



**MAC 518 Group Counseling
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:
Faith is fostered when students perceive the possibility of therapeutic change through social connection.	Understanding group dynamics helps students use reason to form useful and effective counseling groups.	Through the study of social interaction and connection styles, most students find, or renew, a commitment to deep compassion.	Witnessing the transformation that is possible when community members participate in each other's processes inspires students to encourage and facilitate the gift of community wherever possible.

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

Counseling techniques used in small groups and large-group interventions, including reviews of the current research, legal and ethical issues associated with paraprofessional and professional practice. Students in this course are expected to conduct archival research, write a paper using APA style, and report their research findings to a forum of their peers. Student will learn the history, development, theories, and models of group counseling.

MAC 518 is designed to help students develop faith in group members, gain familiarity with the broad spectrum of concerns that bring people to counseling and how to address them in a group counseling setting through the lens of reason and logic. Discussions will emphasize definitions and broad philosophies of group care. Service to the community will also be emphasized.

STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES

STUDENT LEARNING OBJECTIVES	LEARNING OUTCOME MEASURES
1. Students will learn the theoretical foundations of group counseling and group work	Students will increasingly utilize group meta-skills to discuss group work.
2. Students will learn the dynamics associated with group process and development	Students will be able to facilitate small group activity in beginning, middle, and end stages as shown through participation in experiential group.
3. Students will learn the therapeutic factors and how they contribute to group effectiveness	Student will be able to recognize 3 therapeutic factors in any group moment.
4. Students will learn the characteristics and functions of effective group leaders	Students will recognize one characteristic and one function of effective group leaders in each student facilitator.
5. Students will learn the approaches to group formation, including recruiting, screening, and selecting members	Student will identify 5 key considerations of group formation and write about them in their group proposal.
6. Students will learn the types of groups and the various settings where groups take place.	Student will identify 3 group types that they have a special interest in and the settings where they might happen. They will discuss in class.
7. Students will articulate ethical and culturally relevant strategies for designing and facilitating groups.	Ethical and culturally relevant strategies will form the core of students' group plans.

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

GROUP COUNSELING & GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

LICENSURE REQUIREMENTS

MAC 518 Group Counseling may meet Washington licensure requirements for behavioral science in a field relating to marriage and family therapy in area (h) electives, see WAC 246-809-121.

MAC 518 Group Counseling may meet Washington licensure requirements for behavioral science in a field relating to mental health counseling in area (d) counseling groups, see WAC 246-809-221.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

MAC 518 Group counseling may meet WA chemical dependency professional certification in area (L) Group Counseling. WAC 246-811-030.

SECTION TWO

INSTRUCTOR: Kaj Kayij-Wint, PhD, LMFT
CONTACT INFORMATION: kaj.kayijwint@stmartin.edu
OFFICE HOURS: Appointments available by arrangement
CLASS DAY AND TIME: TR 3-5:30/6-8:30
BUILDING AND ROOM: OM415

REQUIRED TEXTS AND READINGS

Corey, M.S., Corey, G., & Corey, C. (2008). Groups Process and Practice (8th. ed.)
Yalom, I. D. (2006). The Schopenhauer Cure.
Kline, W. B. (2006). Interactive Group Counseling and Therapy (Provided)

SUGGESTED TEXTS:

Yalom, I. D. (2005). The Theory and Practice of Group Psychotherapy (5th ed.).

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

Your grade for this course will be based on the following:

Journals: 20 points
Report: 20 points
Group Proposal Written: 15 points
Presentation of Group Proposal: 15 points
Group Participation: 10 points
Class attendance: 10 points
Professionalism: 10 points
Total: 100 points

Grading Scale is as follows: >90 = B, >80 = C, >70 = D, <60 = F. Students who wish to earn an A in this course will have earned the points for a B and they will have contributed substantively to the course and fellow students through their scholarly efforts and active participation on a regular basis throughout the course.

COURSE SCHEDULE

Session 1

Introductions

Overview of:

- The syllabus
- The course

Introduction to group process

Form group

Questions

Session 2

The Group Counselor

Ethical & Professional Issues

Required Readings:

Corey: Ch. 1-3

Yalom: 1-6

Kline: Ch. 1

Chapter 1: The Social Context

Session 3

Forming a Group

Video

Group Leadership Theory

Initial Stage of the Group

Experiential Group Process Begins

Required Readings:

Corey: Ch. 4-5

Yalom: Ch. 7-8

Kline Ch. 2; 7

Chapter 2: The Interactive Group Environment

Chapter 7: The Interpersonal Approach and Group Theory Summary

Journal 1 Due

Session 4

Transition Stage of a Group

Group Development Stages

Group process

Required Readings:

Corey: Ch. 6-7

Yalom: 9-10

Kline: Ch. 3-4

Chapter 3: Group Development Theory

Chapter 4: Interactive Group Development Theory

Session 5

Transition Stage of a Group

Group Conflict

Group process

Required Readings:

Corey: Ch. 8-9

Yalom: 11-12

Kline: Ch. 8-10

Chapter 8: Organization and Operation

Chapter 9: Interactive Group Leadership

Journal 2 Due

Session 6

Working Stage of a Group

Subgrouping

Discussion

Group process

Required Readings:

Corey: Ch. 10-11

Yalom: Ch. 13-14

Kline: Ch. 10

Chapter 10: Basic Skills and Interventions

Session 7

Working Stage of a Group

Difficult clients

Children in Groups

Group process

Required Readings:

Corey: Ch. 11-12

Yalom: Ch. 15-16

Kline: Ch. 11

Chapter 11: Developing Effective Group Membership Skills

Session 8

Adolescents in Groups

Group process

Required Readings:

Yalom: Ch. 17-19

Kline: Ch. 12

Chapter 12: Ongoing Leadership Tasks

Journal 3 Due

Session 9

Ending the Group

The Elderly in Groups

Groups in Action Video

Group process

Required Readings:

Yalom: Ch. 20-24

Kline: Ch. 13

Chapter 13: Intervention Strategies

Session 10

Ending the Group

Groups in Action Video

Group process

Required Readings:

Yalom: Ch. 25-end

Kline: Ch. 14

Chapter 14: Becoming a Group Leader

Journal 4 Due

Session 11

Ending the Group

Group process

Report Due

Session 12

Groups in Action Video

Session 13

Ending groups
 Group Presentations
 Group process

Session 14

Ending the Group
 Group Presentation
 Group process

Journal 5 Due

Group Proposal Papers Due

*****Course Evaluations*****

SMU ACADEMIC CALENDAR

Classes Begin	January 14, Monday
Martin Luther King Day (University Closed)	January 21, Monday
Add/Drop Deadline (No Notation) <i>Attendance Accounting Due</i>	January 25, Friday
Presidents Day (University Closed)	February 18, Monday
Spring Break: No Classes, University Offices Open	March 11-15, Monday-Friday
<i>Mid-Term Grades Due to Registrar</i>	March 11, Monday
Saint Benedict's Day: University Closed	March 21, Thursday
Advising Week: Classes Meet Students Encouraged to Schedule Meeting with Advisors	March 25-29, Monday-Friday
Priority Registration Begins for Summer/Fall 2019	April 08, Monday
Last Day for Withdrawal (W grade)	April 12, Friday
Good Friday (University Closed)	April 19, Friday
Easter Monday (University Closed)	April 22, Monday
Honors Convocation and Scholars Day	April 30, Tuesday
STUDY WEEK – No University-Sponsored Social or Club Activities	April 29 – May 03, Monday-Friday
Senior Commencement Fair	May 02, Thursday
Saint Thomas Aquinas Study Day – No Lacey Campus Classes	May 03, Friday
Final Examinations	May 06-09, Monday – Thursday
Chancellor's Baccalaureate Mass & Hooding Ceremony	May 10, Friday
Commencement	May 11, Saturday
<i>Grades Due to Registrar</i>	May 13, 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 understand and agree to 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

COURSE OBJECTIVES:

- To understand differing theoretical approaches to group counseling.
- To understand different types and purposes of group work.
- To develop a rationale of group leadership and group counseling.
- To demonstrate group facilitation skills from an integrative theoretical perspective.

Topical Outline:

- Introduction to group processes
- Group types and methods
- Key concepts of group leadership
- Leader roles and techniques
- Ethics of group counseling
- Integration of group theory and practice

Detailed Course Description:

This course is an overview of group counseling processes. A focus will be on the basic elements of group process, ethical and professional issues in group counseling, and developmental stages of the group process. For your practice as a group leader, you will participate in an ongoing classroom group and have an opportunity to lead the group as it evolves. An integrative paper in APA style is also required.

Requirements

1. **Participation in the Experiential Group:** In this course, I consider the experiential component of group counseling to be essential. This means that you will become an active participant in an interpersonal laboratory. You must be willing to engage in group process on an emotional as well as a cognitive level. In order to experience what it takes to create trust and what resistance feels like, you have to actively engage in group work as a member. The purpose of this syllabus, therefore, is to provide you with information about what to expect before you take the course. Your grade in this course will not be determined based upon aspects of your personal life, your value system, or behaviors that you may reveal during group experiences. You will be evaluated **only** on your acquisition of group skills and participation in the group. If you are not willing to engage in personal-growth experiences requiring a moderate level of self-disclosure, you might reconsider your decision to take this course.
2. **Facilitation:** You will have the opportunity to co-facilitate at least one of our group sessions. You will use the skills learned from readings, lectures, and videos to facilitate the group.
3. **Reading:** Do not allow yourself to get behind in your reading! It is expected that you will read all assigned reading in the textbook and novel. Come to class prepared to ask question or raise issues based on the readings.
4. **Group Proposal:** The final task in this course will be the production and presentation of a comprehensive Group Proposal.
5. **Journals:** You will write a journal each week (no more than 2 pages!!) in which you will reflect on how you were impacted by the week's readings, discussions, lectures, videos, and group process. You will focus on such things as what you learned, liked, disliked, agreed with, disagreed with, surprised/shocked you, stood out to you, affected you, helped you, etc.

6. **Attitude:** Come to class with an open frame of mind and be willing to take some risks. This course is designed as a beginning survey of group counseling theory and practice. Because this is an introductory course, you are not expected to have group counseling experience. Don't allow yourself to be intimidated. Hopefully, you will challenge your fears and push yourself to become an active and involved participant.
7. **Discussion:** We will be discussing assigned readings in class, so do come prepared to raise questions that you'd like to discuss. You are expected to think critically, to take positions on the issues explored, to learn how to develop your thoughts clearly and fully and to express your reactions verbally in class and in written form.
8. **Report:** You are expected to visit a working group in the community and to attend a few sessions to get a feel for how the group works. Explain that your role is a silent observer who will keep content confidential. You are not a participant. You will be responsible to write a report about the group that you visit. In your report you should identify (1) the organizational structure of the group, (2) identify group goals, (3) Outline and describe the group processes, and (4) specify the group outcome goals. As a part of your report you should show research findings that support the efficacy of conducting such groups (literature review using professional journal sources or materials from the group foundation). Your paper, formatted in APA essay style, must have a title page, an abstract, and a reference page. You should have a minimum of 4 appropriate references other than the text for this course (4-8 page paper).
9. **Attendance:** Missing the first day of class or being 30 minutes or more late to the first day of class will result in you being dropped from the class. This is non-negotiable. You are expected to attend every class session. Each class session you miss will result in losses in the group integrity. Attendance points are earned in this course. Each day you are present you earn attendance points. Each week you are absent - for any reason -you lose 5 points. If you miss a class, you cannot make up those losses. Promptness is expected and appreciated. If you are late to class you will lose 2 of the attendance points (more than 3 tardies will result in 5 attendance and 2 professionalism points lost). If you will be missing a class, please let me know prior to your absence if possible. More than 3 absences will result in being dropped from the course. In this course in particular, your absence affects us all. For each absence you will also lose 2 professionalism and 3 participation points (1 absence = 10 points lost in all).
10. **Respect Confidentiality!** Being actively involved in the class sessions and groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about group counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside the classroom please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a demonstration of either an individual session or a group session in this course will have his or her confidentiality respected. Please **do not record** any lectures, discussions or demonstrations. Tape recording parts of class sessions could well pose problems with respect to confidentiality and privacy.
11. **Communication:** Make sure to contact me if you need to. You are welcome to contact me during the semester to discuss your progress and learning in the course, or for any other issues you want to talk about. I hope you will enjoy the course. My main hope is that you will surprise yourself with how much you will challenge yourself and how much you will learn.

CLASSROOM PROCEDURES & ETHICS:

Class begins on time and ends on time.

Consistent disruptions of class - this includes frequent tardiness - will result in failing grades or early dismissal from the course. Don't make the mistake of thinking that your tardiness goes unnoticed. You may **not** use cell phones or any personal electronic device, including mp3 players, during the class period. Turn off your cell phone or any personal electronic device when you come into the classroom. If you must have a cell phone on for an emergency purpose, please put it on vibrate. It is your responsibility to notify the instructor prior to class. Violation of this policy will result in your removal from the course.

The instructor reserves the right to revise the course syllabus as required by either judgment or circumstance. Changes will be announced in class and students are responsible for recording changes as announced. The course calendar is dynamic and may change.

You are expected to follow St. Martin's rules of conduct, show consideration for others, demonstrate integrity in your academic work and participate with enthusiasm. The study of group processes is to understand how context influences our very being. I can't think of a more fascinating subject. Let's work together to make this class a wonderful journey of exploration.

STUDENT'S PROFESSIONALISM:

Along with demonstrated skill and mastery in areas of academic content (such as writing papers and taking tests), you are expected to show the following skills:

1. Ability to work with abstractions and theory as demonstrated by willingness to learn and openness to new ideas.
2. Ability to move fluidly between theories and practice as demonstrated by written work and in class participation.
3. Capacity for compassion and ability to be warm, enthusiastic, and nurturing.
4. Acceptance of others and appropriate social skills.
5. A tendency toward, and desire for, personal, as well as professional, growth and enrichment.
6. Self-awareness and emotional "groundedness."
7. Clarity of purpose and ability to be self-directed and self-motivated.
8. Non-discriminatory and non-ethnocentric attitudes and behavior.
9. Emotional maturity (this is not the same as "age").
10. Ability to resolve personal issues and interpersonal conflicts rather than projecting those issues onto clients, co-workers, fellow students, or faculty.

GROUP PROPOSAL

The Group Proposal exercise is designed to encourage you to **design a group process** from its inception as an idea to its conclusion (also as an idea). You will work in groups of three or four.

This is a sort of thought experiment. What I would like you to do is use information and structure found in the Corey, Corey & Corey, Groups Process and Practice text to design and build a group of your choosing. Each chapter that we will be reading has focus questions and content that deals with the issues related to that stage of the group process.

Groups follow predictable stages and their success depends on the leader's active and intelligent facilitation. Your job will be to **write a proposal** that includes what you believe are the key issues, necessary questions, critical steps and active methods to reach your goal as a group leader. You will also **present your group proposal** to the class during the final days of the course.

Your **written group proposal** should be no more than 10 pages long - that means that you need to be selective about how you use focus questions from each stage as a guide to address your group process. You should provide at least 2 external citations to journal articles dealing with group work similar to the work you are writing about. Papers should be formatted in APA style.

Your **group proposal presentation** should be designed to last about 45 minutes with 10 minutes of discussion time. You may structure your group proposal presentation in any way that you think will best represent your work.

I will be happy to provide feedback and input to you individually, or as a group, as you are working on your proposals. I look forward to reading and hearing everyone's work.

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>.