



MAC 638 Family Structure and Family of Origin
Saint Martin's University - Master of Arts in Counseling
Foundations Level
Peggy Zorn, MA, 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
By spending time reflecting on and integrating their own family of origin, students prepare themselves to enter the field of counseling with deep compassion and hope for healing.	Through in-class role plays students develop the ability to apply theory to practice in skillful and creative ways.	By learning more about the complex factors behind challenging subjects in marriage, couple, and family counseling such as abuse and betrayal, students reduce bias and misconceptions so they may approach future clients with balance and skill.	Participation in group projects, weekly class discussions, and multiple-person role play activities gives students access to communal and collaborative experience.

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 will explore the theories and models of childhood, adolescence, and parenting while utilizing systemic case conceptualization and projective techniques.

STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES

STUDENT LEARNING OBJECTIVES	LEARNING OUTCOME MEASURES
1. To understand theories and models of family systems and dynamics.	Students will be able to identify two systemic patterns in their own autobiography through writing a reflection paper on a moment from childhood/adolescence.
2. To develop and understanding of the theories and models of marriage, couple, and family counseling.	Through in-class role play activities, students will be able to apply two theories of marriage, couple, and family counseling.
3. To learn the sociology of the family, family phenomenology, and family of origin theories.	Through an interview with children while parents are present, students will be able to demonstrate their capacity to perceive family experience from the child’s perspective.
4. To understand principles and models of assessment and case conceptualization relevant to marriage, couple, and family counseling.	By making a group presentation on one technique relevant to marriage, couple, and family counseling, students will demonstrate the ability to assess, conceptualize and intervene.

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

<p>FOUNDATIONS</p> <ol style="list-style-type: none"> 1. history and development of marriage, couple, and family counseling 2. theories and models of family systems and dynamics 3. theories and models of marriage, couple, and family counseling 4. sociology of the family, family phenomenology, and family of origin theories 5. principles and models of assessment and case conceptualization from a systems perspective 6. assessments relevant to marriage, couple, and family counseling
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LICENSURE REQUIREMENTS

MAC 638 will meet WA licensure requirements for behavioral science in a field relating to mental health counseling in area (e) Counseling Couples and Families, see WAC 246-809-221. MAC 528 will also meet WA licensure requirements for marriage and family therapy in areas (a) Marital and Family Systems and (b) Marital and Family Therapy, see WAC 246-809-121.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

MAC 638 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

INSTRUCTOR/CONTACT: Peggy Zorn, LMFT
PO Box 1492 Shelton, WA 98584
Ph 360-426-2395 Fax 360-427-7980
Email – peggyzorn@gmail.com mzorn@stmartin.edu

OFFICE HOURS: By appointment

CLASS DAY AND TIME: TBA

BUILDING AND ROOM: TBA

REQUIRED TEXTS AND READINGS

- Gottman, John M [The Marriage Clinic](#)
- Axline, Virginia [Dibs, In search of self](#)
- Weeks, Gerald [Couples In Treatment – 3rd Edition](#)
- Gil, Eliana [The Healing Power of Play](#)
- Gray, Deborah [Promoting Healthy Attachments](#)
- Johnson, Sue [The Practice of Emotionally Focused Couple Therapy](#)
- Wolf, Anthony [Get Out of My Life](#)
- Weeks, Gerald, Odell, Mark [If Only I Had Known](#)

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

CHILDREN & ADOLESCENTS

Session 1 History of child and family counseling; Developmental issues;
Legal and ethical issues

- Session 2 Theories and Models of family systems and dynamics;
Emotional needs of children; Attachment theory
- Session 3 Child Counseling Techniques: Art Therapy, Play Therapy, Sandtray Therapy
- Session 4 Sexual abuse issues, Normal sex play, children who molest
DUE: Autobiography Paper
- Session 5 Theories and Models of family systems and dynamics;
Adolescence and Sexuality, "If you really knew me"

COUPLES & MARRIAGES

- Session 6 Assessments relevant to marriage, couple, and family counseling;
Stages of relationship; Assessment; Joining; Class roleplays
- Session 7 Communication styles; Nonviolent communication; Dispute resolution
- Session 8 Theories and models of marriage, couple, and family counseling;
Divorce/Custody Issues and Blended Families

FAMILY STRUCTURE

- Session 9 Sociology of the family; Substance Abuse, High Conflict Couples and Families
- Session 10 Family Phenomenology; Families in Crisis, Non-Voluntary Families
DUE: Interview Paper
- Session 11. Family of Origin Theories; Emotionally focused therapy
Presentation: Working with Couples/Families after an Affair
- Session 12 Systemic principles and models of assessment.
Presentation: Working with Same Sex Couples; Class Topic: Transgender Issues
- Session 13 Systemic principles and models of case conceptualization
Presentations: Imago Therapy, Emotionally Focused Therapy
- Session 14 Thinking on Your Feet, wrapping up the course

SMU ACADEMIC CALENDAR

Memorial Day (Holiday)	May 27, Monday
Classes Begin	May 28, Tuesday
Add/Drop Deadline (No Notation)	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 05 & 07 Sessions End	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**Course Requirements**

1. Complete all readings and be prepared to discuss them.
2. Prepare a journal entry each week
3. Attend all classes and participate in discussions. Points will be taken off your grade for missing class.
4. Interview two children with their parent present. Questions will be discussed in class. Write your response to these interviews. (4-5 pages) Due Oct 31
5. Write a paper talking about your communication style, at its best and worst. How will this help/hinder you as a therapist? Write about someone else in your life and describe their communication style. How does it blend with yours?
6. Write about a time in your childhood or adolescence when you could have used a counselor. What was going on in your family of origin, why would a counselor have helped, and what kind of counselor would you have wanted? Integrate your understanding of family systems and family dynamics as applicable. (3-4 pages) Due Oct 10
7. You will be working on a presentation with 2-3 other students about specific counseling techniques in marriage, couple, and family counseling. In your presentation you will explain scenarios in which each technique may be especially helpful and how you can assess clients to see if this technique will be helpful with them. Your presentation will be 1 hour. Please turn in your bibliography to me. (20 points)
 - a. TOPICS: Emotionally Focused Therapy, Working with Same Sex Couples, Imago Therapy, Techniques for Working with Couples/Families After an Affair
8. We will be doing in class roleplays. You will not be graded on your roleplays per se, but participation will be part of your professionalism score.
9. You will pick 2 movie clips that show dysfunctional communication in a couple/family. These clips will be 5 minutes each. You will talk about what you saw and how you would intervene as a therapist

Assignment Points and Grading Scale

Journals – 15 pts	100-95 A	75-72 C
Interview Paper – 15 points	94-90 A-	71-70 C-
Group Presentation – 20 points	89-86 B+	69-66 D+
Communication Paper – 15 points	85-82 B	65-62 D
Professionalism – 15 points	81-80 B-	61-60 D-
Autobiography – 15 points	79-76 C+	<60 F
Movie Assignment – 10 pts		

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>.