



COURSE INFORMATION

Section:

Semester/Year:

Division:

Class location:

Class day/time:

Credit hours: 3

Class type: Lecture & Lab

FACULTY CONTACT INFORMATION

Name:

Office Address:

Office Hours:

Telephone:

E-mail Address:

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Accessibility

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

[Accessibility](#)

[International Students](#)

Course Description

Students engage in supervised counseling role plays in which they demonstrate microskills and other foundational counseling skills including interviewing, relationship building, and case conceptualization.

Course Goal:

After taking this course, students will be able to describe foundational counseling skills including reflections, questions, non-verbal encouragers, and other microskills, interviewing skills, relationship building skills, and listening skills. Students will apply their learning through supervised role plays with peers in the course. This course provides students with the skills they need to succeed in the practicum and internship courses.

Method(s) of Instruction: Synchronous Lecture and Lab

Course Materials

Required Textbook

Hutchinson, D. (2015). *The essential counselor: Process, skills, and techniques* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Suggested Readings

ACA 2014 Code of Ethics: <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th. ed.). Washington, DC: American Psychological Association.

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: The American Psychiatric Association.

Carkhuff, R. R. (2009). *The art of helping* (9th ed.). Amherst, MA: Human Resource Development Press.

Cochran, J. & Cochran, N. (2006). *The heart of counseling: A guide to developing therapeutic relationships*. Pacific Grove, CA: Brooks/Cole.

Conyne, R.K. & Bemak, F. (Eds.). (2005). *Journeys to professional excellence: Lessons from leading counselor educators and practitioners*. Alexandria, VA: American Counseling Association.

- Corey, G. (2010). *Creating your professional path*. Alexandria, VA: American Counseling Association.
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G. (2008). *Case approach to counseling and psychotherapy* (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G., Corey, M. S., & Callanan, P. (2010). *Issues and ethics in the helping professions* (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, M. S., & Corey, G. (2010). *Becoming a helper* (6th ed.). Pacific Grove, CA: Brooks/Cole.
- Cormier, L. S., Nurius, P., & Osborn, C. (2008). *Interviewing and change strategies for helpers: Fundamental skills and cognitive-behavioral interventions* (6th ed.). Pacific Grove, CA: Brooks/Cole.
- Cormier, L. S., & Hackney, H. (2008). *Counseling strategies and interventions* (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Detweiler-Bedell, J., Woody, S., Teachman, B., & O'Hearn, T. (2002). *Treatment planning in psychotherapy: Taking the guesswork out of clinical care*. New York, NY: Guilford Press.
- Egan, G. (2009). *The skilled helper: A systematic approach to effective helping* (9th ed.). Pacific Grove, CA: Brooks/Cole.
- Gladding, S. T. (2007). *A guide to ethical conduct for the helping professions* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Gladding, S. T. (2007). *Counseling: A comprehensive profession* (5th ed., updated). Upper Saddle River, NJ: Merrill Prentice Hall.
- Hackney, H., & Cormier, S. (2009). *The professional counselor: A process guide to helping* (6thed.). Upper Saddle River, NJ: Prentice-Hall.
- Halbur, D. & Halbur, K. V. (2006). *Developing your theoretical orientation in counseling and psychotherapy*. Boston, MA: Allyn & Bacon.
- King, A. (2001). *Demystifying the counseling process: A self-help handbook for counselors*. Boston, MA: Allyn & Bacon.
- Kottler, J.A. (2000). *Nuts and bolts of helping*. Boston, MA: Allyn & Bacon.
- McHenry, B. & McHenry, J. (2007). *What therapists say and why they say it: Therapeutic responses and techniques*. Boston, MA: Allyn & Bacon.

Neukrug, E. & Schwitzer, A. (2005). *Skills and tools for today's counselors and psychotherapists: From natural helping to professional counseling*. Pacific Grove, CA: Brooks/Cole.

Seligman, L. (2009). *Conceptual skills for mental health professionals*. Upper Saddle River, NJ: Pearson Prentice-Hall.

Seligman, L. (2009). *Fundamental skills for mental health professionals*. Upper Saddle River, NJ: Pearson Prentice-Hall.

Sue, D. W., & Sue, D. (2012). *Counseling the culturally diverse: Theory and practice* (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Welfel, E. R. (2010). *Ethics in counseling and psychotherapy: Standards, research, and emerging issues*. Pacific Grove, CA: Brooks/Cole.

