DESCRIPTION

This course examines marriage, couples, and family theories and therapies, stressing the identification and application of general systems theory. The focus is on the major constructs in marriage, couples, and family therapies; identification of marriage, couples, and family structures and communication patterns; and the formulation of related treatment plans and goals in a multicultural and ethical context. *It is highly recommended that COUN 5540 is completed prior to taking this course.*

Content Areas: professional practice, professional identity, human growth and development, marriage, couples, and family counseling

MATERIALS

Family Therapy: An Overview

Author: Goldenberg, H., & Goldenberg, I.
Publisher: Brooks/Cole
Edition: 9th

Tevera Field Placement and Assessment Management Program

Access to Tevera is provided through registration in COUN 0200.

*There may be additional readings handed out or posted on World Classroom during the term.*
# OUTCOMES

<table>
<thead>
<tr>
<th>CACREP Standards:</th>
<th>Corresponding Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate an understanding of the history and trends in marriage, couple, and</td>
<td>Exams; discussions</td>
</tr>
<tr>
<td>family counseling. (CACREP Standards A.1., 2009 and F.1.a., 2016)</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate an understanding of marriage, couple, and family counseling models</td>
<td>Exams; Weekly Writing Activities</td>
</tr>
<tr>
<td>and theories. (CACREP Standards A.5., 2009 and F.1.c., 2016)</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate an understanding of the ethical standards specifically related to</td>
<td>Weekly Writing Activities</td>
</tr>
<tr>
<td>marriage, couples, and family counseling. (CACREP Standards A.2., 2009 and F.2.o.,</td>
<td></td>
</tr>
<tr>
<td>2016)</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate an understanding of the impact of crisis and trauma on marriages,</td>
<td>Weekly Writing Activities</td>
</tr>
<tr>
<td>couples, and families. (CACREP Standards A.7., 2009 and F.2.g., 2016)</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate an understanding of treatment issues related to working with</td>
<td>Weekly Writing Activities</td>
</tr>
<tr>
<td>diverse families. (CACREP Standards E.2., 2009 and F.2.m., 2016)</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates an understanding of the role of a marriage, couple, and family</td>
<td>Weekly Writing Activities</td>
</tr>
<tr>
<td>counselors. (CACREP Standards A.3., 2009 and F.2.a., 2016)</td>
<td></td>
</tr>
</tbody>
</table>
### Skills

1. Enact skills specific to marriage, couple, and family counseling. (CACREP Standards B.2., 2009 and F.3.c., 2016)  

2. Implement treatment planning and intervention strategies with the use of marriage, couple, and family counseling theories. (CACREP Standards D.3., 2009 and F.3.d., 2016)  

3. Apply systems theories in assessment, evaluation, and case management with marriage, couple, and family counseling. (CACREP Standards H.1., 2009 and F.3.a., 2016)

### Exams; Weekly Writing Activities

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### DELIVERABLES

**Readings:** Students will be required to complete all weekly reading assignments, to consist of chapter readings from the textbook, as well as assigned journal articles.

**Media:** Students will also be required to review online videos.

**Discussion Questions:**

For the **online** course format: students will be asked to respond to all discussion questions each week, with an integration of the weekly readings. Students are also asked to respond to two peers' postings, with an integration of the weekly readings.

For the **on ground** course format: students will be asked to actively participate in all class discussions and apply the weekly readings to gain and demonstrate mastery of the material.

**Writing Assignments:** Students will be asked to complete weekly writing assignments to assist with synthesizing the course material. All writing assignments should be in accordance with APA format.

**Exams:** Students are asked to complete a mid-term and final exam. The exams consist of multiple choice as well as well fill-in-the-blank questions. The mid-term exam will cover chapters 1-10. The final exam will cover chapters 11-17.
Additional Course Requirements

There will be additional course requirements regarding video review and posts online. The grading of these will be part of your participation grade.

ALL WRITTEN PROJECTS/ACTIVITIES ARE TO BE IN ELECTRONIC FORM (and a PAPER COPY TURNED IN AT CLASS) ARE TO ARRIVE IN THE PROFESSORS EMAIL BOX BY 5:30 PM ON THE DUE DATE. NO EXCUSES—PREPARE. If you do not have access to a home computer, use those situated in the library or find access to a working computer.

EVALUATION

Breakdown

Method of Instruction

This course has been developed for both the online and on ground delivery method.

Students completing this course in an online format will be required to complete writing assignments, as well as share discussion posts with peers.

