MASTER OF ARTS IN COUNSELING PSYCHOLOGY
A GUIDE FOR PROSPECTIVE STUDENTS

The MAC Program is nationally accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC)
THE MAC PROGRAM:
MASTER OF ARTS IN COUNSELING PSYCHOLOGY
Saint Martin’s University
Master of Arts in Counseling Psychology
Godfrey J. Ellis, Ph.D., Director
Old Main 412
MAC@stmartin.edu
www.stmartin.edu
360-438-4560

This handbook is designed to provide an overview of the structure and culture of the MAC Program. For more detailed information, please contact the MAC office, or refer to the Saint Martin’s University website, where you can download our full student handbook.

MAC MISSION STATEMENT
The Master of Arts in Counseling Psychology Program (MAC) prepares clinicians in the theoretical foundations and skills necessary for advanced positions in the professions of mental health counseling and systemic marriage and family therapy. Built on a philosophy of therapeutic service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the therapist, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. Along with providing students with opportunities to acquire and increase excellence in the areas of diagnosis, assessment, and therapy, the MAC program strives to be personally and professionally transformative, liberating, and enriching.
WELCOME TO THE MAC PROGRAM

The Master of Arts in Counseling Psychology (MAC) Program is a 51-credit graduate-level master’s program at Saint Martin’s University in Lacey, Washington. This program prepares students to be state-licensed therapists and counselors. More about the MAC Program:

- The Program is structured as two closely-related tracks: the Marriage and Family Therapy Track (MFT) and the Mental Health Counseling Track (MHC). Students declare one track early in their enrollment in the MAC Program. The first track is designed as preparation to become a licensed marriage and family therapist (LMFT), while the second prepares for licensure as a licensed mental health counselor (LMHC). The dual track option requires 57 credits. MAC Classes meet or exceed Washington State educational requirements to become a licensed mental health counselor (LMHC) and/or a licensed marriage and family therapist (LMFT).

- Both tracks are nationally accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC).

- The core faculty consists of three full-time PhD/PsyD faculty members and one half-time faculty member, and teaching is supplemented by adjunct faculty. Student advising is offered by core faculty members, and is an important aspect of the program.

- All courses are offered once a week in the afternoons or evenings to accommodate daytime employment. Most required courses are offered during an evening session at least one semester each year, and internship classes are held on Saturdays.

- Cutting-edge coursework is designed to provide hands-on, theory-based experience. Teaching methods include lectures, films, presentations, and discussions as well as supervised role playing, psychodrama, and introspective exercises.

- Full-time enrollment is considered to be two MAC courses per semester. To accommodate family and occupational needs, as well as changing life situations, students can move between full-time and part-time enrollment throughout the MAC Program. For students enrolled full-time during Fall, Spring, and Summer semesters, the program typically takes three years to complete. Depending on individual pace, a student may take more or less time.

- Small class sizes allow one-on-one attention to student needs and interests.
OUR FACULTY

Godfrey J. Ellis, PhD
Chair of Department of Counseling Psychology and Director of the MAC Program. Specializes in marriage and family therapy, family history, and cross-cultural family studies. Over thirty years of experience as a family therapist and as a Clinical Fellow and Approved Supervisor for the American Association for Marriage and Family Therapy. Member of American Counseling Association.

Leticia Nieto, PsyD
Author of Beyond Inclusion, Beyond Empowerment. In private practice since 1983, working with individuals, couples, and families. Specializes in life-span development, substance abuse issues, expressive arts and psychodrama as therapeutic tools, and the psychological dynamics of oppression and privilege. Fellow and Approved Supervisor of the American Association for Marriage and Family Therapy and member of American Counseling Association. She is also a Certified Psychodramatist and an Accredited Playback Theatre Trainer. She was Saint Martin’s Outstanding Faculty of the Year in 2005.

Peggy Zorn, MA
Thirty years of experience in private practice. Specializes in working with children and adults who have experienced severe trauma, abuse, grief and loss, alcoholism/substance use, as well as couples and family therapy. Provides supervision/consultation for interns and therapists-in-training. Member of AAMFT, American Counseling Association, and Association for Play Therapy.

