



**MAC 628 Assessment and Testing 2
Saint Martin's University - Master of Arts in Counseling
Impacts 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 in the counseling process, no matter how long or circuitous, is necessary as a counselor	Students are continually challenged to connect theory to praxis via in-class activities and case study assignments. In so doing, students learn the importance of going into the field of counseling with deeply <i>informed</i> practices.	By learning culturally informed assessment measures students will reduce bias-related harm within the profession and serve future clients with informed care	Students learn the importance of supervision and of working with a team in general and specifically in regards to assessment and testing as budding counselors.

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 help students develop faith in their clients, gain familiarity with the broad spectrum of theories and practices in assessment and testing. Discussions will emphasize definitions, concepts of standardized and non-standardized testing. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results will be emphasized.

The major vehicles for learning will be lectures and group discussions based on students' questions and interests. There will also be readings, websites, YouTube videos, and movies to rent and view. This is not a hybrid online class, but includes online postings and discussion forums on Moodle. For example, you will share your learnings, insights, and application projects on Moodle for forum discussions. (I can help you with this). Because this is an active discussion-oriented class, and not a note-taking class, per se, please do **NOT bring laptops to class**. They put up walls and block discussion.

STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES

STUDENT LEARNING OBJECTIVES	LEARNING OUTCOME MEASURES
<ul style="list-style-type: none"> Understand methods of effectively preparing for and conducting initial assessment meetings. 	Students will demonstrate one intake/assessment meeting via in-class roleplay.
<ul style="list-style-type: none"> Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. 	Students will demonstrate one risk assessment via in-class roleplay.
<ul style="list-style-type: none"> Learn procedures for identifying trauma and abuse and for reporting abuse. 	Student will demonstrate understanding of statutes for reporting abuse and "duty to warn" considerations in Washington state in one group presentation.
<ul style="list-style-type: none"> Understand use of assessments for diagnostic and intervention planning purposes. 	Student will be able to identify one diagnostic assessment and develop a treatment/intervention plan using this assessment in a group paper.
<ul style="list-style-type: none"> Examine reliability and validity in the use of assessments. 	<p>Students will be able to name three factors that influence accuracy in interpreting assessments.</p> <p>Students will be able to identify two multicultural assessments that better meet the needs of diverse client populations.</p>

	Students will demonstrate an understanding of assessment equity and justice in two classroom discussions.
<ul style="list-style-type: none"> Learn use of assessments relevant to academic/educational, career, personal, and social development. 	Students will be able to identify two possible assessments/interventions in online discussions.
<ul style="list-style-type: none"> Students will learn statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. 	Students will demonstrate understanding of statistical concepts in one analysis project of client data.

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

<p>ASSESSMENT & TESTING</p> <ul style="list-style-type: none"> a. historical perspectives concerning the nature and meaning of assessment and testing in counseling b. methods of effectively preparing for and conducting initial assessment meetings c. procedures for assessing risk of aggression or danger to others, self - inflicted harm, or suicide d. procedures for identifying trauma and abuse and for reporting abuse e. use of assessments for diagnostic and intervention planning purposes f. basic concepts of standardized and non - standardized testing, norm - referenced and criterion - referenced assessment , and group and individual assessments g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations h. reliability and validity in the use of assessments i. use of assessments relevant to academic/educational, career, personal, and social development j. use of environmental assessments and systematic behavioral observations k. use of symptom checklists, and personality and psychological testing l. use of assessment results to diagnose developmental, behavioral, and mental disorders m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
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LICENSURE REQUIREMENTS

MAC 628 will meet WA licensure requirements for behavioral science in a field relating to mental health counseling in area (a) Assessment/Diagnosis, (g) Psychopathology/Abnormal Psychology, (o) Developmentally Disabled Persons, (q) Chronically Mentally Ill, see WAC 246-809-221. MAC 628 will also meet WA licensure requirements for marriage and family therapy in areas (d) Psychopathology, see WAC 246-809-121.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

MAC 628 may meet Washington chemical dependency professional certification areas (j) Service Coordination (implementing the treatment plan, consulting, continuing assessment and treatment planning), and (m) Chemical Dependency Counseling for Families, Couples, and Significant Others. See WAC 246-811-030.

SECTION TWO

FACULTY: Kaj Kayij-Wint, PhD, LMFT

OFFICE HOURS AND CONTACT: CECF Office; Office Hours: by appointment only
 MAC Office open Mon through Friday: 1:00-8:00
 Sandy Brandt's phone: 438-4560
 Alternative: kaj.kayijwint@stmartin.edu

CLASS DAY/TIME: Class meets Tuesdays from 12:00-4:30/5:00-9:30
BUILDING AND ROOM: OM415

I will try to respond as quickly as possible but please do not expect me to be available 24/7. It may well take a day or two for me to get back with you. (For example, I do not do MAC work on Saturdays or Sundays). For technical problems, contact the SMU Technology Help Desk first at 360-486-8845. If they are not available, email me, but understand that I do not have their depth of technological knowledge.

