

# Psychodiagnostics

## COUN-5230

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

### Meeting Times

Classes will meet weekly on Thursday evenings (6:00 pm - 10:00 pm) via ZOOM and In Person

### Contact Information

Instructor: Dr. Aloysius M. Gainey, PhD., LCMHC

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### Description

This course focuses on the identification and comprehension of the major psychological disorders as detailed in the current Diagnostic and Statistical Manual of Mental Disorders (APA). The behavioral manifestations and dynamics of mental disorders will be explored from a biopsychosocial model, focusing on therapeutic assessment and case conceptualization. Students will also learn about common pharmacological and counseling treatment strategies for the disorders covered in class. Multicultural, ethical, crisis and emergency components are integrated.

### Outcomes

Outcomes	Corresponding assignments
Know the etiology, diagnostic process, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP 2009 Standard CMHC.C.2.; 2016 Standard CMHC 5.2.b)	Case Conceptualizations Case studies
Understand developmental crisis, disability, psychopathology and situational and environmental factors that affect both normal and abnormal behavior (CACREP 2009 Standard II.G.3.f.)	Case Conceptualizations Case studies
Know the disease concept and etiology of addiction and co-occurring disorders (CACREP 2009 Standard CMHC.C.4.)	Exams
Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (CACREP 2009 Standard CMHC .K.1.; 2016 CMHC Standard 5.2.d)	Case Conceptualizations Case studies

Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care (CACREP 2009 Standard CMHC.K.2.)	Exams
Know the impact of co-occurring substance use disorders on medical and psychological disorders and the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2009 Standard CMHC.K.3; CMHC 2016 Standard 5.2.e.)	Exams
Know the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 2016 Standard CMHC 5.1.d)	Exams
Understand the impact of biological and neurological mechanisms on mental health (CACREP 2016 Standard CMHC 5.2.g)	Case Conceptualizations Case studies
Understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medications evaluations so that the side effects of such medications can be identified (CACREP 2009 Standard CMHC G.3.; 2016 Standard CMHC 5.2.h)	Case Conceptualizations
Understand the biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP 2016 Standard CMHC 2.3.e)	Case Conceptualizations Case studies
Understand the impact of crisis and trauma on individuals with mental health diagnoses (CACREP 2016 Standard CMHC 5.2.f.)	Exams Case studies
Appropriately use diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments (CACREP 2009 Standard CMHC.L.1.)	Case Conceptualizations Case studies Exams
Use the principle and practices of diagnostics, treatment, referral and prevention of mental and emotional disorders to initiate, maintain and terminate counseling (CACREP 2009 Standard CMHC.D.1.)	Case Conceptualizations
Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (CACREP 2009 Standard CMHC.D.2.)	Case Conceptualizations Case studies
Conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CACREP 2009 Standard CMHC.L.2.)	Case Conceptualizations Case studies
Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CACREP 2009 Standard CMHC.L.3.)	Case Conceptualizations Case studies Exams

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

\*\*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

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### Diagnostic and statistical manual of mental disorders (DSM-5)

Author: American Psychiatric Association

Edition: 5

ISBN: 978-0-89042-555-8

### Case Conceptualization Mastering this Competency with Ease and Confidence

- Authors: L. Sperry and J. Sperry, New York, NY: Routledge
- Edition: Second
- ISBN: 978-0367256654

Essentials of Psychiatric Diagnosis: Responding to the Challenge of DSM-5

- Authors: Allen Frances
- ISBN: 978-1462513482

## Deliverables

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### Group Case Conceptualization

Students will form in groups for a formal presentation to the class on a case conceptualization theory from the Sperry textbook. Students will select a topic from the following case conceptualization theories: Biopsychosocial, Cognitive-Behavioral, Dynamic, Adlerian, Acceptance & Commitment Therapy Case Conceptualization.

The formal presentation must include a PowerPoint presentation, hand-outs, and class activity. PowerPoints will be submitted to the instructor on the date of the presentation.

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. 5%
2. Speaker is comfortable in front of the class and can be heard by all. 5%
3. Speaker clarifies, restates, and responds to questions, summarizes and explains topic. 5%

Total: 15%

### Case Conceptualization Project

Students will select a case conceptualization theory from the Sperry textbook. Students will develop the case conceptualization project from viewing information on the character they will conceptualize via text material (from an actual client, if available). The case conceptualization will include client background information, description of the presenting problem to include the Mental Status Exam (MSE), multicultural considerations, a diagnosis (s) and identifying initial counseling goals. The MSE must include areas that address appearance, behavior, attitude, level of consciousness, orientation, speech and language, mood, affect, thought process, thought content, suicidality and homicidality, insight and judgment. Additional detailed information for this assignment will be provided in class.

