



MAC 688 Applied Group Work
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 creative impulse is a transcendent aspect of our nature. This course considers the role of inspiration and numinosity in group work.	The tension of opposites between affect and cognition is experienced more as a whole than as a conflict when working with creativity and artistry in groups.	Students in this course bring their creativity to bear on the question of individual, group, and community transformation.	With a focus on spontaneity in group work, students in this course experience the truth that we are all interconnected.

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 examines types of groups, ethical and culturally relevant strategies for designing and facilitating groups, and provides a minimum of 10 clock hours of direct group experience.

STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES

1. Students will learn therapeutic factors of group work and dynamics associated with group process and development.	Students will be able to identify two dynamics influencing successful group work and demonstrate these dynamics in an experiential classroom presentation.
2. Students will explore ethical and culturally relevant strategies for designing and facilitating groups.	Students will review ethical codes related to group work in practice.
3. Students will participate in direct experiences as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	Students will conduct maintain a journal of reflections and strategies about group facilitation.
4. Students will learn the characteristics and functions of effective group leaders.	Students will be able to identify two characteristics of effective group leaders and demonstrate during in-class activities.

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

<ol style="list-style-type: none"> a. Theoretical foundations of group counseling and group work b. Dynamics associated with group process and development c. Therapeutic factors and how they contribute to group effectiveness d. Characteristics and functions of effective group leaders e. Approaches to group formation, including recruiting, screening, and selecting members f. Types of groups and other considerations that affect conducting groups in varied settings g. Ethical and culturally relevant strategies for designing and facilitating groups h. Direct experiences in which students participate as group leaders in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term i. Creativity and spontaneity as key elements of group work j. Group leadership style
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LICENSURE REQUIREMENTS

This course may meet WA licensure requirements for behavioral science in a field relating to mental health counseling in area (4) Counseling Groups and (5) Counseling Couples and Families, WAC 246-809-221. This course may meet WA licensure requirements for marriage and family therapy in area (2) Marital and Family Therapy, WAC 246-809-121. This course may meet WA licensure requirements for marriage and family therapy in area (8) Electives, WAC 246-809-121.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

This course may meet WA chemical dependency professional certification in area (C) Substance abuse and addiction treatment methods, and (T) Relapse prevention. WAC 246-811-030

SECTION TWO**INSTRUCTOR:** Dr. Leticia Nieto**CONTACT INFORMATION:** 360-438-4567 | cuetzpalin@aol.com**OFFICE HOURS:** Appointments available by arrangement.**CLASS DAY AND TIME:** TBA**BUILDING AND ROOM:** TBA

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.

REQUIRED TEXTS AND READINGS

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

Adult Art Psychotherapy, Landgarten & Lubbers (eds), Brunner Mazel, 1991.

Symbol, Story, and Ceremony, Combs & Freedman, W.W. Norton & Company, 1990.

Psychodrama Since Moreno, Holmes, Holmes, Karp, & Watson, Routledge, 1994.

Healing Collective Trauma Using Sociodrama and Drama Therapy, Leveton, Springer Publishing

Recommended Texts:

The Creative Connection, Rogers, Science & Behavior Books, 1993.
Company, 2010.

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 SYSTEM: A word about grading of all written and oral projects and final class grades in the MAC program: we do not use the deficiency model of a baseline grade for graduate students being an "A" with a lowered grade representing "some-thing wrong." Rather, the baseline (average) grade for graduate students is a "B." Students performing above the average earn a "B+" and those showing second-mile excellence earn an "A-" (an excellent grade). A grade of "A" will be awarded only in the case of unusual distinction.

A = 95-100 Exceptional. The student has demonstrated a quality of work and outstanding accomplishment well beyond the normal requirements and shows originality of thought and mastery of material. The student's performance exceeds MAC behavioral expectations.

B = 85-94 Excellent. The student's academic achievement exceeds satisfactory accomplishment showing a clear indication of initiative, comprehension of the material, and the ability to work with concepts. The student's performance meets MAC behavioral expectations. This level represents the standard expected of all students.

C = 75-84 Unsatisfactory for Graduate Level. While the student has met the formal requirements, the student has not demonstrated comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

D = 65-74 Not a Passing Grade. 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 student's performance does not meet MAC behavioral expectations.

F = Below 65 Failure. The student has not met the minimum requirements. The student's performance does not meet MAC behavioral expectations.

Information About an Incomplete Grade

The policy for requesting an incomplete grade is in the Graduate Catalog. Incompletes have to be processed prior to Finals Week. Please note that the work in the class must have been completed satisfactorily. That means if a student has not completed work at the time of the request, it is the instructor's judgment whether to base the decision on whether the student was making satisfactory progress on the work that was expected to be completed at the time of the request or the work that was actually completed. For this reason, among others, it is important for the student to request the incomplete as early as possible.

COURSE SCHEDULE

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 class.