REQUIRED TEXTS AND READINGS

- Handbook of Multicultural Assessment by Lisa Suzuki
- Psychological Testing and Assessment: An Introduction to Tests and Measurement by Ronald Jay Cohen (8th Edition)
- How to fail as a Therapist by Bernard Schwartz
- The Complete Adult Psychotherapy by Arthur Jongsma
- The First Interview by James Morrison
- The DSM-5 Made Easy by James Morrison
- Selecting Effective Treatments by Laurie Reichenberg
- Clinical Psychopharmacology Made Ridiculously Simple by John Preston

METHODS OF INSTRUCTION

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

STUDENT EVALUATION AND GRADING POLICY

Grading in the MAC Program does not use a deficiency model where a student begins with an "A" and loses from there. Instead, we will follow the SMU guidelines of a reward model. The baseline (average) grade for undergraduates is a "C" and for graduate students is a "B." Therefore, students start out assumed to be average (with a "B"). Those performing above the average for MAC graduate students will earn a "B+" and those showing second-mile excellence earn an "A-" (an excellent grade). A grade of "A" indicates unusual distinction.

Not all classes are taught the same way. Some use a point system where a student receives "full points" (100% or A+) on a project if that student has satisfactorily completed all parts of a project. Other classes (like this one) assess the quality of each project and a grade of 100% is unusual and reserved for truly exemplary quality. This class specifically uses the following grading scale:

A+ = 97-100 Astounding

- The work displays meritorious distinction, has sparkle & snap, is a result of significant sacrifice of some kind, and/or contains profound analysis. This grade is rare.

A = 93-96 Outstanding

- The work shows second-mile effort, goes well beyond the requirements for this project, and far exceeds MAC expectations for graduate work. It shows creativity and originality of thought, mastery

of material, and deep analysis.

A- = 90-92 Excellent

- The work shows excellent effort, goes beyond the requirements for this project, and exceeds MAC expectations for graduate work. It shows good understanding of material, and excellent analysis.

B+ = 87-89 Above Average

- The work shows good effort, meets or exceeds the requirements for this project, and meets or exceeds MAC expectations for graduate work. It shows understanding of material, and good analysis. The work is above the average for MAC students (who are very good!).

B = 84-86 MAC Graduate Average

- The work meets the average for MAC students (i.e., it is very good!). The student has worked well with the abstract concepts and meets the MAC behavioral expectations. This level represents the standard expected of most MAC students.

B- = 80-83 Slightly Below Average

- While the student has met the formal requirements, the work fails to incorporate all aspects of the assignment or is superficial in parts. The student has not demonstrated a full comprehension of the material and the ability to work with abstract concepts in all areas.

C+ = 77-79 Unsatisfactory for Graduate Level

- The student has not met some of the formal requirements of the project. The work fails to incorporate most of the aspects of the assignment or is superficial overall. The student has not demonstrated adequate comprehension of the material and the little ability to work with abstract concepts.

C = 74-76 Work that Puts a Student on Academic Probation

- The student has failed to meet most of the formal requirements of the project. The student has not demonstrated adequate comprehension of the material and little ability to work with abstract concepts.

C- = 70-73 Not a Passing Grade for a Graduate Student

- 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 main point of the assignment has been lost. This performance does not meet MAC academic expectations.

D+ = 67-69

D = 64-66

D- = 60-63

F = Below 60

It is my hope and expectation that we will move beyond grades as the driving emphasis of the class. If we focus on enthusiasm, professionalism, and effort, the grades should take care of themselves.

COURSE SCHEDULE

Week 1 | Part 1 Orientation to the Class

"Although the world is full of suffering, it is full also of the overcoming of it." - Hellen Keller

Discussion Topics

- Definitions and Concepts
- Advantages and Disadvantages of Diagnosing
- Overview of DSM-5

Required Readings

- Schwartz - Part I-II
- Cohen – Ch. 1-2
- Jongsma - p. xi-xii; 1-13
- Movie Review Form Page - Complete this form for each movie we watch in this course.

Weekly Activities/ Movies:

All "Required Readings," "Learning Tools," and "Weekly Activities" are due on the week they are posted.

