



Saint Martin's
UNIVERSITY

MAC 598 Counseling Practicum

Saint Martin's University - Master of Arts in Counseling

Impacts 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
Projecting one's self into the role of counselor involves faith and is best done in practice.	Careful analysis of meta-skills in practice invites critical thinking.	Students in this course spend 100 hours per week offering service at their practicum sites.	A supportive learning culture is created in the cohort providing a safe space.

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

This course is designed to provide students with a supervised counseling practicum experience that totals a minimum of 100 clock hours over the full academic semester. At least 40 clock hours of direct service are completed with actual clients that contributes to the development of counseling skills. The course places precedence on development and co-facilitation of different groups, such as therapeutic support groups and psycho-educational therapy groups. Themes that may be included are: trauma, grief and loss, coping skills, anxiety, depression, mindful based relapse prevention, harm reduction related to substance abuse, process therapies groups.

Practicum students will have weekly interaction with supervisors through individual and/or triadic supervision. Group supervision will be provided by a counselor education program faculty member or a student supervisor under consultation of a faculty member. Students will shadow clinicians and participate in both staff meetings and group supervision. One or two clients will be assigned to students for individual supervised sessions.

STUDENT LEARNING OBJECTIVES & OUTCOME MEASURES

Knowledge and Skill Objectives	Outcome Measures
1. Students will demonstrate the ability to develop and maintain an ethical therapeutic relationship with clients	Student will read and follow the ACA Code of Ethics. Student will appropriately address ethical concerns in individual/triadic supervision as evaluated by their on-site supervisor.
2. Students will demonstrate the ability to respond to a client at a facilitative level. .	Student will present their assumptions and style of treatment through descriptions of situations during practicum via the professional setting and in online postings.
3. Each student will demonstrate the ability to conceptualize clients utilizing a guiding theory.	Student will be able to discuss guiding theories and how they are implementing them during dyads, class meetings, and supervision sessions.
4. Students will demonstrate the ability to assist clients in movement toward achievement of their goals, utilizing effectively both basic and advanced counseling skills, techniques, and procedures consistent with students' guiding theory.	Student will present case studies (see note about confidentiality) of therapeutic scenarios during practicum for classroom discussion and analysis. Student will discuss ethical issues related to mental health and counseling while addressing future professional goals. Through enhancement of self-knowledge and counseling competence, the student will uncover issues and needs around transition through feedback provided in class discussions.
5. Students will demonstrate the ability to critique counseling abilities of self and fellow students in a manner that enhances counseling abilities.	Student will maintain a counseling log and take part in discussions to enhance self-knowledge and expand therapeutic competence.
6. Students will demonstrate the ability to terminate or refer clients based upon clients' needs and students'	Student will discuss the process of referrals with their on-site supervisors.

competencies.	
7. Students will demonstrate the ability to write interview summaries, case conceptualizations, and/or reports including diagnostic standards.	Student will submit a de-identified or redacted case note for instructor review and discussion within the classroom and with dyad partner.
8. Students will demonstrate the ability to participate constructively in consultant-style supervision, including use of supervisory feedback to modify subsequent counseling behavior.	Student will obtain an evaluation of counseling skills from their on-site supervisor. Student will submit an evaluation of their on-site supervisor.
9. Students will demonstrate technological competency with word processing in written summaries and other reports; also in ability to use audio equipment for session recording and supervisory feedback.	Student will demonstrate this knowledge by obtaining a video-taped session to be shown, with the informed and written permission of the client, and discussed in-class. Student will keep counseling logs and in professional conduct with feedback from instructor and peers.
10. Students will display knowledge and practice of self-care strategies appropriate to the counselor role	Students will submit online posts discussing their own strategies for self-care.

