with an in-class peer utilizing techniques discussed in the text.

- The first video will be graded on evidencing several skills learned in the first half of the term’s readings, chapters 1-6. This video will be no less than 20 minutes and no more than 30. These skills will be further expounded upon in WorldClassroom. You will be able to record in Zoom classroom or on another medium of the professors choosing, which will likely be through creating your personal zoom account, and recording the video there.
- The second video will be graded on evidencing various skills learned from all of the readings, i.e., this video will be comprehensive in nature expecting students to evidence all skills from our readings for the term. This video will be a 40-minute session going no more than 45 minutes in length. These skills will be further expounded upon in WorldClassroom as part of your course packet of information. You will be able to record in Zoom classroom or on another medium of the professors choosing, which will likely be through creating your personal zoom account, and recording the video there.
- For each video, students will meet with their course partner and take turns discussing a real-life work or personal scenario - you can determine that ahead of time. This should not be a mock scenario. Students will alternate being the counselor and client. This will also be important for self-growth and also self-care. Students can demonstrate good therapeutic technique and support each other.
- The student counselor will utilize their individual Zoom platform to record and provide any thing they deem necessary for an effective session. Make sure your zoom is recording and saving so that it can be uploaded to World Classroom.
- Each student counselor will upload the video. Instructions for uploading your tape will be given and demonstrated in class and may also include email of the tape to your instructor or uploading into your section of Canvas.
- Two peer evaluations and one self-evaluation are to be uploaded by the due date of each assignment(s). Students also will be graded on timeliness, specificity, and organization/neatness of assignment as well as for following instructions as outlined.
- Coordinate with your peer partner to review videos prior to each due date. Address any questions and concerns at least 48 hours
prior to the assignment due date.

- The Instructor will utilize the Professional Skills Evaluation to track and provide feedback on each of the videos.

8. Final Self-Evaluation Comparison: The final self-evaluation paper is an opportunity for you to reflect on your counseling skills following the course. Students will complete all areas indicated in your Course packet on WorldClassRoom. Be specific. This evaluation is to be uploaded as an assignment in Canvas. Please utilize APA format with a title page and reference page (as needed). This self-evaluation will be 5-7 pages, with 7 as the maximum. Due 11:59 p.m. on the Wednesday before the final Course Session (week 9).

9. Discussion Boards: There will be opportunities in WorldClassroom for students to practice various skills and discuss various counseling techniques utilized in class in four strategic discussion boards for the course. There will also be a creative discussion board open throughout the course in which students can practice nonverbal and verbal counseling techniques and beyond by displaying short videos and conducting feedback and peer reviews. Students can upload videos, discuss techniques and practice within those Canvas forums. Expect Discussion Boards in Weeks 2, 4, 5, and 6 (unless modified).

✔ Evaluation

Work must be submitted at 11:59 pm eastern on due date.

Assignments submitted after the deadline will drop a letter grade per day late.

If you have an emergency, inform the instructor immediately (that means as soon as you know and before class begins); with proper documentation as is essential (ex: signed note by a doctor). Students who submit false documentation will be held accountable under the WU Academic Honesty policy.

Plan now for turn in of your video via WorldClassRoom upload and students must have a backup if the upload does not work. Ensure you have tested the process — past students have received lower grades because they did not know how to email the video and lost days/points as a result.

All projects must be completed in this course regardless of score. If a project is not turned in or the attempt/work level is not at par with past projects of student, student may be in jeopardy of failing the course. i.e., student cannot skip a project or do a minimal job because they have a lot of accumulated points.

- There will be no skipped projects in this course, and minimal extra credit for this course.
- There will be no negotiation of project due dates.
- Every project must be completed for full course credit.
- Date changes and due date adjustments are up to the discretion of the professor.
- Please plan to meet with Instructor during office hours, not after class on Thursday nights. Please refer to office hour times and know that you are able to make appointments outside of that.
- If you have a question that you would like addressed during class time, please email the instructor the question and put in the subject line the following: Question for This Week’s Classtime.

Netiquette: Class sessions are structured and will take the 4 hours each class meeting. Please do not plan to leave early unless you have confirmed with Instructor. Situations arise and there is sensitivity to your needs, but your presence in class is important. Anyone who can not be present on camera for an extended period of time will receive 1 warning. For repeated offenses, you will not receive participation credit on that course day. You will receive adequate time for breaks during class time. Should you need a break or to step away from the computer, you must send a message on Zoom via chat that you are stepping away and for how long.