- "Good Will Hunting" R, 1997


Week 1 | Part 2 Assessment and Treatment Planning

"Some of us think holding on makes us strong; but sometimes, it is letting go." - Hermann Hesse









Discussion Topics

- The therapeutic relationship
- Goal-Task-Bond
- Two person psychology
- Cultural competence
- Legal and ethical issues

Required Readings

- Schwartz - Part III
- Cohen – Ch. 3-4
- Suzuki - Ch. 7-9, 14, 26
- Morrison (1st Int.) - Ch. 3-6
- Yalom - Ch. 13-25
-  THE GENERALIZABILITY OF THE PSYCHOANALYTIC CONCEPT OF THE WORKING ALLIANCE1 File

Learning Tools

- Disclosure statement to be provided to clients by certified counselors and certified advisers. URL
- Therapeutic Alliance and Outcome of Psychotherapy: Historical Excursus, Measurements, and Prospects for Research URL
-  Catherine Pasley, MA, LMHC, PLLC URL
-  TRACY G. BELL, MA, LMHC URL
-  MarilynTrowbridge, LMHC URL
-  Craig Stull, MA, LMHC, CDP URL
-  Frank Hesketh, MA URL
-  Resolving Therapeutic Alliance Ruptures URL
-  Therapeutic alliance ruptures File
-  Repairing Alliance Ruptures File

Weekly Activities/Movies:

- "Antwone Fisher" PG-13, 2002

- "What about Bob?" PG, 1991

Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

Post your Movie project #1 group members (here). Forum




Week 2 | Part 1 Neurodevelopment Disorders - Assessing and Treating Children

"Fairy tales do not tell children that dragons exist. Children already know that dragons exist. Fairy tales tell children that dragons can be killed." G. K. Chesterton

Discussion Topics

- The ABC's of Diagnosing
- Psychological Assessments in different settings
- The Mental Status Exam
- Evaluations of Children & Adolescents
- Sources of Data

Required Readings

- DSM-5 - Neurodevelopment Disorders
- Cohen – Ch. 5-6
- Jongsma - p. 50-61; 161-179; p. 296-308
- Schwartz - Part IV
- Suzuki - Ch. 12-13, 20-23, 25
- Morrison (1st Int.) - Ch. 7-8
- Morrison (DSM-5 Made Easy) - Ch. 1
- Yalom - Ch. 26-32
- Reichender - Ch. 2
-  Broaching the Subject of Race, Ethnicity, and Culture During the Counseling Process File
-  The Mental Health Status Exam (MSE) File
-  Mental Health Status Exam - What to ask File

Learning Tools

- Narrative Therapy with Children URL
- Play Therapy Works! URL
- Helpful Thoughts: CBT Activity URL
- Five Approaches to Counseling Adolescents URL
- Solution Focused Therapy: An Adolescent Client URL
- Sandtray Therapy Demonstration of a Teenager URL
- Diagnosis and Management of ADHD in Children URL
- Diagnosis and Management of Attention-Deficit/Hyperactivity Disorder in Adults URL

Weekly Activities/Movies:

- "Archie's Final Project" R, 2009
- "Thirteen" R, 2003
- "What Maisie Knew," R, 2012

Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

Post Your Biggest, Most Recent, "Ah-Hah!" Learning (here) Forum

Week 2 | Part 2 Schizophrenia and Other Related Disorders

"One need not be a chamber to be hunted, one need not be a house. The brain has corridors surpassing material place." - Emily Dickinson






Discussion Topics

- Discuss Clinical Interviewing
- Active Crisis Assessment
- Suicide and Homicide Assessment
- Application: Practice Diagnosing and Interviewing

Required Readings

- DSM-5 - Schizophrenia and Other Related Disorders
- Cohen – Ch. 7-8
- Jongsma - p. 342-353
- Schwartz - Part V
- Suzuki - Ch. 28
- Morrison (1st Int.) - Ch. 9-12
- Morrison (DSM-5 Made Easy) - Ch. 2
- Yalom - Ch. 33-40
- Reichender - Ch. 3

Learning Tools

-  ASSAULT & HOMICIDAL DANGER ASSESSMENT TOOL File
-  Suicide Risk Assessment File
-  Psychiatric Times: Suicide Assessment File
-  Suicide Screening Assessment File
-  Suicide Assessment Tool File
- "Voices Matter" URL
- Rufus May - Living Mindfully with Voices - Hearing Voices - November 8, 2012 - Copenhagen URL
- Boy Interrupted (2008) | Documentary URL
- Don't Call Me Crazy: Episode 1 of 3 Mental Health Documentary 2013 URL
- Don't Call Me Crazy Episode 2 of 3 Mental Health Documentary 2013 URL
- Don't Call Me Crazy: Episode 3 of 3 Mental Health Documentary 2013 URL

Weekly Activity/Movies:

- "Canvas," PG-13, 2006
- "Black Swan," R, 2010
- "The Bridge," R, 2006

Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum



Week 3 | Part 1 Bipolar and Related Disorders/Depressive Disorders

"Monsters are real, and ghosts are real too. They live inside us, and sometimes, they win." Stephen King