Kaj Kayij-Wint, PhD-ABD
Specializes in Trauma, Military/Veteran and Children/Couples/Marriage populations. Teaches with a social justice orientation, and believes that in treatment, even in the case of psychopathology, the goal is to “be with” a client and not “do to” a client. Fundamentally wedded to the concept that all clients are to be accorded the kind of treatment and justice that she, herself, promotes as a person of color. Licensed Marriage and Family Therapist, WA State approved supervisor, member of the American Counseling Association, member of the American Association of Marriage and Family Therapy as a Clinical Fellow, and an AAMFT Supervisor Candidate.
CHOOSING A PROGRAM TRACK

THE MFT TRACK
You may be interested in working with couples and/or families as they struggle to resolve ongoing difficulties and to live happier, more productive lives. Humans are social beings who need to connect with other humans but who often experience difficulties along the way. No one lives in a social vacuum, and Marriage and Family Therapy (MFT) focuses on interaction within social systems, especially in families—however “family” is defined and expressed. Although a systems approach implies the inclusion of the entire system in therapy, the approach can also be applied to subsystems, even with single clients. The issue is not the number of clients who sit in front of the therapist, but whether the focus is on systems-oriented issues and questions and whether the conceptual orientation stresses context and interaction within a system.

The MFT Track leads to Washington state licensure as a licensed marriage and family therapist (LMFT). After completing the program and passing a national exam, an MFT Track graduate may apply to be a licensed marriage and family therapist associate (LMFTA). An LMFTA can begin accruing the post-program hours of experience and supervision necessary to become fully licensed as an LMFT. The MFT Track at St. Martin’s University meets all of the educational requirements of the Washington State Department of Licensing for these credentials.

THE MHC TRACK
You may prefer a broader approach to counseling. Mental Health Counseling (MHC) takes place in a wide variety of settings, including schools, geriatric facilities, rehabilitation clinics, hospitals, crisis centers, community mental health agencies, and private practice. It may focus on issues such as motivation, self-esteem, addictions, vocational change, transpersonal concerns, spiritual explorations, cognitive self-messages, and other mental health challenges. Even though mental health counseling focuses on the individual, MHC may also take place in group contexts, helping the individual through the support and/or confrontation of others struggling with the same type of presenting problems. MHC may even include the presence of supportive significant others. Again, the issue is not how many others may assist in the individual client’s focus on internal issues, but whether the focus is on the mental health of the individual and whether the conceptual orientation stresses intrapsychic and individual issues.

The MHC Track leads to Washington state licensure as a licensed mental health therapist (LMHC). After completing the program and passing a national exam, an MHC Track graduate may apply to be a licensed mental health therapist associate (LMHCA). An LMHCA can begin accruing the post-program hours of experience and supervision necessary to become fully licensed as an LMHC. The MHC Track at St. Martin’s University meets all of the educational requirements of the Washington State Department of Licensing for these credentials.
IMPORTANT ELEMENTS OF THE MAC PROGRAM

THE PERSONAL THERAPY REQUIREMENT
One of the requirements of all students in the MAC Program is to obtain a minimum of 10 sessions of their own personal therapy early in their time in the program. This is true even for those students who have received some kind of therapy before entering Saint Martin’s University or those who intend to seek counseling after they have finished the MAC Program. The MAC faculty see the personal therapy requirement as one of the most important aspects of the MAC Program. This requirement illustrates our passionate commitment to make the MAC experience be personally and professionally transformative, liberating, and enriching. Receiving therapy is a wonderful educational opportunity. We believe that there is a strong advantage for those providing therapy to have experienced what it is like to participate in that same modality of counseling from the client’s role, and to also become more aware of personal issues and patterns. You will learn much in your classes, but there is nothing like experiencing, first-hand, the therapeutic process itself.

PROFESSIONALISM AS A STUDENT
As a MAC student, you are a professional in training. The MAC Program endeavors to impart the significance of the responsibilities of this role, and student professionalism is considered a critical aspect of academic performance.

