



MAC 668 Counseling Internship 1
Saint Martin's University - Master of Arts in Counseling
Reflective Practice Level
Leticia Nieto PsyD, LMFT, TEP

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
The transition from student to clinician involves stepping out in faith. Students in the class often connect, sometimes for the first time, to the question of 'calling'.	While many students have already been working in the field for some time, this course invites them to become deep reflective practitioners.	Students in this course spend 8 to 20 hours per week at their (mostly unpaid) internship sites.	Many students realize that their peer group will soon become a cadre of colleagues- relationships that will serve them well as clinicians and may last the rest of their lives.

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/eurocentric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism and heterosexism in our communities by admitting their pervasiveness

and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

COURSE DESCRIPTION AND CLASS FORMAT

This course is designed to provide academic structure and supervision for an off-campus internship experience. The course will provide a space for reflection for the supervised clinical practice in mental health or marriage and family counseling under a qualified supervisor. Emphasis is placed on counseling in practice around four main themes: natural therapeutic style, burnout prevention, somatic intuition, and access to soulful purpose.

The major vehicle for learning will be group problem-solving, analysis of clinical work, and reporting on internship progress and cases. Students will participate in an online community in support of their internship and course work. The goal is to foster confidence and build self-esteem by providing students with intensive and constructive feedback on counseling techniques and styles. The role of the teacher will be to use these presentations and demonstrations to facilitate discussion and sociometric exploration among the group members.

STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES

Student Learning Objective	Outcome Measures
1. Students will develop an understanding of the history and philosophy of internship, and the roles, collaboration and consultation that occurs with the process of internship.	Student will be able to demonstrate knowledge of collaboration and consultation via in-class roleplays and self-evaluative journal.
2. Students will create a model of healing that attends to the family and individual's needs.	Student will conduct action research interviews and prepare careful analysis and create treatment programs through the lens of various theories.
3. Each student will uncover their own assumptions and style of treatment and learn how to apply these styles in professional settings.	Student will present their assumptions and style of treatment through descriptions of situations during internship via the professional setting, and online postings.
4. Students will consider family systems in the context of issues common to individuals and families impacted by military service.	Student will submit answers to assigned questions in lecture considering experiences during internship, and the context of issues common to individuals and families impacted by military service.
5. Students enhance self-knowledge and therapeutic competence through writing.	Student will complete online posts and take part in discussions to enhance self-knowledge and expand therapeutic competence.
6. Students will synthesize issues of race, class, age, gender, sexual orientation and other group memberships as related to chemical dependency, addiction and recovery.	Student will demonstrate anti-oppressive consciousness that addresses the needs of marginalized populations by visiting a counseling site with a partner and discussing observations made regarding issues of oppression.
7. Students will understand and analyze methods of self-care, obtain the ability to discuss and analyze ethical questions, and consider a framework to understand the transition from student to professional.	Student will discuss ethical issues related to mental health and counselling while addressing future professional goals. Through enhancement of self-knowledge and therapeutic competence, the student will uncover issues and needs around transition through constructive criticism within class discussions.

<p>8. Students will develop an understanding of advocacy for the profession and advocating for equity/access for clients.</p>	<p>Student will be able to identify two areas in need of advocacy within the profession at large or for a client/agency they are working in. Student will explore methods for advocacy within journals and discussion dyads.</p>
<p>9. Students will gain experience with self-evaluation and understand the importance and function of supervision; as well as professional credentials and the ethical mandates of the ACA.</p>	<p>Student will be able to demonstrate one evaluative skill and identify two beneficial elements of effective supervision. Student will demonstrate this knowledge in a video-taped session to be shown and discussed in-class.</p> <p>Student will be able to identify one professional credential and one ethical mandate of the ACA. Student will explore credentialing requirements and the application of the ethical mandate in a professional development plan.</p>

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

<p>PROFESSIONAL COUNSELING ORIENTATION & ETHICAL PRACTICE</p> <ul style="list-style-type: none"> a. history/philosophy b. roles, collaboration and consultation c. emergency management response teams d. advocacy on behalf of profession e. advocacy for client access, equity, success f. professional organizations g. credentialing: certification, licensure, and accreditation/public policy h. labor market i. ethical standards and legal considerations j. technology k. self - evaluation l. self - care m. supervision
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LICENSURE REQUIREMENTS

MAC 668 & 678 will meet WA licensure requirements for behavioral science in a field relating to mental health counseling in area: Clinical internship, WAC 246-809-221. This course may meet WA licensure requirements for marriage and family therapy for: (9) Supervised Clinical Practice, WAC 246-809-121.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

MAC 668 Clinical Internship I may meet WA chemical dependency professional certification in areas (I) Referral and Use of Community Resources; (J) Service Coordination (implementing the treatment plan, consulting, continuing assessment and treatment planning); (Q) Documentation, to Include Screening, Intake, Assessment, Treatment Plan, Clinical Reports, Clinical Progress Notes, Discharge Summaries (N) Client, Family, and Community Education; (S) Professional and Ethical Responsibilities; and (R) Chemical Dependency Confidentiality. WAC 246-811-030.