Required Readings

- DSM-5 - Bipolar and Related Disorders/Depressive Disorders
- Cohen – Ch. 9-10
- Jongsma - p. 62-86; 447-459; 192-208; 238-245; 257-267; 309-317; 406-412; 427-426
- Schwartz - Part VI
- Suzuki - Ch. 29
- Morrison (1st Int.) - Ch. 13
- Morrison (DSM-5 Made Easy) - Ch. 3
- Yalom - Ch. 41-44
- Reichender - Ch. 4-5

Learning Tools

- 11 Natural Treatments For Depression: An MD's Tips For Skipping The Prozac URL
- Treating Depression: What Treatment Actually Works? URL
- Treatments for bipolar disorder URL
-  Treatment of Bipolar Disorder: A Guide for Patients and Families URL
- Pregnancy and Bipolar Disorder FACT SHEET URL
-  You've Just Been Diagnosed with Bipolar Disorder - What Now? URL
- Managing bipolar disorder without medication URL

Weekly Activity/Movies:

- "Infinitely Polar Bear" R, 2014
- "Veronica Decides to Die" R, 2009
- "Helen" R, 2009

Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

Week 3 | Part 2 Anxiety Disorders/OCD and related Disorders/Trauma and Stressor-Related Disorders

"He who fights with monsters should be careful, lest he thereby become a monster. And if thou gaze long into an abyss, the abyss will also gaze into thee." - Friedrich Nietzsche

Required Readings

- DSM-5 - Anxiety Disorders/OCD and Related Disorders/Trauma and Stressor-Related Disorders
- Jongsma - p. 38-49; 97-104; 192-199; 220-230; 268-288; 318-341; 354-363; 382-392; 427-446
- Schwartz - Part VII
- Suzuki - Ch. 24
- Morrison (1st Int.) - Ch. 14-15
- Morrison (DSM-5 Made Easy) - Ch. 4-6
- Yalom - Ch. 45-51
- Reichender - Ch. 6-8

Learning Tools

- Understanding OCD URL
- How to Beat OCD Without Drugs (It's Simple But Not Easy!) URL
- Overcome OCD URL
- Obsessive-Compulsive Disorder: Diagnosis and Management URL

- Living with an Anxiety Disorder URL
- Identifying and Managing Posttraumatic Stress Disorder URL
- Anxiety Disorders (A list of interesting articles; read the ones that appeal to you!) URL
- DOCS: If You Could See What I See - Body Dysmorphic Disorder (Body Image) URL

Weekly Activities/Movies:

- "The Aviator" PG-13, 2004
- "Adaptation" R, 2002
- "For Colored Girls" R, 2010

Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

Post Your Biggest, Most Recent, "Ah-Hah!" Learning (here) Forum




Week 4 | Part 1 Dissociative Disorders/Somatic Symptom and Related Disorders

"We do not see things as they are, we see them as we are." - Anais Nin

Required Readings

- DSM-5 - Dissociative Disorders/Somatic Symptom and Related Disorders
- Cohen – Ch. 11
- Jongsma - p. 138-146; 393-405
- Schwartz - Part VIII
- Morrison (1st Int.) - Ch. 16-17
- Morrison (DSM-5 Made Easy) - Ch. 7-8
- Yalom - Ch. 52-62
- Reichender - Ch. 9-10

Learning Tools

-  Guidelines for Treating Dissociative Identity Disorder in Adults, Third Revision URL
-  Understanding Dissociative Disorders URL
-  Dissociative and Somatoform Disorders URL
- Somatoform Disorders URL
- Somatic Symptom Disorder URL

Weekly Activities

- "Hollywood Ending" PG-13, 2002
- "Checking out" R, 1989
- "Primal Fear" R, 1996

Post Your Movie Project #1 here. All comments due by next Monday at 9 PM. Forum



Week 4 | Part 2 Feeding and Eating/Elimination/Sleep-Wake Disorders

"You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face; you must do the thing you think you cannot do." - Eleanor Roosevelt

Required Readings

- DSM-5 - Feeding and Eating/Elimination/Sleep-Wake Disorders
- Jongsma - p. 147-160; 238-245; 372-381
- Schwartz - Part IX
- Morrison (1st Int.) - Ch. 18-19
- Morrison (DSM-5 Made Easy) - Ch. 9-11
- Yalom - Ch. 63-70
- Reichender - Ch. 11-13

Learning Tools:

-  Treatment of Elimination/Sleep-Wake Disorders File
- Sleep stages and circadian rhythms URL
- Millstone - Documentary about Eating Disorders in Men - 2015 URL
- Spotlight On: Males with Anorexia & Bulimia URL
- Eating Disorder Treatment URL
- NEDA: Treatment is available. Recovery is possible. URL
-  NEDA: Parent Toolkit File
- Eating Disorder Treatment for Anorexia and Bulimia URL
- Eating Disorders from the Inside Out: Laura Hill at TEDxColumbus. URL
- DOCS: Dana - The 8 Year Old Anorexic URL