Our expectation of professionalism in our students is based on an evaluation of the following behavioral and attitudinal expectations:

• Ability to work with abstractions and theory as demonstrated by willingness to learn and openness to new ideas.

• Ability to move fluidly between theory and practice as demonstrated by written work and in-class participation.

• Capacity for compassion and ability to be warm, enthusiastic, and nurturing.

• Acceptance of others and appropriate social skills.

• A tendency toward, and desire for, personal, as well as professional, growth and enrichment.

• Psychological self-awareness and emotional “groundedness.”

• Clarity of purpose and ability to be self-directed and self-motivated.

• Non-discriminatory and non-ethnocentric attitudes and behavior.

• Emotional maturity (this is not the same as “age.”)
• Ability to resolve personal issues and interpersonal conflicts rather than projecting those issues onto clients, co-workers, fellow students, or faculty.

• Ability to experience and express empathy in their relationships with others.

These are minimal standards expected of all students in the program. In addition, the following criteria have a definite and significant impact on how well you will do in the MAC Program:

• Whether work is submitted in a timely manner.

• Degree of professionalism in demeanor and self-presentation.

• Attendance at all class sessions, especially the extent of “non-excused” absences. Involvement in out-of-class events (such as dyad meetings and group participation.)

• Degree of promptness to class, either at the beginning of class or in coming back from breaks, etc. Extent of enthusiastic and positive exchange with fellow students and the teacher.

• Ability to ask appropriate questions and offer relevant 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.

THE CLINICAL INTERNSHIP
The MAC Program heavily emphasizes the practical application of concepts and training. In the latter part of the Program, all students are required to complete a 600-hour clinical internship. The internship must be spread over two semesters, and must include at least 300 hours of face-to-face time with clients. Internships take place off-campus in community-based counseling settings of various kinds, under the guidance of a qualified supervisor. Clinical experience is supplemented with two MAC Internship courses, taken alongside the student internship. The internship experience is considered to be the integrative culminating experience of the entire MAC program.

DYNAMIC LEARNING COMMUNITIES
MAC courses are designed to inspire the following learning goals:

• Be inquisitive — look for cause and effect. Seek answers independently, discuss findings with classmates, supervisors, instructors, coworkers, and so on. Look for and address contradictory opinions, beliefs, and positions.

• Consider issues with an open mind. To the best of your ability, leave nothing out. Be honest with yourself. Continually question, challenge, and consider the implications of course material for yourself, your clients, the agency for which
you work or hope to work, and society at large. As you learn, look for what is useful, new, good, and true.

- **Chain information together.** No matter how insignificant or irrelevant some details may seem at first, make every effort to integrate them for future reference. You may find them very significant and useful when connected to other concepts later. Wherever and whenever possible, find a way to dovetail, to connect, and to relate classes with each other. This serves to enhance previously learned information and provide you with a more global viewpoint. Consider bits of information as links of a chain that are tightly interlocked with one another.

- **Do more than is required.** Academic requirements exist to standardize the basic material to be learned. However, to get the most from your experience as a graduate student, and to make it fun and relevant to your particular needs, reach for any related information you can find. Search out who is considered the expert in any given area. Find out why. What does this person have to say that justifies such status? Are those theories based in fact? What sorts of studies have been done, with what populations, with what results, and what are the implications of the findings? Use the library. Visit bookstores. Make use of the resources available to you.

- **Apply principles of Appreciative Inquiry.** This mode of learning is a model for analysis, decision-making, and the creation of strategic change that emphasizes constructive reflection over reactive critique. Rather than focusing on solving problems, which can implicitly mean accepting the context that creates the problems, Appreciative Inquiry encourages shifting attention to entirely new perspectives, conceptual frameworks, and new organizational models. The learning process becomes inspired by finding what is useful, rather than merely rejecting what is not useful. Appreciate Inquiry involves systematic discovery of what gives life to a community when it is most effective and most capable—seeking out and highlighting the best in people. Intervention gives way to inquiry, imagination, and innovation. Instead of negation, criticism, and spiraling diagnosis, there is discovery, dream, and design.