Young, M.E. (2009). *Learning the art of helping: Building blocks and techniques* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Course Outcome Alignment with Assignments (& Standards)

2016 CACREP STANDARDS	LEARNING OUTCOMES	Weeks Taught	Measured With
2.F.1.m 2.F.5.f 5.C.3.b, c, d, e	1) Demonstrate effective counseling skills and professional dispositions.	All weeks	Supervisor and Instructor Evaluation of skills through observation and review of taped sessions.
5.C.3.b, c, d, e	2) Describe specific evidence-based strategies, interventions, and techniques to assist individuals from diverse backgrounds, varying environmental conditions, and developmental stages.	All weeks	Tape Script Analysis 1 and 2
2.F.1.j 5.C.3.b, c, d, e	3) Interpret and describe the legal requirements and ethical codes related to the practice of counseling.	All weeks	Ethics Assignment
2.F.1.j, k 2.F.5.g 5.C.3.b, c, d, e	4) Describe psychopathology and atypical development; Design and implement prevention and intervention plans throughout the lifespan for culturally diverse populations.	All weeks	Case conceptualization Dyad reports

Grading System

A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%

F	<74%
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*"B" or better is required to take Practicum. (Students must receive a "B" or better in clinical classes).

Assessment Items	Points
Disclosure Statement	5
Ethics Assignment	5
Case Conceptualization	10
Weekly Session Summary/Observation Forms	30
Interim Dyad Report	10
Final Dyad Report	20
Tape Script #1 Counselor Analysis and Response (Counselor Responses: 20 points) (Counselor Analysis: 15 points)	35
Tape Script #2 Counselor Analysis and Response (Counselor Responses: 30 points) (Counselor Analysis: 25 points)	55
Skill Competence—Supervisor and Instructor Evaluation	300
Total points	470

Grading Policies

1. Any disclosure of confidential information (including data regarding identity of client) not mandated or permissible according to ethical or legal guidelines will result in a failing grade for the class. This includes any release of confidential information to anyone outside of the designated instructor of the class, the counseling program coordinator, the clinical director of the program or the counselors-in-training designated supervisor. This release includes the client being seen or heard via recordings or discussed via the counselor-in-training. Counselors-in-training are also not permitted to release or disclose the identity of any other client or their confidential information. Disclosure of this sort will also result in a failing grade for the semester.
2. All formal papers are to be typed.
3. Use APA format for all formal papers:
 - a. Cover page with relevant information, short abstract, body of paper should include an introductory paragraph, following paragraphs elaborate on points from introductory one, thus pursuing a central theme, then a summary paragraph. If you quote or paraphrase other material, a reference page must be included.
 - a. Spelling and grammar important. All papers should reflect graduate level content *and* preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.
 - b. A few quotations and a little paraphrasing from experts is permissible and desirable but your words and way of interpreting are essential. *****Plagiarism will result in severe disciplinary action.**

4. Attendance at all scheduled classes and laboratories is **mandatory**. Given the nature and pace of this course, your ability to perform adequately in the course will be highly correlated with attendance. Thus, superior grades for the course will tend to be the natural consequence for persons who attend regularly. It is the responsibility of the student to obtain materials and information regarding classes that were not attended. More than one absence in either the class or lab will result in a failure of the course for the semester.

5. Each student must complete at least 9 of the 10 scheduled lab sessions and corresponding lectures to earn any clinical experience points. Students must be present for the entire lab session.

Course Assignments and Exams

Disclosure Statement (5 points)

Students must develop and be comfortable with presenting their personal disclosure statements (confidentiality, theoretical orientation, etc.).

Ethics Assignment (5 points)

A two (2) page discussion of two ethical codes [review the *ACA Ethics Code 2014*]. A brief case example should be provided for each ethical code to demonstrate the students' comprehension of the issue.

Case Conceptualization (10 points)

Students will develop a case conceptualization and treatment plan for an individual from the past or present who is famous/infamous. The focus should be on one (1) primary issue the individual presents with. The paper should incorporate one or more theoretical perspectives; identify goals, strategies and criteria for evaluation. The paper must be typed, follow the outline provided and conform to APA requirements for style and presentation. References (if applicable) must be cited within the narrative and on a bibliography page.

Dyad Roles (60 points total)

Weekly Summary/Observations (30 of 60 points)

a. **Observer Role**

Each student must observe a Counseling Process Triad session weekly.