SECTION TWO

INSTRUCTOR: Leticia Nieto PsyD, LMFT, TEP

CONTACT INFORMATION: 360-438-4567 Lnieto@stmartin.edu cuetzpalin@aol.com (best)

OFFICE HOURS: Appointments available by arrangement.

CLASS DAY AND TIME: TBD

Dr. Nieto's primary lens in this class will be the examination of counseling through role analysis theory and practice.

BUILDING AND ROOM: TBD

Consultation Availability:

I place a high priority on being responsive to you. Your needs and concerns are very important to me. I am available. Because of your and my busy schedules it may be difficult to find time to connect. Dropping in is usually not the best way to connect with me. The easiest and most efficient ways to get your consultation and advising needs met are to:

1. Leave a message at the MAC office for me (360-438-4560). You may tell the MAC staff member the nature of your need or say it is confidential. I will get back to you within a few days. If your need is more urgent, let the staff member know, so they can tell me.
2. Appointments can be set up by contacting me directly at 360-438-4567 or cuetzpalin@aol.com .
3. Write a note to me about your concerns or questions. I will get back to you as soon as possible.

If you need course adaptations or accommodations because of a disability, please contact the office of Services for Students with Disabilities (360-438-4580). If you have medical and /or safety concerns to share with me, please let me know as soon as possible.

REQUIRED TEXTS AND READINGS

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

How Can I Help?: Stories and Reflections on Service, Ram Dass and Paul Gorman (1985) Knopf; ISBN-10: 0394729471

A Shining Affliction: A Story of Harm and Healing in Psychotherapy, Annie Rogers (1996) Penguin; ISBN-10: 0140240128

Recommended Texts:

Issues and Ethics in the Helping Professions, Gerald Corey and Marianne Schneider Corey, and Patrick Callanan (2010) Cengage Learning; ISBN-10: 9781395389458

The Making of a Therapist by Louis Cozolino

Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy by Scott, Boylan, and Jungers

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

This course is pass/fail. Satisfactory completion of course requirements and completion of hours (300 for Internship 1, 600 for Internship 2 [including 300 face-to-face])

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COURSE SCHEDULE

Be aware that you must have a signed (by you, MAC Chair, and your Internship supervisor) Internship Contract on file by the end of the first week of the semester, **[DATE ____]** in order to remain in the course.

Please begin your participation in Moodle on [DATE ____]. We will all be using the 668 Moodle page (even if you are in 678). The official syllabus will be the one posted on Moodle.

Finally, absolutely feel free to contact me if you have any needs or concerns before we meet **[DATE ____]**.

1. Session 1

Please be aware that attendance at the first class is MANDATORY. If you miss the first class, you run the risk of being dropped from the course.

Introductions and Definitions
 Professional counseling roles, collaboration and consultation
 Emergency management response teams
 Cases/Role Plays/Internship discussion
 Video Presentations

Suggestions for Session 2:

668: *Shining Affliction*, Rogers

Cozolino: 1st third

Scott, Boylan, and Jungers: 1st third

2. Session 2

Cases/Internship discussion
 Video Presentations
 Self - evaluation
 Self - care
 Supervision

Suggestions for Session 3:

668: Cozolino: 2nd third

Scott, Boylan, and Jungers: 2nd third

3. Session 3

Cases/Internship discussion
 Video presentation
 History and philosophy of Counseling
 Advocacy on behalf of the profession
 Advocacy for client access, equity, success

Suggestions for Session 4:

Good Will Hunting (film)

668: *How Can I Help?*, Dass

Cozolino: 3rd third

Scott, Boylan, and Jungers: 3rd third

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4. Session 4

Cases/Internship discussion

Video presentation

Professional counseling organizations

Professional counseling credentialing: certification, licensure, and accreditation/public policy

Professional counseling labor market

Please turn in work on time to avoid an impact on your grade. I will not accept any work after the last day of class. Work turned in on the last day of class will not receive any comments.