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

<p>PROFESSIONAL COUNSELING ORIENTATION & ETHICAL PRACTICE</p> <ul style="list-style-type: none"> 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
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LICENSURE REQUIREMENTS

MAC 598 will meet WA licensure requirements for behavioral science in a field relating to mental health counseling in area: Clinical practicum, WAC 246-809-221. This course may meet WA licensure requirements for marriage and family therapy for: (9) Supervised Clinical Practice, WAC 246-809-121.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

Washington Chemical Dependency Professional Education Requirements are detailed in WAC 246-811-

030 (<http://apps.leg.wa.gov/wac/default.aspx?cite=246-811-030>)

MAC 598 Counseling Practicum may meet WA chemical dependency professional certification in areas (A) Understanding addiction; (D) Understanding addiction placement, continuing care, and discharge criteria, including ASAM criteria; (F) Chemical dependency clinical evaluation (screening and referral to include comorbidity); (H) Chemical dependency treatment planning; (I) Referral and use of community resources; (J) Service coordination (implementing the treatment plan, consulting, continuing assessment and treatment planning); (N) Client, family and community education; (Q) Documentation, to include, screening, intake, assessment, treatment plan, clinical reports, clinical progress notes, discharge summaries, and other client related data; (S) Professional and ethical responsibilities; (T) Relapse prevention; (V) Chemical dependency case management.

SECTION TWO

INSTRUCTOR: Session A: Leticia Nieto, Psy.D, LMFT, TEP, Professor
360-438-4567
Lnieto@stmartin.edu or cuetzpalin@aol.com

Session B: Peggy Zorn, MA, LMFT, Associate Professor
360-426-2395 (Phone) 360-427-7980 (Fax)
Email peggyzorn@gmail.com or mzorn@stmartin.edu

Session C: Claudia David, MA, LMHC, Adjunct Faculty
360-866-0321
cdavid@stmartin.edu or cdavid1@antioch.edu

OFFICE HOURS: Appointments available by arrangement.

COURSE DATE/TIME: Session A: Tuesdays 3:00pm-5:30pm
Session B: Tuesdays 6:00pm-8:30pm
Session C: Tuesdays 3:00pm-5:30pm

CONSULTATION AVAILABILITY

We place a high priority on being responsive to you. Your needs and concerns are very important to us. We are available. Because of both yours and our busy schedules it may be difficult to find time to connect. The easiest and most efficient ways to get your consultation and advising needs met are to:

- 1) Leave a message at the MAC office for us (360-438-4560). You may tell the MAC staff member the nature of your need or say it is confidential. We will get back to you within a few days. If your need is more urgent, let the staff member know, so they can tell us.
- 2) Appointments can be set up by contacting us directly using the contact information listed above. Be sure emails are sent to both school and personal inboxes.
- 3) Write a note to us about your concerns or questions. We will get back to you as soon as possible.

BUILDING AND ROOM: TBA

REQUIRED TEXTS AND READINGS

Hodges, S. (2016). *The Counseling Practicum and Internship Manual* (2nd ed.). New York, NY: Springer Publishing Co.

Kain, K. & Terrell, S. (2018). *Nurturing Resilience: Helping Clients Move Forward from Developmental Trauma--An Integrative Somatic Approach*. Berkeley, CA: North Atlantic Books.

Pipher, M. (2016). *Letters to a Young Therapist*. New York, NY: Basic Books.

Rothschild, B. (2003). *The body remembers casebook: Unifying methods and models in the treatment of trauma and PTSD*. New York, NY: W. W. Norton & Company.

RECOMMENDED TEXTS

Rosenthal, H (2017) *Encyclopedia of Counseling*. New York: Brunner-Routledge.

Levers, L. (2012). *Trauma Counseling: Theories and Interventions*. New York, NY: Springer Publishing Co.

REQUIRED WEB RESOURCES

CACREP Practicum website:
<https://www.cacrep.org/section-3-professional-practice/>

ACA ethics:
<https://www.counseling.org/knowledge-center/ethics>

RECOMMENDED WEB RESOURCES:

CV development:
<http://career.opcd.wfu.edu/curriculum-vitae-cv/>

<https://www.aafp.org/careers/hunting/cv.html>

ACA Resources for practicum students:
<https://www.counseling.org/news/aca-blogs/aca-member-blogs/aca-member-blogs/2009/09/08/tips-for-practicum-and-internship-students>

AAMFT ethics:
https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

<https://www.bestcounselingdegrees.net/faq/what-is-the-difference-between-a-practicum-and-an-internship/>

*You are welcome to use either paper or electronic versions when electronic version is available.
You may use any edition of the book.*

METHODS OF INSTRUCTION

Practicum students will have weekly interaction with supervisors through individual and/or triadic supervision. Group supervision will be provided by a MAC program faculty member. Students will shadow counselors and participate in both staff meetings and group supervision at their practicum site. One or two clients will be assigned to students for individual supervised sessions. Group counseling observation and/or facilitation may occur.