Weekly Activities/Movies:

- "The Machinist" R, 2004
- "Chasing Sleep" R, 2001
- "My Battle With Anorexia | Dave Chawner | TEDxClapham," 2015
- "Sharing the Secret," 2000

Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

Post Your Biggest, Most Recent, "Ah-Hah!" Learning (here) Forum

Post your Movie project #2 group members (here). Forum

Week 5 | Part 1 Sexual Dysfunctions/Gender Dysphoria





"We are so accustomed to disguise ourselves to others that in the end we become disguised to ourselves." - Francois de La Rochefoucauld

Required Readings

- DSM-5 - Sexual Dysfunctions/Gender Dysphoria
- Cohen Ch. 12
- Jongsma - p. 180-191; 246-256; 364-371
- Schwartz - Part X
- Preston - Ch. 1-3
- Morrison (1st Int.) - Ch. 20-21
- Morrison (DSM-5 Made Easy) - Ch. 12-13
- Yalom - Ch. 71-76
- Reichender - Ch. 14-15

Learning Tools:

- Natural plants effective in treatment of sexual dysfunction: A Review URL

-  Sexual Dysfunction in Women: An Overview of Psychological/Psycho-social, Pathophysiological, Etiological Aspects and Treatment Strategies URL
- Treatment for sexual problems URL
- Treating Female Sexual Dysfunction URL
- Diagnosis and Treatment of Female Sexual Dysfunction URL
-  The Truth About Male Sexual Dysfunction URL
-  Updated Recommendations from the World Professional Association for Transgender Health Standards of Care URL
-  Care of a Transgender Adolescent URL

Weekly Activities/Movies:

- "Transamerica" R, 2005
- "Becoming Chaz" NR, 2011
- "Dr. Jennifer Landa Discusses Sexual Dysfunction in Women," NR, 2012
- "Sexual dysfunctions -- an evolutionary perspective | Menelaus Apostolou | TEDxUniversityofNicosia," 2015

Post Your Movie Reactions Based on This Week's Theory (here) Forum



Week 6 | Disruptive, Impulsive-con., & Cond./Subst. Related and Addictive Disorders

"The healthy man does not torture others. Generally, it is the tortured who turn into torturers." - Carl Jung

Required Readings

- DSM-5 - Disruptive, Imp.-Cont., Cond./Sub. Related & Addictive D/Os
- Cohen Ch. 13
- Jongsma - p. 14-26; 209-237; 413-426; Appendix C
- Schwartz - Part XI
- Preston - Ch. 5-7
- Morrison (1st Int.) - Appendix A, C
- Morrison (DSM-5 Made Easy) - Ch. 14-15
- Yalom - Ch. 77-79
- Reichender - Ch. 16-17

Learning Tools

-  Conduct Disorder: Diagnosis and Treatment in Primary Care URL
- Choosing a treatment for disruptive, impulse-control, and conduct disorders URL
-  Disruptive Behaviors in Children and Adolescents URL
- American Addiction Center: Our Treatment Modalities URL
- Prescription and Illicit Drug Abuse: Treating Substance Abuse in Older Adults URL
- DrugFacts—Treatment Approaches for Drug Addiction URL

Weekly Activities/Movies:

- "August: Osage County" R, 2013
- "Flight" R, 2012
- "A Guide to Recognizing your Saints," R, 2006

Post Your Movie Reactions Based on This Week's Theory (here) Forum


Week 7 | Part 1 Neurocognitive Disorders

"In the end, it is not the years in our life that count. It's the life in our years." - Abraham Lincoln

Required Readings:

- DSM-5 - Neurocognitive Disorders
- Cohen Ch. 14-15
- Jongsma - p. 116-128
- Schwartz - Part XII
- Preston - Ch. 8-10
- Morrison (DSM-5 Made Easy) - Ch. 16
- Yalom - Ch. 80-83
- Reichender - Ch. 18

Learning Tools:

- NEUROCOGNITIVE DISORDER DUE TO ALZHEIMER'S DISEASE URL
- Natural Supplements and Vitamins for Treatment and Prevention of Dementia and Cognitive Decline URL
-  Delirium in Older Persons: Evaluation and Management (Optional) URL

Weekly Activities/Movies:

- "Still Alice" PG-13, 2014
- "Iris" R, 2001
- "A Song for Martin" PG-13, 2001

Post Your Movie Reactions Based on This Week's Theory (here) Forum

Post Your Biggest, Most Recent, "Ah-Hah!" Learning (here) Forum



Week 7 | Part 2 Personality/Paraphilic Disorders

"From Childhood's hour, I have not been as others were; I have not seen as others saw." - Edgar Allen Poe

