



**MAC 508 Counseling and Helping Relationships
Saint Martin's University - Master of Arts in Counseling
Foundations Level**

Kaj Kayij-Wint, PhD, LMFT

SAINT MARTIN'S UNIVERSITY MISSION AND CORE THEMES

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Saint Martin's students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, and service. The University honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

Faith	Reason	Service	Community
The counseling process is based on fundamental faith in the possibility of change. Clients and counselors come to trust the relational counseling endeavor.	Many schools of thought presenting a theory of change are explored.	Students in this course deepen their ability to deepen their sense of purpose and commitment to serve as counselors.	A demonstrated commitment to establishing bonds with classmates is fostered through counseling skills building.

COLLEGE OF EDUCATION AND COUNSELING MISSION STATEMENT

The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills and dispositions to positively transform the lives of those they serve.

MASTER OF ARTS IN COUNSELING (MAC) PROGRAM MISSION STATEMENT

The Master of Arts in Counseling Program (MAC) prepares professionals in the theoretical foundations and skills necessary for advanced positions in the fields of individual, couple, and family counseling. Built on a philosophy of service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the counselor, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. The MAC program is characterized by personal, social, and professional transformation, liberation, and enrichment.

MAC Faculty areas of interest include: anti-oppression, appreciative inquiry, access and technology, authentic leadership, collaboration, conflict as opportunity, decolonization, depth work, faith and community, indigenous wisdom, love, military families, professional identity, relational approaches to research, social change, spontaneity and creativity, subtle activism, and vulnerability. Our work strives to embody social justice through a continuing cultivation of ethical and culturally relevant methodologies. In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic framework, we recognize the dominance of white/euro-centric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and

transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism and heterosexism in our communities by admitting their pervasiveness and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

COURSE DESCRIPTION AND CLASS FORMAT

MAC 508 is designed to teach students theories and models of counseling with a systems approach and relevant strategies for establishing and maintaining the counseling relationship. There is a strong emphasis on skills development including: listening, interviewing, non-verbal rapport building, attunement, and relationship management. This class will include reading, dyad partners outside of class time, lectures, group discussions, movies, student presentations and **extensive** role playing. Please be prepared for both individual participation and group interaction.

STUDENT LEARNING OBJECTIVES AND LEARNING OUTCOME MEASURES

STUDENT LEARNING OBJECTIVES	LEARNING OUTCOME MEASURES
1. To learn theories and models of counseling	Students will be able to synthesize various theories as demonstrated through weekly class discussions
2. To understand a systems approach to conceptualizing clients	Students will display systems thinking in case notes for counseling dyad
3. To explore theories, models, and strategies for understanding and practicing consultation	Students will give a presentation on a counseling theory, and reflect on other theories given by students in integrative journals
4. To acquire ethical and culturally relevant strategies for establishing and maintaining in - person and technology - assisted relationships	Students will include in their "personal theory of counseling" one method for maintaining client confidentiality online
5. To address the impact of technology on the counseling process	Students will conduct one session of their counseling dyad online and write a reflection on its impact in case notes
6. To learn to recognize counselor characteristics and behaviors that influence the counseling process	Students will be able to give examples of increased self-awareness as these impact professional development and effective use of individual counseling skills
7. To acquire essential interviewing, counseling, and case conceptualization skills	Students will be able demonstrate self-knowledge and therapeutic competence by exploring counselor and client roles through participating in class role plays
8. To explore developmentally relevant counseling treatment or intervention plans	Students will write treatment plans in their case notes
9. To learn how to develop measurable outcomes for clients	Students will track client progress weekly through counseling dyads and case notes
10. To acquire evidence - based counseling strategies and techniques for prevention and intervention	Students will reflect on counseling strategies used in dyad each week in their integrated journals
11. To gain strategies to promote client understanding of and access to a variety of community - based resources	Students will include in their theory presentation one slide and or one minute of content explaining the resources available in a local community-based organization
12. To acquire essential suicide prevention models and strategies	Students will role play active strategies for presenting suicide in class and reflect on these processes in case notes and weekly journals

<p>13. To explore crisis intervention, trauma - informed, and community - based strategies, such as psychological First Aid</p>	<p>Students will name and reflect on psychological first aid practices in their integrative journals</p>
<p>14. To developing a personal model of counseling</p>	<p>Students will construct their own personal theory of counseling and write a paper about it</p>