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.

Below is the grading scale used and breakdown of points earned in this course. For additional explanation of MAC course grading policies, see the Student Handbook.

A = 93-100 Outstanding
A- = 90-92 Excellent
B+ = 87-89 Above Average
B = 84-86 MAC Graduate Average
B- = 80-83 Slightly Below Average
C+ = 77-79 Unsatisfactory for Graduate Level
C = 74-76 Puts Student on Academic Probation

1. Learning Activities (reading & dyads) (10 pts)
2. Class Participation (10 pts)
3. Hours Log & Case Log (10 pts)
4. Formal Case Study (10 pts)
5. Video Demonstration (10 pts)
6. Resilience Forum (10 pts)
7. Quotes from Readings (10 pts)

C- = 70-73 Not a Passing Grade
 D+ = 67-69
 D = 64-66
 D- = 60-63
 F = Below 60

8. Evaluations (10 pts)
9. Student's Professionalism (10 pts)
10. Person of the Counselor (10 pts)
TOTAL= 100 pts

COURSE SCHEDULE

<p>Week 1 AUG 29</p>	<p>Course Overview Syllabus Review Assignment of Instructor group supervision Site Troubleshooting History & philosophy of counseling -- discussion</p> <p>For Week 2 READ: Hodges, first ¼ READ: ACA Code of Ethics (available online: https://www.counseling.org/knowledge-center/ethics)</p>
<p>Week 2 SEPT 4</p>	<p>Group Supervision Initiating the Counseling Process Counseling roles, collaboration, and consultation -- discussion</p> <p>DUE: Complete Practicum Packet (Site Placement Verification Form. Practicum Contract, Verification of Student Liability Insurance, Contact Information. All forms in Appedix.)</p> <p>For Week 3 READ: Hodges, second ¼ READ (recommended): AAMFT Code of Ethics (available online https://www.counseling.org/knowledge-center/ethics)</p>
<p>Week 3 SEPT 11</p>	<p>Group Supervision Review of Basic Skills and Case Notes Emergency management response teams -- discussion</p> <p>*Students that have not identified an appropriate practicum site by this date and/or that have not completed the initial paperwork will be withdrawn from the class.</p> <p>DUE: Counseling Competency Skills Inventory DUE: Counseling Log entry (Moodle)</p> <p>For Week 4 READ: Hodges, third 1/4 CACREP Practicum website: https://www.cacrep.org/section-3-professional-practice/</p>

<p>Week 4 SEPT 18</p>	<p>Group Supervision Counselor Self-Care & Support Systems "What's Working?" Check-In</p> <p>Video Presentation</p> <p>For Week 5 READ: Hodges, to end</p>
<p>Week 5 SEPT 25</p>	<p>Group Supervision Cultural Humility & Therapeutic Context Advocacy for client access, equity, success -- discussion</p> <p>Video Presentation</p> <p>DUE: Self-Care Forum Posts (Moodle)</p> <p>For Week 6 READ: Rothschild, first 1/2</p>
<p>Week 6 OCT 2</p>	<p>Group Supervision Professional Advocacy & Leadership Working with trauma -- discussion</p> <p>Video Presentation</p> <p>For Week 7 READ Rothschild, to end</p>
<p>Week 7 OCT 9</p>	<p>Group Supervision "What's Working?" Check-In Attachment, shame, safety Levine's SIBAM Professional organizations -- discussion</p> <p>Video Presentation</p> <p>For Week 8 READ Kain, first 1/2</p>
<p>Week 8 OCT 16</p>	<p>Group Supervision Relational development, interoception/neuroception Polyvagal theory, dysregulation Credentialling, national certification, state licensure -- discussion</p> <p>Video Presentation</p> <p>DUE: Mid-term evaluation from on-site supervisor</p> <p>For Week 9 READ Kain, to end</p>
<p>Week 9 OCT 23</p>	<p>Group Supervision Regulation and resilience Accreditation/public policy -- discussion</p> <p>Case Presentation</p> <p>For Week 10 READ: Pipher, first 1/2</p>

