Meeting Times

**Spring 2-2021: Wednesdays 6-10 p.m. CST**

Dr. Jose Luis Valenzuela, LPC-S, will invite you to a scheduled Zoom meeting.

**Topic:** Dr. Valenzuela’s Psychodiagnostics Classroom

Contact Information

Jose Luis Valenzuela, PhD, MS, MA, LPC-S, LCDC, NCC, CCHT, CART, C-EMDR-CIT, C-NLP, C-TF-CBT, CMHIMP, C-Supervisor Trainer, Psychotherapist & Clinical Hypnotherapist
Adjunct Assistant Professor-College of Arts and Sciences-Professional Counseling-Webster University
E-mail: Josevalenzuela47@webster.edu & Jlvalenz7@yahoo.com
Phone: 915-540-2559 (cell)

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). In addition, this course complements the DSM-V with the Abnormal Psychology Textbook:
Author: Hooley, Jill M.; Butcher, James N.; Nock, Matthew K.; Mineka, Susan M.
Edition: 17th
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

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<tr>
<th>Outcomes</th>
<th>Corresponding assignments</th>
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<tr>
<td>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)</td>
<td>Final psychodiagnostic case study set</td>
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<td>Weekly case studies</td>
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| Understand developmental crisis, disability, psychopathology and situational and environmental factors that affect both normal and abnormal behavior (CACREP 2009 Standard II.G.3.f.) | Final psychodiagnostic case study set  
Weekly case studies |
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<tr>
<td>Know the disease concept and etiology of addiction and co-occurring disorders (CACREP 2009 Standard CMHC.C.4.)</td>
<td>Exams</td>
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| 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) | Final psychodiagnostic case study set  
Weekly 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) | Final psychodiagnostic case study set  
Exams |
| 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) | Exams |
| Understand the biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP 2016 Standard CMHC 2.3.e) | Final psychodiagnostic case study set  
Weekly case studies |
| Understand the impact of crisis and trauma on individuals with mental health diagnoses (CACREP 2016 Standard CMHC 5.2.f.) | Exams, weekly 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.) | Final psychodiagnostic case study set  
Weekly 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.) | Final psychodiagnostic case study set |
| 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.) | Final psychodiagnostic case study set  
Weekly 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.) | Final psychodiagnostic case study set  
Weekly case studies |
Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CACREP 2009 Standard CMHC.L.3.)

### Materials

**Abnormal Psychology**  
Author: Hooley, Jill M.; Butcher, James N.; Nock, Matthew K.; and Mineka, Susan M.  
Edition: 17th Edition  
ISBN: 978-013852059

**Diagnostic and statistical manual of mental disorders (DSM-5)**  
Author: American Psychiatric Association  
Edition: 5  
ISBN: 978-0-89042-555-8

### Deliverables

**Final Psychodiagnostic Case Study Set**  
Each student will provide a justified diagnosis to a set of 4 cases provided by the instructor.  
Your response to each case should be approximately 3 pages long (for a total of approximately 10-14 pages in all), written in a professional style with clinically appropriate language. In this paper you will:

- Summarize the client’s biopsychosocial history, presenting problem(s), and symptoms.
- Share your diagnosis for the client including specifiers and/or severity level as relevant, and justify it.
  - Justification requires you to demonstrate your critical thinking to provide rationale and to rule out any other potential differential diagnoses. Keep in mind, there may be more than one explanation for a client’s symptoms or behaviors; your job here is not necessarily to find the one “right” answer, but instead it is to justify your conclusions sufficiently enough that your professional peers will not find major cause for disagreement.
  - This client may meet criteria for more than one disorder, or there may be some disorders that you have difficulty differentiating between in this case. Therefore, please address any other diagnosis for which the client’s symptoms could potentially meet criteria, and describe why you chose not to diagnose the client with that disorder. Examples might include OCD versus OCPD, the different types of mood disorders, or differentiating between a mood d/o with psychotic features versus a psychotic disorder.
  - If you feel that you need additional information before you can feel confident about your final diagnosis, share what additional information you feel that you need, why this information is necessary, and how you would go about finding it out.
- Evaluate how social, cultural, and other environmental factors may have either worsened or somewhat ameliorated the client's condition.
- Propose how your diagnosis might inform your clinical treatment of the client.

**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.

**Weekly case studies**  
Each week students will prepare a clinical evaluation of a provided case study based on the DSM-5. Each evaluation should include a diagnosis and rationale.
Participation and other in-class activities

Students will complete graded in-class activities at various points throughout the term. Activities include, but are not limited to: role plays, quizzes, essays, group activities, and case studies. Activities are designed to encourage reading and competency with the subject matter.