Required Readings

- DSM-5 - Personality/Paraphilic Disorders
- Schwartz - Part XIII
- Morrison (DSM-5 Made Easy) - Ch. 17-18
- Yalom - Ch. 84-85
- Reichender - Ch. 19-20

Learning Tools

- The Challenges of Treating Personality Disorders URL
- Treatment for the 'untreatable' URL
- Treating a personality disorder URL
- Are Personality Disorders Treatable? URL
-  Rational Principles of Psychopharmacology for Therapists, Healthcare Providers and Clients URL
-  Drugs and Psychopharmacology URL

Weekly Activities/Movies:

- "We Need to Talk about Kevin" R, 2011
- "One Hour Photo" R, 2002 (Another side of Borderline PD)
- "Monster" R, 2003

Post Your Movie Reactions Based on This Week's Theory (here) Forum

Week 8 | Discussion/Practice

"What we do for ourselves die with us. What we do for others and the world remains and is immortal." - Albert Pine

Discussion Topics

- Psychopharmacology
- Psychometrics
- Psychopharmacology Presentations

Required Readings

- Jongsma
- Appendix D
- What are Psychometrics Tests? URL
- Qualification Levels - Clinical Assessment URL

Learning Tools

- Psychopharmacology and the Mental Health Counselor URL
- Client, counselor, prescriber URL

Weekly Activities

Movies:

- "The Marketing of Madness: The Truth about Psychotropic Drugs" 2011
Watch here: <https://www.youtube.com/watch?v=lgCpa1RISdQ>
- "Making A Killing: The Untold Story of Psychotropic Drugging" 2012
Watch here: <https://www.youtube.com/watch?v=qHILRge45sg>

Post Your Movie Project #2 here. All comments Due Next Monday at 9 PM. Forum

Week 8 | Part 2 Psychopharmacology Presentations

"There's no chance, no destiny, no fate that can circumvent, or hinder, or control the firm resolve of a determined soul." - Ella Wheeler Wilcox

Weekly Activities

- Post Psychopharmacology Project (here) Forum

SMU ACADEMIC CALENDAR

Summer 2019 Eight-Week (8)	
Memorial Day (Holiday)	May 27, Monday
Classes Begin	May 28, Tuesday
Add/Drop Deadline (No Notation) <i>Attendance Accounting Due</i>	June 03, Monday
<i>Mid-Term Grades Due to Registrar</i>	June 24, Monday
Independence Day (University Closed)	July 04, Thursday
Last Day for Withdrawal (W grade)	July 08, Monday
Summer Session Ends	July 20, Saturday
Final Grades Due to Registrar	July 22, 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 it to be a contractual agreement.

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

POINT VALUES FOR GRADED ASSIGNMENTS AND ACADEMIC POLICIES

The format of this class was designed to allow flexibility within a tight weekly structure. This means that you need to stay up with each week, but are discouraged from trying to work too far ahead. I have designed the class with each week having the same basic sequence of activities in order to best organize all we have to do. You will work through the weekly activities in approximate order.

Point Values for Graded Assignments:

"Ah-hah!" Posting	4 posts	20 points
Movie Cases	2 projects	40 points
Role Plays + Experiential Exercises	Classwork	50 points
Particip/Attendance/Professionalism	@10 points each	30 points
Psychopharmacology Project	1 Project	40 points
Movie Posts	Weekly	20 points

Please note that you are expected to complete/view **all readings, PPTs, movies, and videos posted on the Moodle weekly assignments. This will be graded under participation and professionalism. You are also expected to view the "Counseling Couch" **at least** once a week.

GRADED ASSIGNMENT DESCRIPTIONS**"Ah-hah!" or, Your Latest and Greatest Academic Jolt**

Four times this semester, you will be asked to post the most significant information you learned from any of the main learning tools in this class. Share your latest "academic jolt" from any of these sources. The emphasis should be on what you learned about the relevant section of this class. Philosophizing, musings, reminders that are triggered from previous learning and discussion gained from life experiences are all welcome as a part of what you post. But concentrate on this semester in this class. In other words, share a significant "ah-hah!" experience you had that week with the most topics in MAC 610.

In addition, I am most impressed by your growth -- I want to know:

- How did you grow - this week and on this topic?
- What did you specifically learn?
- What excited you?
- What rocked your world?
- Comment on what shocked you, surprised you, enlightened you, and moved you.

As a by-product to your posting, you will almost definitely teach, but the emphasis is on sharing. Trust me, this will be one of the most valuable parts of this class.