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

- 5. COUNSELING & HELPING RELATIONSHIPS**
- a. theories and models of counseling
 - b. a systems approach to conceptualizing clients
 - c. theories, models, and strategies for understanding and practicing consultation
 - d. ethical and culturally relevant strategies for establishing and maintaining in - person and technology - assisted relationships
 - e. the impact of technology on the counseling process
 - f. counselor characteristics and behaviors that influence the counseling process
 - g. essential interviewing, counseling, and case conceptualization skills
 - h. developmentally relevant counseling treatment or intervention plans
 - i. development of measurable outcomes for clients
 - j. evidence - based counseling strategies and techniques for prevention and intervention
 - k. strategies to promote client understanding of and access to a variety of community - based resources
 - l. suicide prevention models and strategies
 - m. crisis intervention, trauma - informed, and community - based strategies, such as Psychological First Aid
 - n. processes for aiding students in developing a personal model of counseling

LICENSURE REQUIREMENTS

MAC 508 Counseling and Helping Relationships may meet Washington licensure requirements for behavioral science in a field relating to marriage and family therapy in area (a) marital and family systems and (b) marital and family therapy, see WAC 246-809-121.

MAC 508 Counseling and Helping Relationships may meet Washington licensure for behavioral science in a field relating to mental health counseling in area (c) counseling individuals, (d) counseling groups, see WAC 246-809-221.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

MAC 508 Counseling and Helping Relationships may meet WA chemical dependency professional certification in area (K) Individual counseling. WAC 246-811-030.

SECTION TWO

INSTRUCTOR: Kaj Kayij-Wint

CONTACT INFORMATION: Sandy Brandt's phone: 438-4560 or kaj.kayijwint@stmartin.edu

OFFICE HOURS: CECF Office; Office Hours: by appointment only

CLASS DAY AND TIME: Tuesdays 3-5:30/6-8:30

BUILDING AND ROOM: OM415

REQUIRED TEXTS AND READINGS

1. Current Psychotherapies, Corsini, R.J. Wedding, D. (10th Edition)
2. Current Psychotherapies, Corsini, R.J. Wedding, D (2008) 9th Edition Ch. 2. And Ch. 4 This is available to view on MOODLE in the 2nd section of the course.
3. Counseling and Therapy Skills, Martin, D.G. (4th Edition)
4. Love's Executioner and other Tales of Psychotherapy, Yalom, Irvin (2nd Edition)
5. "Dialectic Behavior Therapy for Patients with Borderline Personality Disorder and Drug-Dependence," Linehan, Marsha et al. This is available to view on MOODLE in the 2nd section of the course.
6. In the Realm of Hungry Ghosts, Mate', Gabor
7. Becoming Naturally Therapeutic, Small, J.
8. Mind, A Journey to the Heart Siegel, Daniel J.
9. Supplemental readings (check Moodle for all postings for each class)

METHODS OF INSTRUCTION

MAC classes have a significant class-webpage component. Methods include: lectures, dyad and group discussions, student presentations, skills practice in small groups and dyads, observations (outside of class), guest speakers, use of media (films, music, etc.). The MAC program places significant emphasis on role playing to insure skills mastery and self-confidence.

STUDENT EVALUATION AND GRADING POLICY

Grading in the MAC Program follows the SMU guidelines of a reward model. According to SMU guidelines, the baseline (average) grade for graduate students is a "B." Those performing above the average for MAC graduate students will earn a "B+" and those showing excellence earn an "A-". A grade of "A" indicates unusual distinction. MAC program faculty use the following scale as a guideline for grading.

A = 95-100 Exceptional. The student has demonstrated a quality of work and outstanding accomplishment well beyond the normal requirements and shows originality of thought and mastery of material. The student's performance exceeds MAC behavioral expectations.

B = 85-94 Excellent. The student's academic achievement exceeds satisfactory accomplishment showing a clear indication of initiative, comprehension of the material, and the ability to work with concepts. The student's performance meets MAC behavioral expectations. This level represents the standard expected of all students.

C = 75-84 Unsatisfactory for Graduate Level. While the student has met the formal requirements, the student has not demonstrated comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

D = 65-74 Not a Passing Grade. The student's accomplishment leaves much to be desired. Requirements may have been cursorily met but without indicating minimal comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

F = Below 65 Failure. The student has not met the minimum requirements. The student's performance does not meet MAC behavioral expectations.