Evaluation

Criteria

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<tr>
<th>Type</th>
<th>Weight</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Final psychodiagnostic case study set</td>
<td>30%</td>
<td>Biopsychosocial Assessment Report</td>
<td>The student will conduct a complete bio-psychosocial assessment report from a hypothetical client/case (it can be on a friend or colleague—not a family member). The instructor will provide the student with the skeletal assessment as your reference. Objectives: The student should 1. Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM-V, to describe the symptoms and clinical presentation of clients with mental and emotional impairments 2. Use the principle and practices of diagnostics, treatment, referral and prevention of mental and emotional disorders to initiate, maintain and terminate counseling 3. Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders 4. Conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals 5. Differentiates between diagnosis and developmentally appropriate reactions during crises, disaster</td>
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<td>Midterm exam</td>
<td>20%</td>
<td>Weeks 1 to 4-Content material</td>
<td>Review all of the power-point presentations on each first four week’s topics discussed in class, as well as from the DSM-V and the Abnormal Psychology textbook. Multiple choice examination.</td>
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<td>Final exam</td>
<td>20%</td>
<td>Weeks 5 to 8-Content material</td>
<td>Review all of the power-point presentations from week 5, 6, 7, and 8 topics discussed in class, as well as from the DSM-V and the Abnormal Psychology textbook. Multiple choice examination.</td>
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<td>Weekly case studies</td>
<td>15%</td>
<td>Psychodiagnostic Case Study</td>
<td>Online Group Discussion and case conceptualization presentation: weeks 2, 4, 6, and 8.</td>
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<td>Participation and other in-class activities</td>
<td>15%</td>
<td>Weeks 1-9 Attendance &amp; Participation</td>
<td>The student is responsible to attend weekly for 9-weeks for a total of 36 hours. Class will be held every Thursday.</td>
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Schedule

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<th>When</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>Zoom Week 1</td>
<td>Overview; Clinical Assessment and Diagnosis</td>
<td><strong>Readings for this week:</strong> DSM-5: Use of DSM-5 &amp; Abnormal Psychology textbook</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>Week 2</td>
<td>Mood disorders</td>
<td>Readings for this week: DSM-5 &amp; Abnormal Psychology Textbook</td>
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<td>Online Group Discussion 1-Posted on Canvas-World Classroom Setting</td>
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<td>Week 3</td>
<td>Anxiety and OCD-related disorders</td>
<td>Readings for this week: DSM-5 &amp; Abnormal Psychology Textbook</td>
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<td>Week 4</td>
<td>Trauma and stressor-related disorders; Gender dysphoria</td>
<td>Readings for this week: DSM-5 &amp; Abnormal Psychology Textbook</td>
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<td>Online Group Discussion 2-Posted on Canvas-World Classroom Setting</td>
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<td>Mid-Term Biopsychosocial Assessment Assignment Due</td>
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<td>Week 5</td>
<td>Substance-related and addictive disorders; disruptive, impulse-control, and conduct disorders</td>
<td>Readings for this week: DSM-5 &amp; Abnormal Psychology Textbook</td>
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<td>Midterm exam</td>
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<td>Week 6</td>
<td>Specific behavioral disruptions; neurodevelopmental and neurocognitive disorders</td>
<td>Readings for this week: DSM-5 &amp; Abnormal Psychology Textbook</td>
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<td>Online Group Discussion 3-Posted on Canvas-World Classroom Setting</td>
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<td>Week 7</td>
<td>Schizophrenia spectrum and other psychotic disorders; Dissociative disorders</td>
<td>Readings for this week: DSM-5 &amp; Abnormal Psychology Textbook</td>
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<td>Week 8</td>
<td>Somatic symptom and related disorders; Personality disorders</td>
<td>Readings for this week: DSM-5 &amp; Abnormal Psychology Textbook</td>
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<td>Online Group Discussion 4-Posted on Canvas-World Classroom Setting</td>
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<td>Final Biopsychosocial Assessment Report due</td>
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<td>Week 9</td>
<td>Implications for treatment and professional practice</td>
<td>Readings for this week: DSM-5 &amp; Abnormal Psychology textbook</td>
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<td>Final exam</td>
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**Course Policies**

Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:
Diversity Statement: 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. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student risks a failing grade in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another’s positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to do so in a “counselor manner”, i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, openness to supervision and instruction by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude. Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

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
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.
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 Turnititin.com, to assist faculty and students with their academic work.

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

**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

*Graduate*

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.

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 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.

**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*

*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*

*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:


**Sexual Assault, Harassment, and Other Sexual Offenses**

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

[http://www.webster.edu/sexual-misconduct/](http://www.webster.edu/sexual-misconduct/)

**Research on Human Subjects**

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

[http://www.webster.edu/irb/index.html](http://www.webster.edu/irb/index.html)
Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

http://www.webster.edu/technology/service-desk/

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/