No matter when you decide to post, be sure to post no later than the relevant Monday evening by 9:00 pm. That is the "drop-dead" deadline and no points will be awarded for any learning posts after that time. Posts should be between 250 and 750 words. Presentation errors (spelling, grammar, and punctuation errors) definitely count, but the major emphasis will be on the depth and significance of what you learned and what you, therefore, have to teach others via your post.

So, you have posted your "Ah-hah!" sometime between Tuesday night after class and Monday evening (by 9:00 pm). The other students will usually start to reply to the "Ah-hah!" posts as soon as the first posts go up. So discussion often begins right away - as soon as the first "Ah-hah!s" appear. Obviously, until the "Ah-hah!s" are posted, the rest of us have nothing to discuss. Everyone is responsible to respond to at least three "Ah-hah!" posts (more if possible). You can respond as your schedule permits. From experience, I can tell you that: a) later posts will receive fewer comments and b) the discussion will fade

out by Friday evening. Any replies you post after that will likely not be read by others. I will not be reading posts or replies past Monday evenings (9 pm), so will not be awarding any credit for replies after that time. The four postings (and your replies to others) are required and will be a total of 10 points of your grade.

Please note: Skipping either the posts or your replies to others' posts (either because of forgetting, being out of town, or illness, etc.) will **also** be reflected in the participation and professionalism grades at 1 point (participation) and 2 points (professionalism) per skipped post.

Movie Posts (Not for documentaries)

- I. Post one paragraph based on the movies. Focus on (1) Your reaction to the movie (Honestly examine any issues of transference or biases that you may have toward the main character and/or other characters), (2) How what you have seen relate or does not relate to what you already knew about counseling issues presented (What is your clinical opinion and judgement about what the diagnosis may be and suggest one possible treatment for it), (3) What you have learned about counseling issues through the movies (What themes or similarities did you see in the different illnesses presented in each movie?).
- II. Make a substantive respond to three of your peers' posts (Discuss what your thoughts about what they have said and raise a question or two that may have come up as you read the post. Simply posting "I agree/disagree, or I liked what you said" will yield you no points).
- III. Make substantive responses to at least two comments made on your post.

These posts are due by Monday night at 9:00 PM.

Please note: Skipping either the posts or your replies to others' posts (either because of forgetting, being out of town, or illness, etc.) will also be reflected in the participation and professionalism grades at 1 point (participation) and 2 points (professionalism) per skipped post.

Two Application Projects Based on Movie Cases (APA format)

In addition to the weekly learning, there will be two "Application Projects" during the semester. These projects are both similar in that they involve you looking at movies (you choose the movie as a group), choosing a client and analyzing their situations as they are presented in the movie through the lens of individual counseling/two-person psychology. These two projects will need to be completed in groups of three and posted as **one shared post** with all the members' names. In addition, you will be with **different partners** for each assignment. This will give you the benefit of arguing, negotiating, and convincing new people and opening yourself up to new ideas. The three of you must equally contribute to your project. Include your intellectual disagreements as a part of your posting; that always enriches what you have to say, and what we have to discuss. Your group will post your project in the related forum page.

Both completed projects will be written as MS Word documents then attached to the forum page (remember, you will turn in one copy).

The final paper will include:

1. A thorough analysis of the client in the context of their psychopathology and the five axes.
2. A discussion of your findings regarding interpersonal dynamics maladaptive behaviors (based on course readings, class discussions, and videos).
3. A discussion of any disagreements or difficulties that came up during the group work.
4. An in depth diagnostic formulation (your assessment of what you believe the problem is based on what you said in #1 and #2 above) and treatment techniques for the couple/family/character(s) your group chose.

Again, I'm requiring that you post no later than the relevant Monday evening by 9:00 pm. That is the "drop-dead" deadline (but try to post earlier!). No points will be awarded for any learning posts after the deadline. You are welcome to post early, but you may not post late. Papers **may not exceed 1,500 words** (about 6 pages) and **may not be less than 500 words**. Presentation errors definitely count, especially with four students working on the paper together. The presence of more than two presentation errors will result in an automatic loss of points. However, the major emphasis will be on the theoretical analysis of the movie cases.

The other students will usually start to reply to the project posts as soon as the first posts go up. So discussion often begins right away - as soon as the first projects appear. Obviously, until the projects are posted, the rest of us have nothing to discuss (hence the Monday 9:00 pm "drop-dead" deadline). Each group member is responsible to individually respond to at least three project posts (more if possible), but they will post as their schedules permit. As discussed above, I can tell you that later posts will receive fewer comments with the discussion fading out by Friday evening. Any replies you post after that will likely not be read by others. I will not be reading replies past Monday 9:00 pm, so will not be awarding any points for replies after that time. Again, the student group who posted the original project will be expected to be heavily involved in the discussion -- defending what they wrote, clarifying their position, answering questions, etc. (but not necessarily responding one-for-one to every comment made).