- **Learn principles of self-care.** Important for anyone in the counseling field is the need to learn, and practice, principles of adequate self-care. As a student in psychology, you are encouraged, even expected, to care for yourself in all areas — educationally, emotionally, and psychologically.
BECOMING A CHEMICAL DEPENDENCY PROFESSIONAL

As Chemical Dependency is a common issue affecting counseling and therapy, many MAC courses incorporate Chemical Dependency related topics and materials. It is possible for students who wish to specialize in chemical dependency counseling to pursue licensure as a Chemical Dependency Professional (CDP) at the same time that they work toward LMFT or LMHC credentials. Students are eligible to apply some of their completed MAC coursework toward the educational requirements of CDP licensure in Washington State. Because not all of the applicable coursework is required by both MAC tracks, interested students should work with their advisors to incorporate CDP educational requirements into their course sequence planning.

To apply to become a CDPT and learn more about licensure requirements, please speak with your advisor, and refer to the Washington State Department of Health website.
MAC COURSEWORK: AN OVERVIEW
The core of the MAC Program is a set of nine required classes (27 credits). These courses cover material that will be needed by all MAC students, regardless of their chosen track.

Each track requires three additional core classes (9 credits), and three electives (9 credits). The internship series requires an additional six required credits.

The dual track option requires 57 credits.

Because course numbers are an important aid for planning, students are encouraged to pay attention to the numbering sequence. Students are generally expected to begin with 500 level “foundation” courses before beginning the advanced 600 level courses (required or elective).

Students are welcome, and even encouraged, to take additional elective courses that interest them. However, doing so will exceed the minimum 51 hours required for a MAC degree. There is also an advantage in waiting to take elective courses until later in the program. This tends to provide greater flexibility in that a beginning student with a scheduling conflict for a required class can more easily substitute other classes while a later student may have already taken available alternatives.

Course descriptions for all classes are below.

CORE REQUIREMENTS (9 COURSES)

MAC 520: THEORIES AND PRACTICE OF FAMILY THERAPY I
This course introduces students to a systemic way of thinking about the world in general and about dysfunction or symptomatology in particular. Major schools of family systems therapy, such as strategic, structural, multi-generational and symbolic-experiential, are introduced. This course places emphasis on systemic thinking as a paradigm that is distinct and separate from individual therapy. It also emphasizes the students’ own family-of-origin work and the resolution of unfinished family business. Previous graded requirements have included the development and analysis of genograms, kinetic projective drawings, an oral group book report, and a final exam.

MAC 540: LIFE SPAN DEVELOPMENT IN INDIVIDUAL AND FAMILY THERAPY
A life-span perspective is critical for all therapists. Students examine the clinical implications of developmental processes, theories of development, and life transitions of individuals, couples, families, and groups. This course is designed to promote informed and deep empathy for specific developmental moments throughout the life span. In the past, learning activities have included roleplaying and written work designed to integrate the readings and class discussions. Students select from a variety of project options.
MAC 550: TREATMENT OF TRAUMA AND ABUSE
It is critical for therapists to be aware of their own background/attitude toward abuse as well as be able to recognize, treat or refer trauma issues in clients. Affective and cognitive learning are equally emphasized in this overview of domestic violence and child physical and sexual abuse/neglect. Other emphases include psychosocial and systemic consideration in the treatment of all types of abuse and trauma, including the role of society throughout history and the role of intergenerational patterns. Highlights of the class include numerous videos and guest speakers. In previous semesters, the requirements included “hands-on” experience related to family violence and a group presentation.