Students completing this course via an on ground format will be required to complete writing assignments, as well as participate during in class discussions.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Discussion question</td>
<td>2 points per question</td>
<td>54</td>
</tr>
<tr>
<td>APA Writing Style</td>
<td>14 points for the term</td>
<td>14</td>
</tr>
<tr>
<td>Weekly writing assignments</td>
<td>4 points per assignment</td>
<td>32</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>50 questions at 1 point per question</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50 questions at 1 point per question</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

The Grading Scale for this course is as follows:

A  200-192 points
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>191-180 points</td>
<td>Superior graduate work. Instructors may choose not to use the pluses and minuses.</td>
</tr>
<tr>
<td>B+</td>
<td>179-174 points</td>
<td>Satisfactory graduate work. Instructors may choose not to use the pluses and minuses.</td>
</tr>
<tr>
<td>B</td>
<td>173-168 points</td>
<td>Work that is barely adequate as graduate-level performance</td>
</tr>
<tr>
<td>B-</td>
<td>167-160 points</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>159-140 points</td>
<td>Work that is performed as satisfactory graduate work (B- or better). A grade of &quot;CR&quot; is reserved for courses designated by a department, involving internships, a thesis, practicum, or specified courses.</td>
</tr>
<tr>
<td>CR</td>
<td></td>
<td>No Credit, Unsatisfactory graduate work</td>
</tr>
<tr>
<td>F</td>
<td>139-0 points</td>
<td>Work that is unsatisfactory</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete work</td>
</tr>
<tr>
<td>ZF</td>
<td></td>
<td>An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>In progress</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawn from the course</td>
</tr>
<tr>
<td>WF</td>
<td></td>
<td>Unofficial Withdrawal: A student enrolled for the course, did not withdraw, and failed to complete course requirements. Used when, in the opinion of the instructor, there is insufficient completed work to evaluate academic performance. WF is treated the same as an F or NC for all cases involving GPA, academic warning, probation, and dismissal</td>
</tr>
</tbody>
</table>

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.

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. As a
graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.

Please be mindful that while online course delivery provides convenience for students; it should also provide the same sense of safety that one finds in the classroom. We ask that as counselors-in-training, you respect your peers’ confidentiality as well as their perspective. Be mindful that all discussion posts should be respectful, thought provoking, and while your opinion is welcomed judgment of others is not. Please feel free to contact me, your instructor, if you find yourself struggling with this aspect or any aspect of the course delivery.

**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 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.).*

**Academic integrity**

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2010), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else’s work, you must also give them credit with a citation.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** Plagiarism will not be excused by ignorance on the student’s part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

**Course attendance:**

The University reserves the right to drop students who do not attend or log into class the first two weeks of the term/semester. Absences or failure to log in will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. **Students are expected to attend and participate in all class sessions of every course.** It is expected that you will come to class and or log into the classroom course shell having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.

**The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.** See *Grading* for further information.
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/

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 ADA Coordinator at the main campus. The 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.

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. For support navigating the library’s resources, see 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/

SCHEDULE

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Family Relationships</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chapters 1 and 2 of the textbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media:</td>
</tr>
<tr>
<td>Week 2</td>
<td>• Multicultural Considerations for the Family Unit</td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chapters 3 and 4 of the textbook</td>
</tr>
<tr>
<td>When</td>
<td>Topic</td>
<td>Notes</td>
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</tbody>
</table>
**Media:**  
**Readings:**  
• Chapters 5 and 6 of the textbook  
| Week 4 | **Psychodynamic and Transgenerational Models of Family Therapy** | **Readings:**  
• Chapters 7 and 8 of the textbook |
<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>• Experiential and Structural Models of Family Therapy</td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chapters 9 and 10 of the textbook</td>
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<td><strong>Mid-term Exam Due:</strong></td>
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<tr>
<td>Week 6</td>
<td>• Strategic, Behavioral, and Cognitive-Behavioral Models</td>
<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Chapters 11 and 12 of the textbook</td>
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<tr>
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<td></td>
<td><strong>Media:</strong></td>
</tr>
<tr>
<td>Week 7</td>
<td>• Social Construction Models</td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chapters 13 and 14 of the textbook</td>
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<tr>
<td></td>
<td></td>
<td><strong>Media:</strong></td>
</tr>
<tr>
<td>Week 8</td>
<td>• Psychoeducational Models, and Clinical Research</td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chapters 15 and 16 of the textbook</td>
</tr>
</tbody>
</table>
**When** | **Topic** | **Notes**
---|---|---

| Week 9 | • **Family Theories and Family Therapy** |  |

**Readings:**
- Chapter 17 of the textbook
- Review the AAMFT Code of Ethics (Appendix A of the text)

**Final Exam Due:**

**Note:** To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at [http://www.webster.edu/academic-resource-center](http://www.webster.edu/academic-resource-center) or call 1-800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

**Academic Accommodations**

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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.