Grade	Points
A	96
A-	95
B+	92
B	86
B-	85
C+	82
C	76
C-	75
D+	72
D	66
D-	65
P	0
F	0

COURSE SCHEDULE

Week #- Date	Activity/In Class	Readings and Assignments Due at Class
#1 –	<p>Introductions and Requirements:</p> <p>Theories and Models of Counseling.</p> <p>Your Personal Model of Counseling</p> <p>Review class syllabus and assignments: Choose a word/words that demonstrate where you want to be by end of course:</p> <p>Choose a theorist and/or theory from Corsini text and sign up for class presentations each week.</p> <ul style="list-style-type: none"> -Freud -Adler -Ellis- -Beck -Gestalt -Family -Integrative -Jung -Rogers -Skinner -Yalom -Interpersonal -Positive 	<p>Read: POSTED ON MOODLE and in your St Martins email- Welcome Letter/post a picture of yourself on MOODLE in profile so we can see who you are!</p> <p>Select: (in class today and provide names to instructor)</p> <ol style="list-style-type: none"> 1. Dyads for counseling sessions weekly. 2. Choose a theorist/theory to do a class presentation on and sign up for corresponding class date that theorist will be discussed.
#2 –	<p>Systemic Approach to conceptualizing clients.</p> <p>Psychoanalytic psychotherapies Presentation: Freud</p>	<p>Read: BY CLASS, as we will discuss during class</p> <ol style="list-style-type: none"> 1. Counseling & Therapy Skills, (Fourth Edition) Martin Ch. 1-2 2. Current Psychotherapies, (10th Edition) Corsini Ch. 1-2

Week #- Date	Activity/In Class	Readings and Assignments Due at Class
	<p>Discussion/Lecture on theory/theorists Practice: Role plays</p>	<p>3. Posted on Moodle Corsini (previous edition) Chapter 2 Dyads: Meet with dyad partner and participate in co-counseling process. This can happen before or after class or another mutually agreed upon time. Next class clinical case notes on your first session are due by end of first month of class.</p>
#3 –	<p>Theories, models and strategies for understanding and practicing consultation.</p> <p>Psychodynamics Presentation Jung Discussion/Lecture on theory/theorists Practice: role plays -Mandalas</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Yalom-Love’s Executioner - Other Psychotherapy Tales, Prologue, and Ch. 1 to 4 2. Posted on Moodle Corsini, Ch. 4(previous edition) 3. Small, J. Becoming Naturally Therapeutic (entire book) <p>Journal #1 Dyads: Clinical case notes View Film; “About a Boy”</p>
#4	<p>Ethical and Culturally Relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p> <p>Adlerian Psychotherapy Presentation: Adler: Discussion/Lecture on theory/theorists Practice: role plays</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Corsini, Ch. 3 2. Martin, Ch. 3 3. Mate’, “In the Realm of Hungry Ghosts” <p>Journal #2 Dyads: Clinical case notes Assignment: Review in class Adler and About a boy</p>
#5 –	<p>Impact of Technology on the Counseling Process</p> <p>Client Centered Therapy Presentation: Rogers: Discussion/Lecture on theory/theorists: Practice: role plays</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Corsini Ch. 4 2. Martin, Ch. 4 3. Yalom- Ch. 5-6 4. Mate’, “In the Realm of Hungry Ghosts” <p>Journal #3 Dyads: Counseling practice case notes Assignment: “About a Boy” Essay Due View Film, “Horse Whisperer” Create a list of therapeutic moments or techniques and metaphors/symbolisms (Bring list to class due end of second month)</p>
#6 –	<p>Counselor characteristics and behaviors that influence the counseling process.</p> <p>Rational Emotive Presentation Ellis: Discussion/Lecture on theory/theorists:</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Corsini, Ch. 5 2. Martin, Ch. 5-6 3. Yalom, Ch. 7-8 4. Mate’, “In the Realm of Hungry Ghosts” <p>Journal #4 Dyads: Clinical case notes Assignment: IN CLASS PROCESS</p>

Week #- Date	Activity/In Class	Readings and Assignments Due at Class
	Practice: Role plays/Horse Whisperer discussion	Horse Whisperer Assignment Due
#7	Essential interviewing, counseling, and case conceptualization skills Behaviorists Presentation Skinner: Discussion/Lecture on theory/theorists Practice: Role plays	Read: <ol style="list-style-type: none"> 1. Corsini Ch. 6 2. Martin, Ch. 7-8 3. Mate', "In the Realm of Hungry Ghosts" Journal #5 Dyads: Clinical case notes
#8	Developmentally Relevant counseling and intervention planning. Cognitive Therapy Presentation Beck: Discussion/Lecture on theory/theorists Practice: Role plays	Read: <ol style="list-style-type: none"> 1. Corsini Ch. 7 2. Martin, Ch. 9-10 3. Yalom, Ch. 9-10 and afterword Journal #6 Dyads: Clinical case notes Assignments: View film Collateral Beauty
#9 –	Break –Moodle assignment	Watch Martin DVD in book and catch up on required or optional readings
#10 –	Development of Measurable Outcomes for Clients Existentialists Presentation Yalom: Discussion/Lecture on theory/theorists Practice: Role plays –Incorporate Collateral Beauty	Read: <ol style="list-style-type: none"> 1. Corsini Ch. 8 2. Martin, Ch. 11-12 Journal #7 Dyads: Clinical case notes
#11 –	Evidence-based counseling strategies and techniques for prevention and intervention. Interpersonal Presentation: Discussion/Lecture on theory/theorists Practice: Role plays	Read: <ol style="list-style-type: none"> 1. Corsini Ch. 10-11 2. Martin, Ch. 13-14 Journal #8 Dyads: Clinical case notes Assignment: Yalom Essay Due
#12 –	Client understanding and access to community-based resources. Family Theories Presentation:	Read: <ol style="list-style-type: none"> 1. Corsini, Ch. 9 and 12 Journal #9 Dyads: Clinical case notes