Introductions and Definitions
 Overview of group theory
 Psychodrama

SESSION 2

Preparation for Session 3:

- Symbol, Story, and Ceremony, Combs and Freedman
- The Task is the Thing, Blair Glaser

(Please bring to each class: large paper and colors for drawing or painting, lots of collage images to share, your own glue stick and scissors)

SESSION 3

Psychodrama
 Characteristics and functions of effective group leaders

Preparation for Session 4:

- TED talk: Ananda Shankar Jayant fights cancer with dance
- One Billion Dancing, Christina Devereaux

- Please rent and watch *Salt of the Earth*
- Complete the Heroic Myth Index (Pearson)

SESSION 4

Sociometric Practice
Alchemical Process

Preparation for Session 5:

- Adult Art Psychotherapy, Landgarten and Lubbers
- Please rent and watch: *Pina*

SESSION 5

Personal Story
Culturally relevant strategies for designing and facilitating groups

Preparation for Session 6:

- Psychodrama Since Moreno, Holmes, Holmes, Karp, and Watson
- The Sociometric Cycle, Anne E. Hale
- Poetry's Not Dead, And Here Are Books To Help Appreciate It by Tess Taylor:
<https://www.npr.org/2017/12/14/570927253/poetrys-not-dead-and-here-are-books-to-help-appreciate-it>

SESSION 6

Visual Art
Ethical Issues

Preparation for Session 7:

- *Healing Collective Trauma*, Leveton
- Please rent and watch: *Rivers and Tides*

(Please bring: 10 photos of you from home)

SESSION 7

Movement
Therapeutic factors and how they contribute to group effectiveness

Preparation for Session 8:

- The Creative Connection, Rogers | I Am Not Your Mother, Robert Landy
- View LINES Ballet--Rasa

(Please bring: a gift that represents this class for a gift exchange)

SESSION 8

Working with photos in groups
Use of Poetry in groups

SMU ACADEMIC CALENDAR

Memorial Day (Holiday)	May 27, Monday
Classes Begin	May 28, Tuesday
Add/Drop Deadline (No Notation)	
<i>Attendance Accounting Due</i>	June 03, Monday
<i>Mid-Term Grades Due to Registrar</i>	June 24, Monday
Independence Day (University Closed)	July 04, Thursday
Last Day for Withdrawal (W grade)	July 08, Monday
Summer 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 expressive therapies and/or leading groups..

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 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, TEP credential. In this course, there will be 20 hours of training relevant for the CP, and the following topics will be reviewed: stages of psychodrama, therapeutic factors, elements of psychodrama, psychodrama techniques, sociometry, and canon of creativity.

Requirements: (Each item has a point value. Maximum points: 100)

Please turn in work on time to avoid an impact on your grade. Work will not be accepted after the last day of class. Work turned in on the last day of class will not receive any comments. If you would like comments on your work, submit it by **Session 5**.

1. Complete assigned reading and reading seminars. Participate in weekly reading dyads. You will need to schedule this outside of class time. Be prepared to individually report on your learning. Participate in Sharing Inspiration Moodle Forum. **(5 points)**
2. Regarding the Film Debrief Forum: Read all previous posts to ensure you are not repeating a point that was already made. You have the following options (in descending order of value) in what you post: Connect the film with a quote from the readings and a lecture element, a panel (other class activity) or a film viewed in class. Keep your posts short (these are not meant to be paper-length posts) and try to do only one of the options above. As always, make sure your Moodle work is at Levels of Learning 4, 5, or 6. **(10 points)**
3. Maintain a journal of reflections of applied group counseling exercises done in and out of class. Include poetry and visual work. Be prepared to share selections from your journal each session. An oversized unlined, bound journal is suggested. **(15 points)**
4. Conduct a sociometric lab of a group you lead or are a part of using three sociometric tools. **(10 points)**
5. Prepare, memorize, and tell a spoken 5-minute autobiographical story (Do NOT use any cards or notes or an outline). You can author it, or you can adapt a fairy tale, folk story, or myth. **Due: Session 3. (10 points)**
6. Prepare a brief (15 minute) experiential demonstration for in class strategies sharing based on reading, research, and prior experience. Provide accompanying outline for these demonstrations, (including resources) by posting outline on Moodle. **Sign up on first day for presentation dates. (10 points)**
7. Prepare and present a report of required readings. **(Sign up on first day)** The task is to identify what the author is trying to say. What truth are they stating? This report is a selection of quotes from the book, film, or article to be used as a springboard for discussion. Please post your report on Moodle. **(10 points)**
8. **On Session 7 please email a self-evaluative paragraph with suggested grade.** Participate in and contribute to all class sessions and experiences including role-playing and other participatory activities. Self-regulate and address self-care by managing your emotions, taking appropriate risks, and communicating directly and responsibly. **(10 points)**

You have TWO options for a comprehensive self-evaluation:

- 1) Complete a self-evaluation paper using the self-evaluation worksheet available on Moodle.
- 2) Please complete and post on Moodle or YouTube a final film between two and five minutes as your evaluation: consider stop-animation, filming yourself, slide-show of all your work, etc.. View Miwa Mareyek's [Glorious Visions](#) and Christiane Cegavske's [Blood Tea and Red String](#) for inspiration.

9. Student's Professionalism: Please refer to the Student's Professionalism Evaluation form on Moodle. **(10 points)**

10. Person of the Counselor: Please refer to the Person of the Counselor Evaluation form on Moodle. **(10 points)**

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 use 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, 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 course content. For example, I can use one theory to analyze another theory.

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

- Whether work is submitted in a timely manner – submitting work late (after due date).
- Failure to check SMU email (be aware that you can arrange for email to be forwarded)
- Degree of professionalism in demeanor and self-presentation
- Attendance at all class sessions - especially with non-excused absences
- Involvement in out-of-class events (such as dyad meetings, group participation, Moodle)
- Degree of promptness to class either at the beginning of class or coming back from breaks, etc.
- Extent of enthusiastic and positive exchange with fellow students and the teacher
- Ability to ask questions and offer comments that further class discussions
- Degree to which work is edited, proofread, free of style errors, and fully meets the standards of a graduate program. Please view [Common Style Errors to Avoid](#), MAC Handbook (Chapter 6, p. 12).

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>.