Each student's case conceptualization report must use the APA format as defined in the APA Publication Manual, 6<sup>th</sup> Edition.

The following rubric will be used to grade the Case Conceptualization Project

1. Quality of writing is clear, precise and incorporates APA style. 10%
2. Student uses academic references to describe key concepts. 5%
3. Met guidelines for the assignment and incorporates themes of the assignment to include multicultural issues. 5%

Total: 25%

## Exams

Two exams will be given during the term. Exam questions may include, but are not limited to, multiple choice, essay, and short answer questions. Exams may be in class or online, based upon the determination of the instructor.

## Case Studies - Clinical Interview - Intake Interview

### Case Studies

Students will participate in case study exercises which include client demographic information as well as the presenting problem (s). Students will review and discuss the case study information and develop a diagnosis (s) and provisional treatment plan.

Total 5%

### Clinical Interview with Mental Status Exam (MSE)

Each student will perform a clinical interview and extrapolate information for the MSE. The MSE areas will include client: appearance, behavior, speech & language, emotions-mood, orientation to reality, concentration and attention, thought processes, thought content, suicidality and homicidality, memory, judgment and insight. The MSE will include a diagnosis (or diagnosis) and provisional treatment plan as appropriate. Additional information for this assignment will be provided in class.

Each student's MSE report must use the APA format as defined in the APA Publication Manual, 6<sup>th</sup> Edition.

The following rubric will be used to grade the Mental Status Examination.

1. Quality of writing is clear, precise and incorporates APA style. 8%
2. Student uses academic references to describe key concepts. 6%
3. Met guidelines for the assignment and incorporates themes of the assignment to include multicultural issues. 6%

Total: 15%

### Intake Interview & Presentation

Students will complete a comprehensive intake interview. The intake interview will include the following client information: identifying information, presenting problem (s), other current problems and previous difficulties, present life situation, family of origin, current family, medical and counseling history and treatments, and additional information important to the client. A diagnosis (s) and a provisional treatment plan must be included.

Students will present their intake interview in a formal PowerPoint presentation to the class. Each student's intake interview report must use the APA format as defined in the APA Publication Manual, 6<sup>th</sup> Edition.

The following rubric will be used to grade the Intake Interview 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 topic. 2.5%

Total: 10%

The following rubric will be used to grade the Intake Interview:

1. Met guidelines for assignment. 5%
2. Quality of writing is clear, precise, and incorporates APA style. 2.5%
3. Student uses academic references to describe key concepts. 2.5%

Total: 15%

Total: 25%

## ✓ Evaluation

### Criteria

Type	Weight	Topic	Notes
Mental Status Exam	15%		Case Studies 05%
Intake Interview & Presentation	25%		
Quiz	15%		
Case Conceptualization Project	25%		
Group Presentation	15%		

## 📅 Schedule

When	Topic	Notes
Week 1 - 3/24 - ZOOM		<ul style="list-style-type: none"> <li>◦ Introductions and review of course syllabus</li> <li>◦ Assignment of Presentation Dates</li> <li>◦ Lecture and Discussion</li> <li>◦ Frances Chapter 1- How to Use This Book</li> <li>◦ Sperry Chapter 1- Case Conceptualizations</li> <li>◦ Mental Status Exam (MSE)</li> <li>◦ Video</li> </ul>
Week 2 - 3/31 - ZOOM		<ul style="list-style-type: none"> <li>◦ Lecture and Discussion</li> <li>◦ Frances Chapter 3- Depressive Disorders</li> <li>◦ Sperry Chapter 2- Assessments and Diagnostic Formulations</li> <li>◦ Sperry Chapter 3-Explanations and Clinical and Cultural Formulations</li> <li>◦ Intake Assessment</li> <li>◦ Clinical Case Study # 1 – apply DSM 5 Diagnostic Criteria (DSM Manual)</li> </ul>
Week 3 - 4/7 In-Person		<ul style="list-style-type: none"> <li>◦ Lecture and Discussion</li> <li>◦ Frances Chapter 16- Disorders Related to Physical Symptoms</li> <li>◦ Sperry Chapter 4- Treatment Planning and Treatment Formulations</li> <li>◦ Clinical Case Study # 2 – apply DSM 5 Diagnostic Criteria (DSM Manual)</li> </ul>