Week #- Date	Activity/In Class	Readings and Assignments Due at Class
	<p>Discussion/Lecture on theory/theorists Practice: Role plays and discussion TOPIC: TERMINATION of therapy</p>	
#13	<p>Suicide prevention models and strategies.</p> <p>Gestalt and Contemplative Theories Discussion/Lecture on theory/theorists Practice: Role plays and discussion</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Corsini, Ch. 13 through end of book 2. Martin, Part Three: Theory and Evidence <p>Journal #10 Dyads: Clinical case notes (FINAL SESSION NOTES) Sign up for Potluck dish Assignments: IN CLASS TIME ACTIVITY</p>
#14 –	<p>Crisis Intervention, Trauma-informed, and Community-based strategies.</p> <p>Psychological First Aid Positive Psychology/theorist Integrative therapists: Multicultural Theories and Contemporary Challenges: Practice: Role plays and discussion</p>	<p>Finish all reading Assignment: Gestalt Therapy Counseling paper Due</p>
#15	<p>Self-Care, Daily Practices and Avoiding Compassion Fatigue as a counselor</p>	<p>Self-care wheel activity</p>
#16	<p>Presentation of Personal Model of Counseling</p> <p>Last day of course</p>	<p>Assignment: Personal Theory of Counseling Due (Email professor if you want feedback)</p> <p>Complete MAC evaluation of instructor And Self Evaluation DUE AT CLASS TIME Celebration Potluck</p>

SMU ACADEMIC CALENDAR

Fall 2019	
Main, 04, STAR (16 Week)	
Faculty & Student Convocation	August 23, Friday
Fall Semester Lacey Campus Classes Begin	August 26, Monday
Labor Day (University Closed)	September 02, Monday
Add/Drop Deadline (No Notation) <i>Attendance Accounting Due</i>	September 06, Friday
<i>Midterm Grades Due to Registrar</i>	October 21, Monday
Fall Break	October 21-22, Monday - Tuesday
Advising Week; Classes Meet Students Encouraged to Schedule Meeting with Advisors	November 04-08, Monday - Friday
Saint Martin's Day/Veteran's Day Observed (University Closed)	November 11, Monday
Last Day for Withdrawal (W grade)	November 15, Friday
Priority Registration for Spring 2020 Begins	November 18, Monday
Thanksgiving Recess; No Lacey Classes, University Open	November 27, Wednesday
Thanksgiving Recess (University Closed)	November 28-29, Thursday - Friday
Study Week - No University-Sponsored Social or Club Activities	December 02-06, Monday - Friday
Conferral Date, Fall Graduates	December 14, Saturday
<i>Final Grades Due to Registrar</i>	December 16, Monday

COURSE AGREEMENT

Please fill this out completely before our first class.

Name _____ Course Name, Semester, Year _____

Preferred Pronoun (optional) _____ Age (optional) _____ Ethnicity (optional) _____

Address _____ Zip _____ Email _____

Phone Numbers: work _____ home _____
(Please indicate which numbers can be placed on a class list for students in this class.)

Relational Status (optional) _____ Children _____ Ages _____

Presently employed? _____ Place of Employment _____

B.A. Degree from _____ Major _____

1. What do you hope this course will help you accomplish? What is your curricular /learning agenda? What are your learning goals? Please be specific.
2. Please describe yourself as a learner. How do you learn best? What is your learning style? Have you taken the Myers-Briggs test? (If so, please list type.)
3. Please describe your previous exposure, training or education in issues of social membership, power and oppression.
4. How will you know, at the end of this semester, if you have reached your goals for this course? (Please be as specific as you can.)
5. What do you bring to this course? What will you contribute?
6. Self-care is an important part of a good learning experience. Are you prepared to monitor your levels of challenge and support? How? (Please be as specific as you can.)
7. Are you willing to commit to being a supportive learning partner with all of us in this class? How will you do that?
8. There may be a class assistant offering support in this class. Will you take the opportunity to talk with them and the faculty about any concerns, challenges, or support that you might need? Is there anything you want faculty to know?
9. I have read the syllabus and schedule. I have read and understand it.