<p>Week 10 OCT 30</p>	<p>Group Supervision “What’s Working?” Check-In Winter and spring (Pipher) Labor Market -- discussion</p> <p>Video Presentation</p> <p>DUE: Counseling Log entry (Moodle)</p>
<p>Week 11 NOV 6</p>	<p>Group Supervision Ethical standards & legal considerations Summer and Fall (Pipher)</p> <p>Video Presentation</p> <p>DUE: Formal Case Study</p> <p>For Week 12 READ: Pipher, to end</p>
<p>Week 12 NOV 13</p>	<p>Group Supervision Summer and Fall (Pipher) Technology -- discussion Preparing for Termination</p> <p>Video Presentation</p>
<p>Week 13 NOV 20</p>	<p>Group Supervision Self-evaluation-- discussion</p> <p>Video Presentation</p>
<p>Week 14 NOV 27</p>	<p>Group Supervision “What’s Working?” Check-In Supervision lessons learned-- discussion</p>
<p>Final Class DEC 4</p>	<p>Group Supervision Semester Debriefing Connections</p> <p>DUE: Practicum Trainee Evaluation completed by your on-site supervisor, your evaluation of your on-site supervisor, your Counseling Competency Skills Inventory self-evaluation, Completed logs of hours and cases</p>

SMU ACADEMIC CALENDAR

Fall Semester Lacey Campus Classes Begin	August 27, Monday
Mass of the Holy Spirit	August 30, Thursday
Labor Day (University Closed)	September 03, Monday
Add/Drop Deadline (No Notation) <i>Attendance Accounting Due</i>	September 07, Friday
<i>Mid-Term Grades Due to Registrar</i>	October 22, Monday
Advising Week; Classes Meet Students Encouraged to Schedule Meeting with Advisors	November 05-09, Monday-Friday
Saint Martin's Day/Veteran's Day Observed (University Closed)	November 12, Monday
Last Day for Withdrawal (W grade)	November 16, Friday
Priority Registration for Spring 2019 Begins	November 19, Monday
Thanksgiving Recess; No Lacey Classes, University Open	November 21, Wednesday
Thanksgiving Recess (University Closed)	November 22-23, Thursday-Friday
Study Week - No University-Sponsored Social or Club Activities	December 03-07, Monday-Friday
Saint Thomas Aquinas Study Day: No Classes	December 07, Friday
Semester Final Exams	December 10-13, Monday-Thursday
Conferral Date, Fall Graduates	December 15, Saturday
<i>Final Grades Due to Registrar</i>	December 17, 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

CONFIDENTIALITY

The major content of the practicum experience is the discussion and/or observation of actual clients living in and around the Puget Sound area. It is absolutely essential, therefore, that the class holds to standards of strict confidentiality. Discussion of client material or students' private lives is **not** to be shared outside of course participation.

When using electronic communications in this blended course, students must also use the same care they would exercise in maintaining confidentiality in one-on-one conversations, being cautious about who they include when forwarding/replying to messages, as well as all other considerations needed to maintain confidentiality.

Hours of Service Requirements:

Direct Service – Interaction with clients that includes the application of counseling, consultation, or human development skills. These activities include: assessment, counseling, psycho-educational activities, and consultation.	40 hours
Indirect Service – Interaction at the practicum site not working directly with clients. These include: observing others providing counseling or related services (outreach), record keeping (session note and reports), administrative duties (e.g. phone calls, filing) and clinical and/or administrative supervision.	60 hours

Total: 100 hours

COURSE REQUIREMENTS:

Requirements Necessary to Accumulate Practicum Hours

- A. All practicum students will need to present proof of liability insurance to their site and to the practicum instructor before the accumulation of practicum hours.**
- B. Complete all forms required in the practicum packet and submit to practicum site supervisor and copies to the practicum instructor by the second class.** All forms are included in the appendix:
 - Course Agreement
 - Information Form
 - Practicum Application
 - Curriculum Vitae
 - Counseling Practicum Agreement Form
 - Proof of Professional Liability Insurance
 - Video Permission Form
 - Counseling Competency Skills Inventory (DUE Week 3 and Week 15)

1. Learning Activities (reading & dyads) (10pts)

- Complete the assigned readings.
- Meet with a reading partner to discuss the readings ahead of when they are due.