MAC 600: DIAGNOSES AND CONTROVERSIES IN PSYCHOPATHOLOGY
This class guides clinical practice in the diagnosis and differentiation of various DSM psychopathologies using case examples. It also considers various controversies about the meaning of madness, the use or misuse of psychotropics, and the power or abuse of the DSM system. However, the primary focus of this course is the diagnoses of major mental disorders (agoraphobia, schizophrenia, etc.) and personality disorders (borderline, schizoid, etc.) using the format and language of the DSM 5. Secondary emphasis is placed on the etiology, description, treatment, and prognosis of the various mental and personality disorders. Previous assignments have included diagnoses of case studies, term papers, discussions of films portraying mental illness, and in-class exams. Prerequisite: MAC 500 or 520

MAC 610: CLINICAL ASSESSMENT AND TREATMENT PLANNING
This course discusses the role of professional assessment and introduces frequently used mental status assessment exams, test interpretation, contracts for treatment, and conventions for treatment planning. Students learn a model, in addition to several tools, for psychological and clinical assessment, data gathering, and interviewing. Assignments include projects on interviewing and testing, and a take-home midterm exam. Prerequisites: MAC 500 or 520, and MAC 600

MAC 620: ETHICAL PRACTICE AND THE LAW
Using 12 case studies, this class emphasizes AAMFT and ACA standards to guide therapists in ethical practice with an introduction to Washington State RCWs and WACs, the legal and court system, and the process of testifying as an expert witness. The class stresses wisdom and judgment over black-and-white rigidity. Prerequisites: MAC 500 or 520, and MAC 600

MAC 630: SYSTEMIC TREATMENT OF ADDICTIONS AND COOCCURRING DISORDERS
In this course students examine various chemical dependency and co-occurring disorders models, treatment perspectives, and recovery processes. The practical skills portion of the course has a focus on Milton Erickson’s approach to second-order change. Assignments include: research of psychopharmacology and social implications of various substances, depth psychology informed journaling, and recovery program design. Prerequisites: MAC 500 or 520, and MAC 600
MAC 640: RESEARCH METHODS AND STATISTICS
While providing sensitivity for math-phobic students, the course provides a foundation in both qualitative and quantitative methodology. The focus is an overview of statistics for counselors and clinicians. Emphasis is placed on the interpretation of statistical analysis, rather than the production of original research.

MAC 660: COMPLEXITIES OF SOCIAL MEMBERSHIP
This class is an exploration of the impact of social memberships in individual and family therapy. A central element of the course is the mastery of a conceptual and skills framework for social analysis and clinical intervention. Students examine the complex interplay of socio-historical forces that impact the theory and practice of psychology. The focus in the course is the analysis of patterns of power and oppression and how they affect the counseling process. Assignments include autobiographical in-depth consideration of social membership profiles, film scene clinical deconstruction, reflection of clinical role-plays, and experiential simulations. Prerequisites: MAC 500 or 520, and MAC 540

INTERNERSHIP CLASSES (2 COURSES)
These classes are taken concurrently with the internship experience.

MAC 691: CLINICAL INTERNSHIP I
The first internship course is designed to provide academic structure and supervision for an off-campus internship experience, and to familiarize students with a variety of agencies, clients, therapy approaches, and presenting problems. Class members report on internship progress, show results of projective tools (color copies of kinetic drawings or collages, photos of sand-tray work, and so on), and share presentations on internship cases. The emphasis is not on staffing a case but on therapist styles and personal triggering or lack of objectivity. Students may also seek help with logistic difficulties as well as on aspects of ethical practice. Graded requirements include presentations of cases that the students are following and the preparation of a self-evaluation. The inclusion of at least one video presentation is encouraged and welcomed. Prerequisites: Granting of DCS (see Chapter 13).

MAC 692: CLINICAL INTERNSHIP II
This course continues the academic structure and supervision for the off-campus internship experience. The continuing secondary emphasis is on logistical problems and on counseling ethics. A new, third, emphasis is on facilitating the transition from the structured classroom to the professional workplace. Requirements are similar to MAC 691. Prerequisite: MAC 691.
**MFT TRACK CORE CLASSES (3 COURSES)**

**MAC 530: THEORIES AND PRACTICE OF FAMILY THERAPY II**
This class continues the discussion of systemic perspectives and techniques begun in Family Therapy I and introduces additional schools of family systems therapy (Behavioral, Brief Solution-oriented, Narrative, Satir Transformational, and others). It includes practical application through role-playing. Prerequisite: MAC 520

**MAC 555: THEORIES AND PRACTICE OF CONJOINT THERAPY**
While Family Therapy I and II focus on family therapy, this course emphasizes an application of systemic therapy to conjoint and couples work. Theories and therapies emphasized consider all relational styles, stages, and issues of relationship resolution and/or dissolution. The course includes application through frequent role-playing exercises.