Signed: _____

Date: _____

Please review and return week two

Ground Rules and Class Agreement

1. We want to create an atmosphere that lends itself to open discussion. Respect and confidentiality support the creation of a space where open discussion can happen.
2. Acknowledge that racism and sexism, as well as other forms of oppression, exist.
3. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
4. We will assume that people are always doing the best they can.
5. We will share information about our groups with other members of the class and we will never demean, devalue, or in any way “put down” people for their experiences.
6. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

(Note: These guidelines are adapted from guidelines initially developed by Lynn Weber Cannon, Professor of Sociology, Memphis State University)

Please answer and discuss the following:

1. What three values do you think it is most important for us to uphold as a group?
2. What behaviors will support these values?
3. What behaviors will detract from these values? What behaviors would you see as unacceptable in the context of this class?
4. How do you think conflict should be handled in this class?
5. What does respect mean to you? What has characterized your best classroom experience?

SECTION THREE

Class Requirements (100 percent)

******MAC requirement to post your picture on MOODLE profile by 2nd scheduled class******

Percentage Values for Graded Assignments:

1. Attendance, participation and professionalism	20%	
2. Counseling/Dyads/ Case Notes	10%	
3. Integrated Journal	10%	
4. Film-About a Boy Essay		10%
5. Student Presentations on Theories/theorists	10%	
6. Film-Horse Whisperer List	5%	
7. Film-Collateral Beauty role play	5%	
8. Love's Executioner Essay	10%	
9. Gestalt Therapy Counseling Session		10%
10. Personal Theory of Counseling	10%	

Outline Discussion of Graded Assignments:**1. Participation and professionalism (total of 40 points=20%)**

Each student can **earn up to 40 “participation & professionalism” points** by the way they approach the material, fellow students, and the instructor. The MAC faculty is responsible for teaching course content and training mental health professionals. As always, make sure your all of your work is at **levels of learning 4, 5, or 6.** (see below) For that reason, a significant portion of the grade is based on student participation and professionalism. These points are NOT AUTOMATIC. Every MAC student tries hard and has integrity. A student will not automatically receive 40 points. Note: these points are intended as **proactive points**. In other words, a student does not lose points for weak participation; rather, a student can gain these points by creative and active participation and second-mile service to others. Every semester, a small number of students (one or two) are insulted for only earning partial points, and they interpret that as saying that the instructor finds them “not professional.” In this instance, a reduction in points reflects that their level of participation could have been more complete and enthusiastic. They are “professionals” who held back somewhat in their participation. Having said all that, remember that failing to:

attend the first required course session, and complete all assignments;
complete the required number of posts and responses to posts; and
complete all readings and videos, ... will result in a much lower score in participation.

Along with demonstrated skill and mastery in areas of academic content, a portion of the participation/professionalism grade will be based on an evaluation of certain behavioral and attitudinal expectations. The most loss of points will be for skipping readings or activities. That is like missing classroom lectures and being absent. Points will also be lost for failure to post, “flaming” posts, lateness, failure to consider other ideas, and the like. Highest professionalism points will be awarded for especially insightful and helpful feedback on other students’ discussion postings, second-mile contributions, timeliness of postings, supportive disagreement of others or constructive extension of their ideas, finding items to share with the class, evident joy of learning, and enthusiasm of your participation.

Other elements of participation and professionalism include:

- a. Ability to work with abstractions and applications of theory;
- b. Ability (or potential) to move fluidly between theory and practice;
- c. Capacity for compassion and ability to be warm, enthusiastic and nurturing;

- d. Acceptance of others, appropriate social skills and excellent “people skills;”
- e. A tendency toward, and desire for, personal growth and enrichment;
- f. Psychological self-awareness and emotional “groundedness;”
- g. Clarity of purpose and ability to be self-directed and self-motivated;
- h. Non-discriminatory and non-ethnocentric attitudes and behavior;
- i. Emotional maturity and readiness (this is not the same as “age”);
- j. Ability to resolve personal issues rather than projecting those issues onto clients, students, or faculty; and
- k. Appropriate use of electronic devices in the classroom (please no texting or computer use in class, silence phones. All calls need to be taken outside of the classroom).