1. As observers, students must complete the following forms for each Skill Practice Dyad session observed:

Skill Practice Dyad Session #1 - **Disclosure Statement Practice Activity Form & Basic Skill Observation Form**

Skill Practice Dyad Sessions #1, #2, #3, etc. -**Basic Skill Observation Form**

b. **Counselor Role**

Each counselor must complete an **Interview Summary Form** for each Skill Practice and Counseling Process dyad session conducted as the counselor.

c. **Client Role**

Each student must present a concern appropriate for Counseling Process Triads. Criteria to be applied include genuineness and willingness to disclose and work on the issue presented. Role-playing is discouraged. Cooperation is expected. As clients, students **must** present an appropriate, authentic issue.

Note: Any disclosure of confidential information (including data regarding identity of client) not mandated or permissible according to ethical or legal guidelines will result in a failing grade for the class. This includes any release of confidential information to anyone outside of the designated instructor of the class, the counseling program coordinator, the clinical director of the program or the counselors-in-training designated supervisor. This release includes any client being seen or heard via recordings or discussed via the counselor-in-training. Counselors-in-training are also not permitted to release or disclose the identity of any other client or their confidential information. Disclosure of this sort will also result in a failing grade for the semester.

Interim Counseling Process Dyad Report (10 of 60 points)

This report covers sessions 1-3 with second client. Typed report must include (*use form provided*):

1. Development of rapport/relationship
2. Problem assessment /exploration of areas of concern
3. CABS plus multicultural issues
4. Identification and setting of goals
5. Theoretical approach/approaches (w/ techniques) and interventions used or to use.

Final Counseling Process Dyad Report (20 of 60 points)

This report covers sessions all sessions with second client. Typed report must include (*use form provided*):

Typed report must include (*use form provided*):

1. Implementation and evaluation of the treatment plan.
2. Termination and proposed follow-up.

Tape Script Analysis #1: (35 points)

Typed script analyses of five (5) minutes of skill practice session (use skill practice #3-1) (use form provided). The evaluation format requires labeling and rating counselor statements, analysis of counselor statements, analysis of client responses and the generation of appropriate alternative counselor responses [a minimum of two counselor responses is required]. Points will be awarded based on basic skill performance (Tape Script-Counselor Response) and knowledge of the counseling process (Counselor and Client Comment Analysis).

Tape Script Analysis #2 (55 points)

Typed script analyses of five (5) minutes of skill practice session (use skill practice #4-2) (use form provided). The evaluation format requires labeling and rating counselor statements, analysis of counselor statements, analysis of client responses and the generation of appropriate alternative counselor responses [a minimum of two is required]. Points will be awarded based on beginning basic skill performance (Tape Script-Counselor Response) and knowledge of the counseling process (Counselor and Client Comment Analysis).

Skill Competence (Supervisor evaluation 100 points; Instructor evaluation 200 points)

Supervisor and Instructor evaluation will be ongoing throughout the semester and will be handled by the instructor directly. Students will be awarded points at the end of the semester. Students must demonstrate competence in the various skills and stages of counseling from intake through evaluation.

Skill competency assessment will be based live observation. Each student's performance will be graded by the instructor and supervisors during the eleven Counseling Process dyads. Activities will include those in class and ongoing counseling triads conducted in the counseling laboratory. Supervisor and Instructor grading will be based on the ability of the counselor-in-training to demonstrate professional and ethical skills and behaviors (as delineated in the ACA code of ethics) in both the lecture and lab sections of the class. The following rubric will be utilized.

SKILL	SUPERVISOR POINTS	INSTRUCTOR POINTS
Develop and foster/maintain therapeutic relationship <ul style="list-style-type: none"> • Students will demonstrate core relationship building skills used to develop and maintain the therapeutic relationship 	50	100
Diagnostic Interviewing/ Assessment <ul style="list-style-type: none"> • Students will be able to understand, define and verbalize presenting issues • Students will be able to regularly assess CABS + culture relative to issue(s) • Student will be able to assess for suicide/homicide 	10	20
Case Conceptualization and Treatment Planning <ul style="list-style-type: none"> • Students will be able to process and comprehend client issue(s) • Students will be able to effectively develop a treatment plan • Student will be able to apply appropriate theory/theories to understanding of client issue 	15	30
Goal Setting and Progress Outcome/Evaluation <ul style="list-style-type: none"> • Students will be able to utilize goal setting techniques • Students will be able to evaluate progression of goals 	10	20
Intervention Planning and Implementation <ul style="list-style-type: none"> • Students will be able to choose interventions based on case conceptualization and theoretical basis • Students will be able to implement basic and advanced skills, techniques and interventions 	10	20
Paperwork <ul style="list-style-type: none"> • Student will be able to maintain quality documentation of client(s) 	5	10

