



# ***MAC 648 Practice of Couple and Family Counseling***

## ***Saint Martin's University - Master of Arts in Reflective Practice 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.

<b>Faith</b>	<b>Reason</b>	<b>Service</b>	<b>Community</b>
Faith in the counseling process and in clients' resilience is a key factor in developing as a marriage, couple, and family counselor.	Students engage critical thinking skills as they learn to conceptualize cases, plan treatment, and explore intervention strategies and techniques in marriage, couple, and family counseling.	Learning and practicing various techniques and interventions inform students of best practices in the field to optimize care and service to future clients.	As students learn more about marriage, couple, and family counselors' interactions with the legal system, students prepare themselves to be thoughtful and competent clinicians working for justice in their larger communities.

### **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 offer techniques in advanced clinical skills in Marriage, Couple, and Family Counseling. Students will gain theoretical knowledge and practical skills in assessment, evaluation, conceptualization, techniques, and interventions of systemic counseling fostering family wellness.

### **STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES**

<b>Student Learning Objectives</b>	<b>Outcome Measures</b>
1. Comprehend the history and development of marriage, couple, and family counseling.	Students will participate in a classroom discussion of the evolution of the field.
2. Gain mastery of theories and models of family systems and dynamics	Students' mastery will be reflected in their written work.
3. Students will learn theories and models of marriage, couple, and family counseling.	Students will demonstrate deep knowledge of two theories and models of marriage, couple, and family counseling in their in- class work.
4. Develop an understanding of assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	Students will be able to identify and apply (through written work and role plays) at least three different strategies for assessment/evaluation and case management
5. Gain skills and techniques for fostering family wellness	In a pre- and post-course reflection students will demonstrate growth in their understanding of family wellness and its contributing factors
6. Learn techniques and interventions of marriage, couple, and family counseling	Through in-class role play activities and discussions students will practice applying techniques and interventions relevant to marriage, couple, and family counseling
7. Gain knowledge and experience in conceptualizing and implementing treatment planning and intervention strategies in marriage, couple, and family counseling	Using a provided case example students will be able to create a treatment plan using a variety of intervention strategies
8. Learn strategies for interfacing with the legal system relevant to marriage, couple, and family counseling	In a research paper, students are able to analyze issues in marriage, couple, and family counseling that often interact with the legal system (e.g. divorce, domestic violence, child abuse, etc.) and explore the ways in which counselors are most often involved.

## **COURSE CONTENT AREAS**

These content areas will be emphasized in this course:

### **FOUNDATIONS**

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

## **LICENSURE REQUIREMENTS**

MAC 648 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 648 will also meet WA licensure requirements for marriage and family therapy in area (b) Marital and Family Therapy, see WAC 246-809-121.

## **CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION**

MAC 648 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:** Peggy Zorn, LMFT, Associate Professor  
**CONTACT INFORMATION:** PO Box 1492, Shelton, WA 98584  
 Ph 360-426-2395 Fax 360-427-7980  
[peggyzorn@gmail.com](mailto:peggyzorn@gmail.com) [mzorn@stmartin.edu](mailto:mzorn@stmartin.edu)

**OFFICE HOURS:** By appointment

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

**SEMESTER AND YEAR:** Fall 2018  
**BUILDING AND ROOM:** Harned 215

**REQUIRED TEXTS AND READINGS**

Hlvasa, David Walking Distance: Pilgrimage, Parenthood, Grief and Home Repairs  
 Kahn, Michael, Between Therapist and Client  
 Levine, Stephen Unattended Sorrow  
 Rando, Therese A Treatment of Complicated Mourning  
 Thompson, Becky W A hunger so wide and so deep  
 Yalom, Irvin The Gift of Therapy

**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 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.

100-95 A	81-80 B-	69-66 D+
94-90 A-	79-76 C+	65-62 D
89-86- B+	75-72 C	61-60 D-
85-82 B	71-70 C-	

**COURSE SCHEDULE**

Date:	Topic/Agenda:	Readings Due:	Assignments Due:
WEEK 1 & 2	<ul style="list-style-type: none"> <li>- Course Overview</li> <li>- Witnessing</li> <li>-The Counseling Relationship               <ul style="list-style-type: none"> <li>- Content vs. Process</li> <li>- The person of the therapist</li> </ul> </li> </ul>		- Journal (Due: Week 2)

WEEK 3 & 4	Assessment and Evaluation from a Systems Perspective What is loss	- Kahn – 1-5 - Rando -1-2 - Yalom – 1-20	- Journal (Due: Week 3 & 4) - Reflection Paper (Due: Week 3)
WEEK 5 & 6	Systemic Case Management with Individuals, Couples, and Families Everyday loss	- Kahn – 6-8 - Rando- 3-5 and Part II - Yalom – 21-50 - Levine – 1 <sup>st</sup> 1/4 - Hlvasa – 1 <sup>st</sup> ¼	- Journal (Due: Week 5 & 6)
WEEK 7 & 8	Techniques and Interventions of Marriage, Couple, and Family Counseling Complicated Mourning	- Rando – 10-end - Yalom – 51-75 - Levine – rest of book - Hlvasa – up to first ½	-Journal (Due: Week 7 & 8) - Content/Process (Due: Week 7)
WEEK 9 & 10	Conceptualizing and Implementing Treatment Planning and Intervention Strategies Body Image Issues	- Yalom-to end - Thompson – 1-4 - Hlvasa – to end	- Journal (Due: Week 9 & 10)
WEEK 11 & 12	Fostering Family Wellness Differentiation and selfcare	- Thompson—to end	- Journal (Due: Week 11 &12) - Interviews (Due: Week 11)
WEEK 13 & 14	Strategies for Interfacing with the Legal System Mock testimony		- Journal (Week 13 & 14) - Legal Issues Paper (Due: Week 14)
WEEK 15 & 16	Presentations, wrapping up the course		- Journal (Week 15 & 16) - Reflection Paper (Due: Week 15) - Presentations (Week 15& 16)