Further information on these expectations can be found on the MAC webpage. Please be aware that the following will have a definite and significant impact on participation and professionalism in a student’s final grade:

- a. Degree to which work is edited, proofread, free of style errors, and meets the standards of a graduate program
- b. Spelling and grammar count in all locations (papers are to always be typed);
- c. Whether work is submitted in a timely manner;
- d. Degree of professionalism in demeanor and self-presentation;
- e. Attendance at all class sessions – especially extent of “non-excused” absences;
- f. Involvement in out-of-class events (such as dyad meetings and group participation);
- g. Degree of promptness to class either at the beginning of class or in coming back from breaks, etc.;
- h. Strict avoidance of any kind of ethical or legal violations;
- i. Extent of enthusiastic and positive exchange with fellow students and the teacher; and
- j. Ability to ask questions and offer comments that further class discussions and Moodle Forum discussion

Levels of Learning (please try to use levels 4, 5, and 6 as much as possible). Adapted by Dr. Leticia Nieto course design,

1. I did it (i.e. completed the assignment)/I didn’t do it.
2. I liked it/I didn’t like it. I can react with attraction or repulsion to the material but cannot substantiate my opinions.
3. I can personally relate to it by noticing what it reminds me of in my personal life or by noticing emotions that come up for me.
4. I can make a thoughtful statement about it. I can use critical thinking skills to engage meaningfully with the material. I can use a quotation from the text and use it to support or contrast with my argument. I can integrate feelings and opinions with observations about what is valuable in the material.
5. I can show comprehension of the material. In my own words, I can synthesize the main points or key ideas in the material. I can use examples, metaphors, and illustrations to effectively explain the content to someone else.
6. I can demonstrate mastery of the material. I am able to elicit the biases and theoretical principles in the material and apply them to other course content. For example, I can use one theory to analyze another theory.

Regarding written work, here are some ideas that may help:

Consider whether your work is Reactive, Responsive, or (Self) Reflective

- **Reactive** - does not include quotes from the course material, expresses an opinion, refers to your experience or feelings exclusively (Levels 2 & 3)
- **Responsive** - includes quotes from the course material, if an opinion is given it is supported by a quote from a text, balances emotion and thought (Level 4)

- **(Self-Reflective** - uses quotes from the course material (at least 80% from our texts, up to 20% from outside sources), focuses on applying course content to self through "bridge" analysis, finds points of connection between different texts, applies theory to other course content. (Levels 5 & 6)

Another way to shift your work up one level is to find generalization statements (those including words like: all, most, many, people) and bring specificity to them.

2. Co-Counseling Dyads and Clinical Case Notes (20 points=10 percent) (Start before week 2 class)

Choose a dyad partner to meet with weekly for co-counseling sessions. You will remain in your dyad for the duration of the semester. Your time out of class will be minimum 1 hour weekly providing 30 minutes of counseling as a counselor and 30 minutes as a client. Turn in clinical case notes weekly. In your role as a counselor type up a 1-2-page STRUCTURED case note. An example is provided on MOODLE. One session must be conducted through an approved online or telephone medium. One session also must include a suicide prevention role play.

3. Integrated Journal (20 points=10 percent) (See course outline starting week 3)

Complete all readings and be prepared to discuss them in class. Complete a weekly journal to be turned in each week to this instructor. Consider the following questions in your journal.

- Respond to something in the reading. What spoke to you? What caught your interest? Reactions?
- How is what you are learning in class, reading, movies watched and studying affecting you as a person?
- How is what you are learning in class, reading, and studying affecting you as a counselor? (Even if you are not working as a counselor you are starting to see, think, feel as a counselor.)
- Include your experiences as both client and counselor in your integrated journal each week.
- Anything else you want me to know?

4. Therapy in film, "About a Boy" ESSAY (20 points=10 percent) Due Week 4

After reading Chapter 3 in the Corsini text, view the movie, "About a Boy". Write a 2-3-page essay double spaced including the following:

- Discuss how this movie demonstrates the six common factors which can be outlined as goals of Adlerian Psychotherapy
- Identify and describe a moment of prosocial adaptation for the three main characters
- What have you learned about the role of social context and/or lifestyle in mental health and how could you apply what you have learned in a clinical setting.
- Describe a possible intervention that you would be willing to try with one of the three main characters.

5. Student Presentations of Theorists (20 points=10 percent)

Sign up first day of class and present on dates below that correspond to your theory/theorists.