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<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Participation, attendance, group process</td>
<td>30%</td>
<td>If you miss class, you lose the points for the day (unless a doctor's note)</td>
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<td>Type</td>
<td>Weight</td>
<td>Notes</td>
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<tr>
<td>Initial Self-Evaluation Paper</td>
<td>10%</td>
<td>Due Week 2</td>
</tr>
<tr>
<td>Video #1/Midterm Exam:</td>
<td></td>
<td>1 Midterm Video, 1 Self-evaluation, 2 peer evaluations</td>
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<tr>
<td>Video Self and Peer Evaluations</td>
<td>20%</td>
<td></td>
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<tr>
<td>Total points</td>
<td></td>
<td></td>
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<tr>
<td>Video #2/Final Exam:</td>
<td></td>
<td>1 Final Video, 1 Self-evaluation, 2 peer evaluations</td>
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<tr>
<td>Video Self and Peer Evaluations</td>
<td>25%</td>
<td>Due Week 8</td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL Self-Evaluation Comparison</td>
<td>15%</td>
<td>Due Week 9</td>
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<tr>
<td>Total</td>
<td>100%</td>
<td>Please understand that the grades are weighted. Your final and your participation grade are the highest weighted, which means they will carry the highest importance in terms of final grade.</td>
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### Criteria

**Grade based upon 9 course evaluation sections.**

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<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Exceptional work</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>Superior work</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>Above Average work</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>Average work</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Did not meet course criteria.</td>
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<tr>
<td>F</td>
<td>below 70</td>
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Resulting grade and related performance levels
This is a Course snapshot and subject to change. Students are responsible for completing all readings and viewing in entirety all videos associated with chapter readings.

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<th>Topic</th>
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| Week 1    | Readings: Chapters 1 – 2 and review of all chapter videos in E text (not application exercises unless specifically assigned by instructor) <br> Read this article: [https://ct.counseling.org/2019/10/how-do-you-know-its-not-counseling/](https://ct.counseling.org/2019/10/how-do-you-know-its-not-counseling/)  
  - Course orientation and review of requirements  
  - Discussion of reading  
  - In class skills work from reading |
| Week 2    | Readings: Chapter 3-4 and review of all chapter videos (not application exercises unless specifically assigned by instructor), handouts and other course materials.  
  - Course orientation and review of requirements  
  - Discussion of reading  
  - In class skills work from reading  
  - DUE: Initial Self-Awareness Paper  
  **Begin work on first video.** |
| Week 3    | Readings: Chapter 4-5 and review of all chapter videos (not application exercises unless specifically assigned by instructor), handouts and course materials.  
  - Course orientation and review of requirements  
  - Discussion of reading  
  - In class skills work from reading  
  *Distribution of Video Skills Checklist to be evidenced on Midterm Video 1 (skills from Chapters 1-6)* |
| Week 4    | Readings: Chapters 6 and review of all chapter videos (not application exercises unless specifically assigned by instructor), Handout and course materials.  
  - Course orientation and review of requirements  
  - Discussion of reading  
  - In class skills work from reading |
| Week 5    | Readings: Chapter 7 and review of all chapter videos (not application exercises unless specifically assigned by instructor)  
  - Course orientation and review of requirements  
  - Discussion of reading  
  - In class skills work from reading  
  DUE: Midterm Exam=Video 1, self-evaluation, peer evaluations, and tape. This tape should evidence skills from chapters 1-6 per the Video Skills Checklist |
### 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 others.

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| **Week 6** | Readings: Chapter 8 - 10 and review of all chapter videos(not application exercises unless specifically assigned by instructor)  
- Discussion of reading  
- In class skills work from reading |
| **Week 7** | Readings: Chapter 11 and review of all chapter videos(not application exercises unless specifically assigned by instructor)  
- Discussion of reading  
- In class skills work from reading  
- Distribution of Video Skills Checklist to be evidenced on midterm Video 2 (skills from all chapter readings 1-8, and 12) |
| **Week 8** | Readings: Chapter 12 and review of all chapter videos(not application exercises unless specifically assigned by instructor)  
- Discussion of reading  
- In class skills work from reading  
**DUE:** Final Exam - Video 2, plus self-evaluation, peer evaluations, and video. Skills presented on this tape are from all chapters. Incorporate changes based on instructor comments from first video; insure you show concrete improvement on the skills needing improvement plus demonstrating all skills from Video Skills Checklist. |
| **Week 9** |  
- Closing session- Course evaluations  
- **DUE:** Final Paper. |

*Students are responsible for completing all readings and viewing in entirety all videos associated with chapter readings.*
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.).

Expectations for writing competency:

This is important. 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. Omission of required sections will detract from your grade. As a graduate student and counselor-in-training, you have a responsibility to the profession and those you will be representing to write professionally. Take this task seriously and consult with the Academic Resource Center and Online Writing Center for assistance, if needed.

The course Instructor asks that you consider the Writing Center for paper critiques prior to submitting to the assignments tab for grading.

Subjective aspect of grading:

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.

Late work

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. No exceptions. If you need assistance submitting an assignment on-time or have any trouble/confusion, please reach out to the Instructor at least 48 hours prior to the due date. Do not wait. Assignments turned in after midnight will be considered one day late. For example, if an assignment is turned in at 1am after the due date it will be considered 1 day late and accrue a letter grade penalty. Assignments accrue an additional letter grade penalty for each day the assignment is late. Assignment will not be accepted after five (5) days late, except in rare cases at the instructor's discretion. There will be no exceptions. This class should not have late work because there is a not a large writing component.

As this is a graduate course and critically important for your educational and professional growth, please be exceptional in your work at all times.

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/

**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/

**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

*Graduate*

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

*Graduate*

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

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/

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

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/

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/

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/

Campus Information

Webster University - Fort Bragg

Bragg Training and Education Center (BTEC),

Bldg. 1-3571, Wing B - Room 101,

Fort Bragg, NC 28310

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

Additional Items

Suggested Optional Course Reading:


