



MAC 538 Professional Orientation and Ethics Saint Martin's University - Master of Arts in Counseling Foundations Level

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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
In this course students explore own belief systems, biases and blind spots, and the appropriate role of counselors' own faith systems in practice.	Students learn skills in thinking with integrity and a high sense of ethics which will lay a foundation for future application in their work as counselors.	Through entering the counseling profession with a sense of ethical responsibility, students will be able to serve future clients with integrity.	By attending several county court sessions students connect their learning to the greater community.

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 538 Professional Counseling Orientation and Ethical Practice is designed to give students the knowledge necessary to orient to the counseling profession in an ethical and responsible manner. One overarching emphasis of the class will be ethical and culturally relevant counselor identity formation and counselor roles.

1. Learn principles of the counseling profession and ethical practice (ACA and AAMFT)
2. Examine the affective component of the profession and our ethics by examining our own behavior
3. Commit to ethical and culturally relevant practice in our own professional lives as counselors
4. Enhance fundamental respect for others and advocacy on behalf of the profession and clients
5. Examine the major legal issues affecting the practice of counseling
6. Experience the court system and the process of testifying as expert witnesses in courts of law

We will consider history and philosophy of counseling, roles of counselors, emergency management response teams, professional organizations, credentialing, labor market, administration, finance, accountability, technology, and legal venues and systems supporting and involving counseling. We will also examine self-evaluation, self-care, and the role of ethical and culturally relevant supervision.

STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES

Student Learning Objective	Outcome Measures
1. Students will understand principles of the counseling profession and ethical practice in counseling	The student will show competency regarding the importance and practice of ethics as defined by CACREP, the ACA, and AAMFT through the completion of writing exercises.
2. Students will evaluate counseling roles, behavior, collaboration and consultation and apply fundamental respect when making ethical decisions	The student will utilize best practice guidelines, ethics, and laws to explain and analyze major issues related to counseling roles and functions through entries in online forums.
3. Each student will uncover their own assumptions and style of treatment, and learn how to apply these styles in professional settings.	The student will evaluate their own counselor identity and behavior and examine such components to understand effective practice by taking part in an activity considering an ethical dilemma.
4. Students will consider family systems in the context of issues common to individuals and families impacted by military service.	The student will submit answers to forum posts and class discussions considering research analysis in the context of issues common to individuals and families impacted by military service.
5. Students enhance self-knowledge and counseling competence through writing.	The student will complete online posts and take part in discussions to enhance self-knowledge, explore counselor identity, and expand competence.
6. Students will synthesize issues of race, class, age, gender, sexual orientation and other group memberships as related to ethical and culturally relevant counseling practice.	The student will demonstrate anti-oppressive consciousness through constructive class discussions that addresses dynamics of privilege and the needs of marginalized populations.

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

PROFESSIONAL COUNSELING ORIENTATION & ETHICAL PRACTICE

- a. history/philosophy
- b. roles, collaboration and consultation
- c. emergency management response teams
- d. advocacy on behalf of profession
- e. advocacy for client access, equity, success
- f. professional organizations
- g. credentialing: certification, licensure, and accreditation/public policy
- h. labor market
- i. ethical standards and legal considerations
- j. technology
- k. self - evaluation
- l. self - care
- m. supervision

LICENSURE REQUIREMENTS

MAC 538 Professional Counseling Orientation and Ethics will meet WA licensure requirements for behavioral science in a field relating to mental health counseling in area (b) Ethics/Law, see WAC 246-809-221. MAC 538 will also meet WA licensure requirements for marriage and family therapy in areas (g) Professional Ethics and Law, see WAC 246-809-121.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

MAC 538 Professional Counseling Orientation and Ethics may meet WA chemical dependency professional certification in areas (R) Chemical Dependency Confidentiality, (G) HIV/AIDS Brief Risk Intervention for the Chemically Dependent, (W) Chemical Dependency Rules and Regulations, and (S) Professional and Ethical Responsibilities. WAC 246-811-030.

SECTION TWO**INSTRUCTOR:** Dr. G**CONTACT INFORMATION:** mgoldenberg@smu.edu, cell: 206-395-9193**OFFICE HOURS:** By appointment only**CLASS DAY AND TIME:** Tuesday 6:00 PM - 8:40 PM**SEMESTER AND YEAR:** Spring 2018**BUILDING AND ROOM:** Harned Hall Room 214**REQUIRED TEXTS AND READINGS**

Corey, G., Corey, M., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed). Cengage (Brooks/Cole). Alternately, you can order older editions (217 of the 7th ed. as cheap as \$0.01 used; 47 of 8th ed. at \$13.31) from abebooks.com or amazon.com (rent or buy). s numbers may not match with older editions

Sue & Sue (2016). *Counseling the Culturally Diverse* (7th edition) Wiley

Yalom, I. (1989/2012). *Love's Executioner and Other Tales of Psychotherapy* Basic Books

*There will be additional readings assigned throughout the semester that are available online, as well as audio and video recordings that will be made available online.

METHODS OF INSTRUCTION

This class is a hybrid class and will take place online via Moodle. Students have a responsibility to learn and master the use of Moodle.

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

Below is a basic summary of the assignments and expectations for this course. You will rely nearly entirely on Moodle for this course, so please stop by IT if you need any help navigating the system. While the basic building blocks of the course are described on this syllabus, I will add assignments, readings, links, and requests as I see fit. Thus, you will need to be interacting with Moodle regularly and plan for at least three hours per week of time to complete this course. Please be aware LATE SUBMISSIONS ON ANY ASSIGNMENT OR TASK ARE NOT ACCEPTED FOR CREDIT, NO EXCEPTIONS.. If you need an extension on any assignment you must request this at least 24 hours in advance IN WRITING. Extensions are not guaranteed, and it is your responsibility to ensure your work is submitted on time.

“Ethical preferences and investments are discovered when we explore the flux that exists between practices of complicity and practices of resistance which characterize all power relations” (Ransom, 1997)

WEEK ONE January 14th-18th

Topic: Orientation to Class and to Ethical Practice in MHC, MFT, & CD Counseling

Reading: Corey Book Chapter 1 & Sue Book Chapter 4

WEEK TWO January 21st-25th

Topic: Ethical Decision-Making

Reading: Corey Book Chapter 1 & Sue Book Chapter 4 pages (complete reading from week one)

WEEK THREE January 28th-February 1st

Topic: The Counselor as a person

Reading: Corey Book Chapter 2 & Sue Book Chapter 11

Audio files on Moodle

WEEK FOUR February 4th-February 8th

Topic: Counselor values impact on counseling relationship

Reading: Corey book chapter 3 & Sue book Chapter 2

Audio file on Moodle

WEEK FIVE February 11th-15th

Topic: LGBT clients

Reading: Corey book chapter 4 & Sue book Chapter 23

Audio file on Moodle

WEEK SIX February 18th-22nd

Topic: Microaggressions

Reading: Sue book Chapter 6

WEEK 7 February 25th-March 1st
Topic: Managing sexual attractions in counseling
Reading: Corey book Chapter 5
Additional reading is included on moodle
Audio file lecture included on moodle

WEEK 8 March 4th-8th
Topic: Marketing to diverse clients
Reading: Additional reading is included on moodle

WEEK 9 March 11th-15th
Topic: Community and Social Justice Perspectives
Reading: Additional reading is included on moodle
Corey book: Chapter 13

WEEK 10 March 18th-22nd
Topic: Community interventions
Reading: Additional reading is included on moodle

WEEK 11 March 25th-29th
Topic: Ethical decision-making
Reading: Corey book Chapter 6
Audio file lecture included on Moodle
Additional reading is included on moodle

WEEK 12 April 1st-5th
Topic: Suicide Awareness
Reading: Additional reading is included on moodle

WEEK 13 April 8th-12th
Topic: Duty to warn
Reading: Corey book Chapter 7
Audio file lecture included on Moodle

WEEK 14 April 15th-19th
Topic: Licensure
Reading: Corey book Chapter 8
Additional reading is included on Moodle
Audio file lecture included on moodle

WEEK 15 April 22nd-26th
Topic: Issues in Training
Reading: Corey book Chapter 10
Audio file lecture included on moodle

WEEK 16 April 29th-May 3rd
Topic: Pulling it all together

*There is a total of 100 potential points available

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 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**COURSE OBJECTIVES**

- Students will consider the history and philosophy of counseling throughout class lectures and online forums.
- Each student will take part in professional counseling roles, collaborations and consultation.
- Students will enhance skills regarding advocacy on behalf of the profession.
- Students will conceptualize what taking action regarding advocacy of client access, equity, and success resembles.
- Students will research professional organizations and what ethical practice looks like within each establishment.
- Students will understand the process of credentialing, such as certification, licensure, and accreditation/public policy.
- Students will enhance their understanding of the labor market.
- Students will consider ethical standards and legal considerations within the scope of counseling.
- Students will comprehend technology needed as a counselor.
- Students will take part in self – evaluation throughout the extent of the course.
- Each student will obtain knowledge regarding self-care and the importance of self-care as a counselor.
- Students will be able to appraise and apply principles of ethical practice as defined by the ACA and AAMFT Codes of Ethics.
- Students will evaluate their own ethical behavior to examine the affective components in ethics.
- Students will be able to define and articulate a commitment to ethical practice in their professional lives as counselors.
- Students will apply concepts of fundamental respect for others when making ethical decisions.
- Students will be able to explain and analyze major legal issues affecting the practice of counseling.
- Students will assess the court system and the process of testifying as an expert witness in courts of law.
- Students will be able to articulate current Washington state laws as they apply to counselors and the practice thereof.

MAC 538 STUDENT LEARNING OUTCOMES (SLOs)

1. Students will be able to appraise and apply principles of ethical practice as defined by the ACA and AAMFT Codes of Ethics.
2. Students will evaluate their own ethical behavior to examine the affective components in ethics.
3. Students will be able to define and articulate a commitment to ethical practice in their professional lives as counselors.
4. Students will apply concepts of fundamental respect for others when making ethical decisions.
5. Student will be able to explain and analyze major legal issues affecting the practice of counseling.
6. Students will assess the court system and the process of testifying as an expert witness in courts of law.
7. Students will be able to articulate current Washington state laws as they apply to counselors and the practice thereof.

PARTICIPATION AND PROFESSIONALISM POINTS

You will have the opportunity to **earn participation/professionalism points** by the way you approach the material, your fellow students, and the instructor. MAC faculty members are not just teaching course content, but are also training professionals. For that reason, a significant portion of the grade is based on student participation and professionalism. Note: First, these points are NOT AUTOMATIC. Every MAC student "tries hard and has integrity." You will not automatically receive 25 points because you tried hard and had integrity. Second, a portion of these points are meant as **proactive points**. In other words, you will lose points for poor participation, but you can gain them by creative and active participation and service to others. Note that failure to:

- attend the first required course session, complete all assignments and quizzes
- complete the required number of posts and responses to posts
- complete all readings and videos, especially the PowerPoints & videos that serve as class lectures,
- Ability to work with abstractions & theory (demonstrated by willingness to learn & openness to new ideas)
- Ability to move fluidly between theory and practice (demonstrated by written work and class participation)
- Capacity for compassion and ability to be warm, enthusiastic, and nurturing
- Appropriate social skills, polite discourse, interpersonal respect, and genuine acceptance of all others
- A tendency toward, and desire for, personal, as well as professional, growth and enrichment
- Psychological self-awareness and emotional "groundedness"
- Clarity of purpose and ability to be self-directed and self-motivated
- Non-discriminatory and non-ethnocentric attitudes and behavior
- Emotional maturity (this is not the same as "age")
- Ability to resolve personal issues rather than projecting onto clients, students, or faculty.
- Degree to which work is edited, proofread, free of style errors, and meets the standards of a graduate program
- Whether work is submitted in a timely manner

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>.