I know that most of you, in your replies, will avoid even constructive disagreement with the ideas expressed by your peers. Instead, you will focus on thanking and praising each other. While positive reinforcement is always nice and always welcome, I encourage you to not waste opportunities for growth and learning by doing nothing but praising. Kind and constructive questioning of ideas (not personalities) needs to be a part of our discussions. Let's avoid either the Simon Cowell nasty extreme or the Steven Tyler "That was just beautiful!" extreme.

The forums will only work if everyone returns to the threaded discussions several times for replies and replies-to-replies. We can expect to enjoy lively discussions and learn a great deal from each other. The projects will be graded by the instructor as soon as possible. That may not be for several days. Again, posts that contain the too many presentation errors of the average MAC student cannot be graded higher than MAC average (which is a B - 85%). You are encouraged to read the grammar rules in the MAC Moodle page and consult the Writing Center as needed.

Student Role plays (experiential exercises)

One of the most important work in this course will be the role plays. These are invaluable in learning to use the theories discussed. You will be working in dyads/triads to demonstrate the theories/material we are studying using a role play format of a counseling session. Based on one of the movies watched, you will perform a 15-20 min. individual session role play in which you will have a counselor, a client, and a support person from the movie. You will demonstrate through the role play your understanding of the theory/material learned. You must play a different role each time to better understand the theory/material from each point of view.

Psychopharmacology Project (Powerpoint presentation):

For this project, you will address the issue of the use of psychotropic medication alongside counseling. You will choose a specific disorder, a population, and an age group and discuss the advantages, if any, and disadvantages, if any, of using a specific medication while in counseling. Also, **discuss the ethical, cultural/diversity, and socioeconomic implications as they relate to the medication and to the population you chose.**

You will provide information (pamphlet) on the medication that **you** created, as well as other resources (handouts, pamphlets, flyers, etc.) about the medication you are presenting.

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. This is non-negotiable.

Moodle Participation

You are expected to complete/view **all** postings, readings, PPTs, movies, and videos posted on the Moodle weekly assignments. This will be graded under participation and professionalism. You are also expected to view the "Counseling Couch" **at least** once a week.

Attendance is an essential aspect of any graduate-level class. MAC faculty members do not merely teach out of the textbooks, but have additional material that is vital to hear. You cannot "make up" an absence by getting notes from another class member. 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 two weeks. Of course, illness, family emergencies, and professional opportunities happen. Such problems and/or opportunities always involve costs. Academic grades are just another, normal, obvious part of those costs. It is unrealistic to hope that absences, even "legitimate" ones, will have no consequence since they represent lost classroom work, missed lectures/materials, and group process foregone. Nor can absences be made up by extra papers or assignments, which would not be fair to other students. Simply put, the higher the number of absences, the greater the costs. However, students are expected to monitor their own attendance, just as they would out in the working-world. Please do not shift the burden to faculty, putting them in the position of policemen or school teachers being given doctor's notes. Attendance will be reflected in the attendance grade - normally at an automatic minimum of 5 points loss per absence, an additional 2 points loss for professionalism, and 3 points loss for participation, for a total of 10 points lost per absence. In other words, attendance will figure significantly in your total semester grade. Please understand what this means. Two or more tardies will result in a loss of 1 professionalism and 2 participation points automatically for a total of 3 points lost. At the end of each semester, at least one student is horrified that we really meant what is presented here; **we do mean it.**

You will have the opportunity to earn up to 20 "**participation and professionalism**" points by the way you approach the material, your fellow students, and the instructor. The MAC faculty members are not just teaching course content, but are also training mental health professionals. For that reason, a significant portion of the grade is based on student participation and professionalism. Along with demonstrated skill and mastery in areas of academic content, a portion of your participation/professionalism grade will be based on an evaluation of certain **behavioral and attitudinal expectations**. The most loss of points will be for skipping of readings or activities -- especially PowerPoints and YouTube videos created by the instructor. That is like missing classroom lectures and being absent. Points will also be lost for failure to post, "flaming" posts, lateness, failure to consider other ideas, disruptive behaviors, undermining the learning environment, showing lack of respect to peers or instructor, chewing gum, clicking pens, and the like.

The following will have a definite and significant impact on the attendance, participation, and professionalism part of your final grade:

- 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
- Degree of professionalism in demeanor and self-presentation
- Attendance at all class sessions - especially extent of "non-excused" absences
- Involvement in out-of-class events (such as dyad meetings and group participation)
- Degree of promptness to class either at the beginning of class or in coming back from breaks, etc.
- Strict avoidance of any kind of ethical or legal violations
- Extent of enthusiastic and positive exchange with fellow students and the teacher
- Ability to ask questions and offer comments that further class discussions and Moodle Forum discussions.

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

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>.