Student presentations: You will pair up with one other student to present one theoretical perspective from the Corsini text and any other resources you want to utilize. In preparation of the presentation, research your topic by using a variety of sources and identify three essential points in the perspective. Be creative to show the theoretical modality to your fellow classmates one of you will portray the theoretical perspective as the counselor and the will play a fictional client. This will provide class an experience with

the main features of the theory and counseling techniques. Presentation must include visual and interactive elements. (ie. Power point. Other mnemonics like situating the class with a pretend couch like Freud are encouraged, you are helping class with their learning too). Also required in the presentation is one slide and or one minute of content explaining a resource available in a local community including contact information. This can be related to the content of your presentation OR something you find compelling and useful to the community.

6. Therapy in Film, “Horse Whisperer” List (10 points=5 percent) Due week 6

First, you will view the film, “Horse Whisperer” directed by and starring Robert Redford.

Second, compile a list (hand written or typed) of ten therapeutic moments and six metaphors/symbolisms. (Due in class 2/28/2018) In class, we will add to this list, that is why you need to bring it to class. You will use your list to address the following questions and actively participate in class on 2/28/2018.

7. Therapy in Film, “Collateral Beauty.” 10 points, 5%) Due week 10

View film and pay close attention to what is helping the main character “get better.” Identify and relate to the roles that Time, Death and Love play in the movie. Be prepared to share quotes or other ideas in class. We will use the characters in a role play exercise.

8. Yalom-Love’s Executioner- ESSAY (20 points=10 percent) due week

Complete a 3 to 5-page essay addressing the following questions:

- a. Which client was Yalom most effective helping and why?
- b. Who is your favorite or least favorite client, or most or least challenging and why?
- c. Identify one intervention Yalom used which you found particularly important or effective
- d. Identify and describe your own counter transference toward a particular client.
- e. What did you learn as a counselor?

9. Gestalt Therapy Counseling Session. (20 points=10 percent)

You will conduct a brief therapy session, about a half hour, (not with dyad partner) using three questions suggested by Fritz Perls.

- a. What are you doing?
- b. What do you feel?
- c. What do you want?

Find a volunteer client, not a spouse or partner, but someone you know well enough who will agree to volunteer their time and feel comfortable participating in role of the client. Please address confidentiality; you will not have to disclose the identity of your client but will possibly describe certain characteristics or share personal information about your client for the purposes of the assignment. See how far you can get utilizing only the three questions. Pay careful attention; see if you can notice your client’s “continuum of awareness” during the session; observe nonverbal behavior, if client looks sad, is client also expressing sadness verbally? Write a one-page summary of counseling session. Be sure to include both verbal and nonverbal findings.

10. Personal Theory of Counseling paper. (20 points=10 percent) Due week 15

Write a 2-page reflection paper stating your strengths as a counselor and what you are aware of as your own challenges in your role development. What else might you decide to focus on as an emerging professional. Address your self-care plan as a counselor to avoid burnout and combat compassion

fatigue. Also include a paragraph on how you did in the course, and what grade you think that you earned. And the rationale for that grade.

- a. What did you learn about yourself as a counselor during role plays?
- b. What did you learn about yourself as a person?
- c. What one or two theories are you likely to use as you are working as a counselor? Why?
- d. Self-care practices to stay healthy as a counselor.
- e. **Self-Evaluation: this is included in your professionalism grade) due on the last session**

SMU AND MAC POLICIES

GRADE REQUIREMENT

MAC students are expected to maintain a grade point average of 3.0 ("B") or better in their coursework and to receive a grade of at least a "C+" in any MAC course. Students whose cumulative grade point average falls below 3.0, or who receive a grade of "C" in any single class, will be placed on immediate academic probation and their candidacy reviewed by the core MAC faculty. A student who: 1) fails to return the grade point average to a 3.0 by the end of the next semester, or 2) receives two grades of "C," or 3) receives any grade lower than a "C" in any class may be withdrawn from the MAC Program and from Saint Martin's University.

CONFIDENTIALITY POLICY

Confidentiality is an essential principle in all MAC courses. Because at times we may discuss highly personal material and actual clients, we will hold to standards of strict confidentiality. This means that what is said in class must stay in class.

IN CASE OF EMERGENCY OR SCHOOL CLOSURE

In case of unexpected instructor absence, every attempt will be made to notify you via email or phone call prior to the class session. Please also check my website/Moodle. In case of inclement weather or school closure emergency – please review status on the university website.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to me. If you have already established accommodations with Disability Support Services for Students (DSS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DSS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DSS at 360-438-4580, dss.testing@stmartin.edu, or smu.dss@stmartin.edu. DSS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DSS. It is the policy and practice of the Saint Martin's University to create inclusive and accessible learning environments consistent with federal and state law.