When	Topic	Notes
Week 4 - 4/14 ZOOM		<ul style="list-style-type: none"> <li>◦ Lecture and Discussion</li> <li>◦ Quiz</li> <li>◦ Frances Chapter 2- Disorders Usually First Diagnosed in Childhood and Adolescence</li> <li>◦ Sperry Chapter 6- Cognitive-Behavioral Case Conceptualization Presentation</li> <li>◦ DSM 5 .....Disruptive, Impulse Control &amp; Conduct Disorders....461-480</li> <li>◦ Clinical Case Study # 3 – apply DSM 5 Diagnostic Criteria (DSM Manual)</li> <li>◦ Intake Interview Presentation</li> </ul>
Week 5 - 4/21 In-Person		<ul style="list-style-type: none"> <li>◦ Biopsychosocial Case Conceptualization Presentation</li> <li>◦ Cognitive-Behavioral Case Conceptualization Presentation</li> <li>◦ Intake Interview Presentation</li> <li>◦ Due: Mental Status Examination (MSE)</li> </ul>
Week 6 - 4/28 In-Person		<ul style="list-style-type: none"> <li>◦ Frances Chapter 11- Personality Disorders</li> <li>◦ Clinical Case Study # 4 – apply DSM 5 Diagnostic Criteria (DSM Manual)</li> <li>◦ Dynamic Case Conceptualization Presentation</li> <li>◦ Intake Interview Presentation</li> </ul>
Week 7 - 5/5 ZOOM		<ul style="list-style-type: none"> <li>◦ Lecture and Discussion:</li> <li>◦ Frances Chapter 7-Trauma and Stressor Related Disorders</li> <li>◦ Adlerian Case Conceptualization Presentation</li> <li>◦ Clinical Case Study # 5 – apply DSM 5 Diagnostic Criteria (DSM Manual)</li> <li>◦ Intake Interview Presentation</li> </ul>
Week 8 - 5/10 In-Person		<ul style="list-style-type: none"> <li>◦ Lecture and Discussion:</li> <li>◦ Acceptance &amp; Commitment Therapy Case Conceptualization</li> <li>◦ Frances Chapter 4-Bipolar Disorders</li> <li>◦ Intake Interview Presentation</li> </ul>
Week 9 - 5/19 ZOOM		<ul style="list-style-type: none"> <li>◦ Due: Case Conceptualization Project</li> <li>◦ Intake Interview Presentation</li> </ul>

## \* 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 —both positive and negative; accepting and applying feedback from instructor; being proactive in seeking out needed experiences, feedback, etc.; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

#### *ACA Code of Ethics (2014)*

*Counselors [Counselors-in-training] have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations (see C.1.). Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors (see F.5.a.).*

## Institutional Policies

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### Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

#### Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to **attendance, conduct, academic honesty, grades, and more**. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/undergraduate-catalog/> (<http://www.webster.edu/catalog/current/undergraduate-catalog/>)

#### Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to **conduct, academic honesty, grades, and more**. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/graduate-catalog/> (<http://www.webster.edu/catalog/current/graduate-catalog/>)

### Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

#### *Undergraduate*

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

#### *Graduate*

<https://webster.edu/catalog/current/graduate-catalog/academic-policies.html#gradingsystem>  
(<https://webster.edu/catalog/current/graduate-catalog/academic-policies.html#gradingsystem>)

#### Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that they understand and follow the policies.

#### Grade Appeals



Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

## Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The university's Academic Honesty Policy is published in academic catalogs:

### *Undergraduate*

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

### *Graduate*

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

As a part of the university commitment to academic excellence, the Reeg Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

<https://websteru.sharepoint.com/sites/AcademicIntegrityAtWebster>  
(<https://websteru.sharepoint.com/sites/AcademicIntegrityAtWebster>)

## Statement of Ethics

Webster University strives to be a center of academic excellence. The university makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

### *Undergraduate*

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

### *Graduate*

<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html> (<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html>)

## Important Academic Resources

### Academic Accommodations and Support

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

Webster University supports students in several ways. Students with academic/learning, health, physical, and psychological disabilities and students who have accessibility concerns can reach out to Webster's Academic ADA Coordinator at

[disability@webster.edu](mailto:disability@webster.edu). You can also reach out if you have any questions relating to accessibility.

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

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

1. Reeg Academic Resource Center (<https://websteru.sharepoint.com/sites/ReegARC> (<https://websteru.sharepoint.com/sites/ReegARC>))
  - Academic Counseling: [academiccounseling@webster.edu](mailto:academiccounseling@webster.edu)
  - Assistive Technology: [atacr@webster.edu](mailto:atacr@webster.edu)
  - Disability Accommodations: [disability@webster.edu](mailto:disability@webster.edu)
  - Testing Center: [arc@webster.edu](mailto:arc@webster.edu)
  - Tutoring: [tutoring@webster.edu](mailto:tutoring@webster.edu)
  - Writing services: [writing@webster.edu](mailto:writing@webster.edu)
2. Counseling and Life Development (<https://www.webster.edu/student-counseling.php> (<https://www.webster.edu/student-counseling.php>)): 314-968-7030 or [counselingld@webster.edu](mailto: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

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