**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****COURSE REQUIREMENTS**

1. Complete all readings and be prepared to discuss them
2. Attend ALL classes and participate in discussions. Points will be taken off your grade for missing class or not participating in class
3. Prepare a journal entry for each class. Form attached.
4. At the beginning of the course you will write a 2-3 page reflection paper on your current understanding of the concept of family wellness and the factors that contribute to family wellness. At the end of the semester you will write another 2-3 page reflection paper on this topic and will identify the ways your understanding has changed (and/or hasn't changed) through your learning in the course. First reflection due Week 2, second reflection due on last day of class.
5. Write about an incident in your recent experience which demonstrates your understanding of content/process. Expand upon this and explain how your understanding of content/ process affects the process of assessment, evaluation, and case management/conceptualization in marriage, couple, and family counseling. (4-6 pages) Due Sept 19
6. Research an issue seen in marriage, couple, and family counseling that often interacts with the legal system (divorce, child abuse, sexual abuse, domestic violence, etc.). In your paper discuss all the ways this issue interacts with the legal system (visits from police, working with the court, filing protection orders, etc.) and identify the areas in which marriage, couple, and family counselors are involved in this process. (6-8 pages) Due Nov 14\_\_\_\_\_
7. Using a case example provided by the professor and in groups of 3-4 you will work to understand and identify the systemic issues in the case, build a treatment plan, and identify at least 3 different intervention strategies. You will present your findings in a 30 -minute presentation during which you will introduce the case, your proposed treatment plan and intervention strategies, and why your group chose the treatment plan and strategies you did.
8. This class will use roleplays as a learning technique. You will be required to participate in roleplays and discussions.
9. Write a paper about everyday loss within a family or couple Due Oct 24
10. You will be creating a loss line for yourself and one other person Details will be given in class Due Dec 5

**POLICIES ON ASSIGNMENTS**

ALL ASSIGNMENTS ARE DUE ON TIME; barring extreme emergencies, there will be no exceptions. Points will be taken off for late assignments.

**ATTENDANCE**

ATTENDANCE IS REQUIRED For you to receive all the information necessary from this class you must be present. Grades will be lowered for missed classes or coming late to class. Grades will be lowered for habitual tardiness. I know that things come up and you may miss a class. What I ask of you is to take responsibility for that. You should find out what you missed from a classmate but understand that I cannot give you a way to "make up" for missing. Much that happens in class simply will not be in someone's notes. I do not choose to decide if your reason for missing is "legitimate". A work issue, a training, an illness are all reasons that class may be missed. In a master's level class learning is received on so many levels that it doesn't do justice to assume that reading an extra book, or writing an extra paper makes up for the class. I know that this policy is difficult at times but it is the best way I know to be fair to all students.

**ASSIGNMENT POINTS**

- Journals 15 points
- Reflection Papers 10 points
- Content/Process 10 points
- Legal Issues Paper 15 points

- Presentation	15 points
- Professionalism	10 points
Loss line	15 points
Everyday loss	10 points

### **PROFESSIONALISM COMPONENT**

The MAC Faculty 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 professionalism. Along with demonstrated skill and mastery in areas of academic content, a portion of your grade will be based on an evaluation of the following behavioral and attitudinal components.

1. Ability to work with abstractions and theory (demonstrated by willingness to learn and openness to new ideas)
2. Ability to move fluidly between theory and practice demonstrated by written work and class participation.
3. Capacity for compassion and ability to be warm, enthusiastic and nurturing.
4. Appropriate social skills, polite discourse, interpersonal respect of all others (Christian/non-Christian, straight/gay, conservative/liberal, elder/young for example)
5. A tendency toward, and desire for, personal as well as professional growth and understanding
6. Psychological self-awareness and emotional groundedness
7. Clarity of purpose and ability to be self directed and self motivated
8. Non-discriminatory and non-ethnocentric attitudes and behavior
9. Emotional maturity (not the same as age)
10. Ability to resolve personal issues rather than projecting those onto clients, students or faculty
11. Sense of social justice and the responsibility of the mental health profession to actively pursue and implement social justice responses to issues

Further information on these expectations can be found on the MAC webpage. Please be aware that the following will have a definite and significant impact on your grade.

1. Degree to which work is edited, proofread, free of style errors and meets the standards of a graduate program.
2. Whether work is submitted in a timely manner
3. Degree of professionalism in demeanor and presentation
4. Attendance at all class sessions
5. Involvement in all out of class events such as dyad meetings, group activities and presentations
6. Degree of promptness to class either at the beginning of class or coming back from breaks
7. Strict avoidance of any kind of ethical or legal violations
8. Ability to ask questions and offer comments that further class discussions.

## **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](mailto:dss.testing@stmartin.edu), or [smu.dss@stmartin.edu](mailto: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>.