2. Class Participation (10 pts)

- **Attend weekly 2 ½ -hour class and meet for weekly, on-site supervision.**
You will be required to participate meaningfully in the launching of yourself and your classmates into the role of clinician. **Practicum students participate in required group supervision for 1 ½ hours per week.**
- **Be prepared for weekly discussion and supervision of current cases (starting WEEK 2).**

3. Hours Log & Case Log (10 pts)

- **Hours Log & Case Log** - Students will keep a log of hours and a case log (see syllabus appendix). Bring these to class each weekly for the practicum instructor to review.

4. Formal Case Study (10 pts)

- **Prepare one formal case study.** Guiding questions to prepare for supervisory sessions are available in the syllabus appendix.

5. Video Demonstration (10 pts)

- **Prepare at least one video of yourself as counselor (conducting a part of a session) to be shown in class.**
 - Your video should be 3 to 5 minutes in length.
 - Indicate **only** the age and session number. Do not give any other information about the client(s), such as gender, clinical concern, geography, etc.
 - Place the camera so that **only you** appear in the frame. A close-up is fine.
 - If working with one client, it can work well to place the camera near/slightly behind the head of the client. This allows good audio of the client's voice as well as good audio and video of the counselor.
 - Be sure to acquire supervisor approval and written release from the client or guardian according to policies at your site.
 - It is common to encounter technical difficulties. So, please videotape several sessions to have 3-5 minutes of usable film.

6. Resilience Forum (10 pts)

- **Contribute to the Moodle Resilience Discussion Forum.**
Students will make *at least three posts* throughout the semester on the Moodle forum discussing their personal self-care practices and resilience insights. Posts should reference discussions in class and/or required readings.

7. Quotes from Readings (10 pts)

- **Post a selection of quotes identifying key points from the readings.** This will be approximately one page. Post this to Moodle. At the beginning of the course you will be assigned which text to select quotes from.

8. Evaluations (10 pts)

- **Complete Self-Evaluation**
- **Complete Evaluation of your Practicum Site Supervisor**
- **Gather Practicum Trainee Evaluation from your Practicum Site Supervisor**

9. Student's Professionalism (10 pts)

This is a faculty assessment of student professional growth.

10. Person of the Counselor (10 pts)

This is a faculty assessment of student development regarding the person of the counselor.

In your written work, please use Levels 4, 5, & 6 in the "Levels of Learning."

Full description listed in the assignment resources section of the syllabus appendix.

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

Consider whether your work is Reactive, Responsive, or (Self) Reflective. See resources section in syllabus appendix.

Be aware that unethical, inappropriate, or other behavior unbecoming to the "person of the counselor" will also be considered in assessing the grade. Also, the following will have a definite and significant impact on final grades. Further information is listed in the syllabus appendix.

ATTENDANCE, PARTICIPATION, & PROFESSIONALISM

First day of class:

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.

Attendance is an essential aspect of any graduate-level class. The full MAC program attendance policy is listed in the syllabus appendix. In addition to this policy:

- Absences cannot be made up by extra papers or assignments.
- Students are expected to monitor their own attendance, just as they would out in the working-world.
- Attendance will be reflected in the class participation points.
- Two or more instances of **tardiness** (including returns from class breaks) will result in a loss of professionalism and participation points.

Moodle Participation

You are expected to complete/view **all** postings, readings, movies, and videos posted on the Moodle weekly assignments. This will be graded under participation and professionalism.

<p>For more details on grading policies and professionalism expectations of the MAC program, please visit the MAC website and utilize your Student Handbook.</p>

SYLLABUS APPENDICES

THESE ARE MENTIONED IN THE SYLLABUS

"PRACTICUM PACKET"

- Course Agreement
- Information Form
- Practicum Application
- Curriculum Vitae
- Counseling Practicum Agreement Form
- Proof of Professional Liability Insurance
- Video Permission Form
- Counseling Competency Skills Inventory (DUE Week 3 and Week 15)
- Practicum Trainee Evaluation for Site Supervisor to complete
- Self Evaluation Form
- Form for evaluation of Site Supervisor by Student
- Hours Log
- Case Log
- for Formal case study -- Guiding questions to prepare for supervisory sessions

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>.