Tentative Course Schedule

Week Date Topic Assignment Due

1 Course Introduction and Overview

Therapeutic Relationship
Understanding CABS + Culture
Disclosure Statement
Chapter 3 and Handouts

2 Basic Counseling Skills Disclosure Statement

Therapeutic Building Blocks (via canvas)
Administrative skills
Readings: Chapter 4 and handouts

3 Ethical and Cultural Competency Ethics Assignment

Clinical Interviewing
SKILL PRACTICE TRIAD #1
Readings: Chapter 5, 11 & Handouts

4 Assessment and Goal Setting Weekly Session

Case Conceptualization Summary/Observation
and Treatment Planning Forms
SKILL PRACTICE TRIAD #2
Readings: Chapter 8 & Handouts

5 Termination & Follow-up

Case Conceptualization
Action Skills/Interventions/ Weekly Session
Working towards Goals Summary/Observation
Readings: Chapters 6 & Handouts Forms
SKILL PRACTICE TRIAD #3

6 Practical application of SFBT,

Weekly Session
Reality Therapy and Narrative Therapy Summary/Observation
SKILL PRACTICE TRIAD #2-1 Forms
Handouts

7 Practical Application of Gestalt Therapy Tapescript Analysis

Existential Theory Weekly Session
SKILL PRACTICE TRIAD #2-2 #1 Due
Handouts Summary/Observation
Forms

8 Practical Application of CBT

Weekly Session
SKILL PRACTICE TRIAD #2-3 Summary/Observation
Handouts Forms

9 Practical Application of Adlerian therapy Interim Dyad Report

	SKILL PRACTICE TRIAD #2-4	Weekly Session Summary/Observation Forms
10 Resistant/ Reluctant and Mandated Clients	Weekly Session Counseling Children and Adolescents SKILL PRACTICE TRIAD #2-5 Handouts and Chapter 10	Summary/Observation Forms
11 Techniques for Specific Issues	Tapescript Analysis #2 SKILL PRACTICE TRIAD #2-6 Handouts, Chapters 9 and 12	Weekly Session Summary/Observation Forms
12 Techniques for Specific Issues	Weekly Session SKILL PRACTICE TRIAD #2-7 Handouts	Summary/Observation Forms
13 Final case processing	Final Dyad Report	

Instructor reserves the right to amend syllabus

Class Policies

Expectations for Students

1. Know and adhere to the 2014 American Counseling Association [Code of Ethics](#), applicable university, college of education, and program policies, and all applicable laws.
2. Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.
3. Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.
4. Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.
5. Come to every class or online meeting prepared and on time and participate in all activities and discussions.
6. Engage fully with readings, assignments, and group work.
7. Students are expected to write at the graduate level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also be exemplary stylistically, grammatically, and mechanically. Students are encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.
8. Check your university email and Canvas accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. NOTE: for FERPA reasons, I

communicate with students using their assigned university email accounts. When emailing the course instructor, please begin and conclude your message with salutations (e.g., Dr. Branson,) and professional language. Proofread all emails or online postings before sending them.

9. Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.

10. Students must be able to regularly use a computer with internet access.

11. Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.

Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symlicity.com/public_accommodation

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about.* Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Sexual Misconduct and Title IX

Sexual Misconduct and Mandatory Reporting

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered “**Responsible Employees**” and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800- 656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit TitleX.wayne.edu to learn more about resources and support on campus and in the local community.

Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Reporting to the University

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: TitleIX@wayne.edu

Reporting to Law Enforcement

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit TitleX.wayne.edu to learn more about resources and support on campus and in the local community.

Academic Dishonesty – Plagiarism and Cheating

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.

- College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academics. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/Withdrawing_From_a_Course.php

Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

Class Recordings

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Technology Access and Support

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance with any of these technology issues, contact [C&IT Helpdesk](#) M-F from 7:30 am to 8 pm at 313-577-4357 or helpdesk@wayne.edu.

Students who lack adequate hardware or reliable internet access should email doso@wayne.edu or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

Support for Online Learning

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. **WSU's** [Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.