**Due: Self-evaluation, Partner-evaluation, Course & Instructor Evaluation.
Submit all via email at Lnieto@stmartin.edu**

SMU ACADEMIC CALENDAR

Classes Begin	January 14, Monday
Martin Luther King Day (University Closed)	January 21, Monday
Add/Drop Deadline (No Notation) <i>Attendance Accounting Due</i>	January 25, Friday
Presidents Day (University Closed)	February 18, Monday
Spring Break: No Classes, University Offices Open	March 11-15, Monday-Friday
<i>Mid-Term Grades Due to Registrar</i>	March 11, Monday
Saint Benedict's Day: University Closed	March 21, Thursday
Advising Week: Classes Meet Students Encouraged to Schedule Meeting with Advisors	March 25-29, Monday-Friday
Priority Registration Begins for Summer/Fall 2019	April 08, Monday
Last Day for Withdrawal (W grade)	April 12, Friday
Good Friday (University Closed)	April 19, Friday
Easter Monday (University Closed)	April 22, Monday
Honors Convocation and Scholars Day	April 30, Tuesday
STUDY WEEK – No University-Sponsored Social or Club Activities	April 29 – May 03, Monday-Friday
Senior Commencement Fair	May 02, Thursday
Saint Thomas Aquinas Study Day – No Lacey Campus Classes	May 03, Friday
Final Examinations	May 06-09, Monday – Thursday
Chancellor's Baccalaureate Mass & Hooding Ceremony	May 10, Friday
Commencement	May 11, Saturday
<i>Grades Due to Registrar</i>	May 13, Monday

COURSE AGREEMENT

Please fill this out completely before our first class. Share what you feel comfortable with.

Course Name: _____ Semester: _____ Year: _____

Name _____

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 counseling and clinical experience.

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 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

Psychodrama Credential: The Certified Practitioner (CP) credential in Psychodrama is granted by the American Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy (psychodramacertification.org). Their training and certification model involves 780 hours of training, written examination and an on-site examination. Leticia Nieto currently holds the Trainer, Educator, Practitioner credential in Psychodrama.

MAC 668 Clinical Internship 1, there will be 8 hours of training relevant for the CP, and the following topics will be reviewed: Diamond of opposites, Act hunger, Elevated chair, Sculpture, Sociometric test, Journaling, Empty chair.

MAC 678 Clinical Internship 2, there will be 8 hours of training relevant for the CP, and the following topics will be reviewed: Interviewing, Therapeutic factors, Autodrama, Monodrama, Time regression, Concretization.

Requirements:

The lion's share of your work will be to participate meaningfully in the launching of yourself and your classmates into the role of clinician. **Attendance is required at four sessions emphasizing clinical complexity and depth of community.** Maintenance of an online journal focused on the course readings is also required, with a minimum of one entry per week. In order to receive credit, please use Levels of Learning 4, 5, and 6 (See the Levels of Learning**). I will not accept any work (including the Supervisor Evaluation) after the last session of class.

Please work on these assignments in order. If certain competencies are demonstrated, some later assignments may be cancelled. Your best use of time is to focus on writing reflectively every week. That will provide material that you can then "harvest" into posts, journals, or other assignments.

1) Make one entry per week in your *Online Internship Journal*.

The range is a few lines to a page per entry. In it you may demonstrate that you have completed assigned reading and reading seminars. Participation in reading discussion seminars of at least two, and no more than four, students is encouraged. You will need to schedule this on your own. Be prepared to individually report on your learning using your *Online Internship Journal*. The suggestion for these reading seminars is to meet once a week for one to two hours. This is also a place to reflect on your internship experience and to relate it to your in-class learning and your reading. Start one single log with your name for the entire semester. There is no need to initiate a new log each week. That way you will develop an ongoing narrative.

2) Present a client case in class using psychodramatic supervision techniques.**3A) Prepare one video demonstration of yourself as counselor (conducting a part of a session) in class.**

678 students will present at the first session. Others will present throughout the semester.

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

3B) Respond/comment on every counseling video presentation by classmates during our in-person sessions.

Your task as you comment is to name what you see the counselor doing that you think works. The focus is NOT critique or advice. Highlight the natural therapeutic strength of the clinician in minute detail. Please notice what strengths have already been named and look for new observations you can offer. **Please keep your comments meaningful, strength-based, and brief.**

4) Internship Supervisor Oral & Written Evaluation

Near the end of each semester of your internship, please request your on-site supervisor to meet with you. Ask them to provide an oral and written evaluation of your performance during the internship and written verification of hours earned. The evaluation will use a standardized MAC internship evaluation form.