ACADEMIC INTEGRITY POLICY

Saint Martin's University is a community of faculty, students and staff engaged in the exchange of ideas in the ongoing pursuit of academic excellence. Essential to our mission is a focused commitment to scholarly values, intellectual integrity and a respect for the ideas, beliefs and work of others. This commitment extends to all aspects of academic performance. All members are expected to abide by ethical standards both in their conduct and their exercise of responsibility to themselves and toward other members of the community. As an expression of our shared belief in the Benedictine tradition, we support the intellectual, social, emotional, physical and spiritual nurturing of students.

Acts of academic dishonesty, plagiarism and cheating are considered unethical actions and a violation of university's academic policy. Please make sure you are citing all sources and doing your work individually unless otherwise instructed. Students in the MAC Program are expected to hold the highest ethics which includes ethics in writing. Plagiarism, intentional or unintentional, will result in consequences. Copying another student's paper or helping another student write a paper are examples of academic dishonesty. Consequences will range from a 0 on the assignment to dismissal from the MAC Program.

ATTENDANCE POLICY

Attendance is an important aspect of overall professionalism. In fall and spring semesters, one missed class is equal to an entire week of an undergraduate class. In the summer it is equal to 2 weeks. Of course, illness, family emergencies, and professional opportunities happen. Such problems/opportunities always involve costs and academic grades may be part of that cost. It is unrealistic to hope that

absences, even “legitimate” ones will have no consequences since they represent lost classroom work, missed lectures and group/class process. Nor can absences be made up by extra papers or assignments which would not be fair to other students. We expect students to monitor their own attendance as part of overall professionalism. Please do not shift the burden to the faculty, putting them into the position of police or judges.

Please do not come to class ill, especially if you are contagious. You can arrange with a classmate to skype or facetime in. There may be times that format will have to be turned off.

POLICY ON BABIES IN CLASS

It is the policy of the MAC Program to not have babies or children in classes. We do, however, want to support parents of infants. If you have someone to be on campus with your baby you can leave class to tend to the baby when needed.

SEXUAL MISCONDUCT/SEXUAL HARASSMENT REPORTING

Saint Martin’s University is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence. There are Title IX/sexual harassment posters around campus that include the contact information for confidential reporting and formal reporting. Confidential reporting is where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. Confidential Reporters at Saint Martin’s include – Dr. Emily Coyle, Assistant Professor of Psychology, Angela Carlin, Director of Campus Ministry, and Kelly Simmons, Director of the Counseling Center. This confidential resource can help you without having to report your situation formally unless you request that they make a report. The formal reporting process is through the following individuals: Dean of Students – Ms. Melanie Richardson, Associate VP of Human Resources – Ms. Cynthia Johnson, Director of Public Safety – Mr. Will Stakelin, or the Interim Provost |Vice President of Academic Affairs – Dr. Kate Boyle. Please be aware that in compliance with Title IX and under the Saint Martin’s University policies, all educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, on papers, or to me personally, I am required to report it.

CENTER FOR LEARNING, WRITING, & ADVISING

The Center for Student Learning, Writing and Advising offers free academic services for all Saint Martin’s students at all levels of achievement in pursuit of intellectual growth and academic excellence. The Learning Center is home to the STEM Study Center which provides subject area peer tutoring (science, technology, engineering, and math as well as business/ accounting/economics, and world languages). At the Writing Center, students meet with trained peer readers to discuss their academic, personal and professional writing. The Advising Center works with students with academic advising, connecting with campus support resources, transition and self-exploration guidance, personalized academic improvement plans, learning workshops, and support major change. The Advising Center staff also works closely with the University’s Early Alert Program — a referral system that supports student success. Saint Martin’s Disability Support Services is located in the Center for any student with a disability who is interested in using their accommodations. These students can connect with the Disability Support Services Coordinator who will evaluate the documentation, determine appropriate accommodations, and serve as a learning resource and advocate with assisting students in meeting their academic goals.

<https://www.stmartin.edu/academics/academic-resources/center-student-learning-writing-and-advising>

COUNSELING AND WELLNESS CENTER

The Counseling and Wellness Center (CWC) is committed to helping you meet the challenges of life you may experience during college. The CWC promotes and enhances the health and development of students through professional mental health services, education and training. Integrating faith, reason and service, we empower you to develop self-awareness, knowledge and skills, necessary to make healthy choices and build relationships in a multicultural world. Integrating faith, reason and service, the CWC empowers students to develop self-awareness, knowledge and the skills necessary to make healthy choices and build relationships in a multicultural world. <https://www.stmartin.edu/directory/counseling-and-wellness-center>.