Submit the evaluation form – signed by both you and your supervisor – by **[DATE ____]**. If you will not have 300 hours (for 668) or 600 hours (for 678) by **[DATE ____]**, please indicate your total number of hours by that date and make a note initialed by both you and your supervisor indicating that you are expected to complete the total required hours (300/600) by **[DATE ____]**.

If you will not have the total required hours (300/600) by **[DATE ____]**, you must submit a Request for an Incomplete Grade Form by **[DATE ____]**.

5) Complete a final, written evaluation of your internship experience this semester.

Use the Self-Evaluation worksheet included in the syllabus to guide your writing. Due **[DATE ____]**.

6) Student's Professionalism:

Please refer to the Student's Professionalism Evaluation form at the end of your syllabus.

7) Person of the Counselor:

Please refer to the Person of the Counselor Evaluation form at the end of your syllabus.

8) Specialized Elements:

If you choose to do one or more of the following, please write a brief sentence about your learning in your self-evaluation.

- Prepare a one-page collection of useful quotes from the readings and films that 'spoke' to you and post it on Moodle in the Reading and Media forum. This collection can include a selection of quotes from the reading that you found particularly interesting, useful, and insightful. Be sure to include page numbers. It is a good idea to include some discussion questions and insights that you had. These can be used by reading discussion seminars to guide discussions and may be used in class as well. If your report includes a film (or television series/not required), please include a selection of scenes from the film. Simply indicate the scenes you are referring to in a way that will help all of us remember the scene, you do not need to reproduce the scene. Connect the film to one quote from the readings and one issue from your internship.
- Please write a brief evaluation of your reading partner. Share it with them, and submit a copy to the professor by email.
- Gather with other interested students to discuss *In Treatment*, Season One. Sophie and Gina sessions recommended.
- Team up with one or more classmates to conduct one site visit during the semester. Indicate which site you visited in your self-evaluation and why you chose that site.
- Select a person from the list of willing alumni, (posted on Moodle). Contact them to assess a good fit for a semester-long mentorship. You will need one contact with your mentor per month. It can be in person, over the phone, over email, Skype, etc. Your first contact should include discussion of your goals for the mentorship. Your second contact should include an assessment of your progress on your goals within the mentoring relationship. In your self-

evaluation, please include a brief paragraph about the learning/achievement that took place with your mentor.

- Select a person from the list of willing alumni/mentors, (posted on Moodle). Contact them to offer a session for debriefing for one or more students. In your self-evaluation, please include a brief paragraph about the learning/achievement that took place with your mentor.
- Complete one informational interview with a counseling professional whose current work situation most closely approximates your future ideal work.
- Search for a person in another part of the world whose work closely connects with your clinical and professional interests. Make one contact during the course of the semester with that person.
- Participate as desired in the Class Forum to include *Poems, Quotes, Images, Photos, Music, and Resources*.
- Participate as desired in making supportive comments on other students' *Online Internship Journal*.
- Write a brief evaluation of the course and the instructor. Submit this to the professor by email.

Moodle Forums

Required:

Online Internship Journal

Optional:

Care of the Soul, Moore
How Can I Help?, Dass (668)
Welcome to My Country, Slater (678)
A Shining Affliction, Rogers (668)
Vanilla Sky (film)
Open Your Eyes (film)
Good Will Hunting (film)
 Poetry, Quotes, Images, Photos, Music
 Sharing Resources
 Mentoring Forum
In Treatment (suggested Sophie and Gina sessions)

**** Levels of Learning (please try to use levels 4, 5 and 6 as much as possible).**

1. I did it (i.e. completed the assignment)/I didn't do it.
2. I liked it/I didn't like it. I can react with attraction or repulsion to the material but cannot substantiate my opinions.
3. I can personally relate to it by noticing what it reminds me of in my personal life or by noticing emotions that come up for me.
4. I can make a thoughtful statement about it. I can use critical thinking skills to engage meaningfully with the material. I can identify a quotation from the text and use it to support or contrast with my argument. I can integrate feelings and opinions with observations about what is valuable in the material.
5. I can show comprehension of the material. In my own words, I can synthesize the main points or key ideas in the material. I can use examples, metaphors, and illustrations to effectively explain the content to someone else.
6. I can demonstrate mastery of the material. I am able to elicit the biases and theoretical principles in the material and apply them to other courses content. For example, I can use one theory to analyze another theory.

CONFIDENTIALITY POLICY

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

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

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

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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>.