**MAC 650: HUMAN SEXUALITY AND SEX THERAPY**
The main focus of this course is theoretical perspectives on sexual dynamics and sexual dysfunction. It teaches standard clinical approaches to the treatment of sexual issues and disorders. Assignments include reflection papers, interviews, and group work. Prerequisite: MAC 500 or 520

**MFT TRACK ELECTIVES (3 COURSES)**

Below are the MFT-specific electives. For the MFT track, a student must choose either MAC 560 OR MAC 680 as one elective. In addition to the electives that are recommended and were designed for each of the two specific tracks, students may use any class that is either a required class or an elective class for the alternate track as their track electives.

**MAC 560: THERAPY WITH CHILDREN AND ADOLESCENTS**
This course examines the developmental stages of childhood and adolescence and covers projective techniques such as play therapy, art therapy, and sand tray therapy. In addition, students are encouraged to examine their own inner child and confront personal issues that may hamper their ability to be clinically effective with these age groups. Prerequisites: MAC 500 or 520, and MAC 550

**MAC 580: FAITH BASED COUNSELING**
Non-denominational and non-doctrinal theories of faith-based counseling form the basis for this class. The major focus is a comparison of ethical techniques of faith-based counseling (primarily Christian) with traditional techniques of secular psychotherapy. Major issues affecting individuals and families are applied through role-playing faith-based vs. secular counseling.

**MAC 680: APPLIED SYSTEMIC THEORIES AND TECHNIQUES**
This class explores systemic theories and hands-on techniques related to selected topics and issues. Class content typically varies on a regularly rotating schedule.
and addresses such topics as bereavement, eating disorders, and suicide prevention. Prerequisite: MAC 500 or 520, or instructor and MAC Director’s permission.

**MHC TRACK CORE CLASSES (3 COURSES)**

**MAC 500: INDIVIDUAL THERAPY**
This class is really two-in-one — a class on the major theories of individual counseling (psychoanalytic, client-centered, rational-emotive, cognitive, etc.) and a class on the basic skills of psychotherapy (active listening, reflecting, confrontation, etc.). As much as possible, the skills component is nested within the theories component. For example, clinical reflection is practiced within a discussion of client-centered therapy; confrontation is taught within an overview of RET, and so on. In the past, assignments have included writing individual position statements (mid-course assessments), giving group presentations, engaging in detailed clinical role-plays, and completing a final exam.

**MAC 510: GROUP THERAPY**
This experiential course is designed to acquaint students with the skills associated with group therapy membership as well as group therapy leadership and co-leadership. Types, stages, and roles of therapy groups are explored in depth. The course involves a balance of theory and practice of group psychotherapy. Students participate in a supported group experience as group members and as group facilitators. The assignments include reflection papers and the development of a group materials packet. Emphasis is on group therapy as contrasted with other forms of group process.

**MAC 590: CAREER DEVELOPMENT IN INDIVIDUAL AND FAMILY THERAPY**
This course provides in-depth inquiry into the process of career development. It includes mythopoetic approaches, career counseling theories and tools, exam preparation and intensive career self-exploration. A focus in the course is on the deepening of professional attitude and identity as a clinician working on lifework concerns with individuals, couples, families, and groups. Assignments include creating a career-counseling plan, working through a goal setting/reaching process from start to finish, modeling a life-plan, dream-work, and decoding of personal symbology.

**MHC TRACK ELECTIVES (3 COURSES)**
Below are the MHC-specific electives. For the MHC track, a student must choose either MAC 665 OR MAC 685 as one elective. In addition to the electives that are recommended and were designed for each of the two specific tracks, students may use any class that is either a required class or an elective class for the alternate track as their track electives.
MAC 665: EXPRESSIVE THERAPIES WITH INDIVIDUALS AND FAMILIES
This course examines various expressive techniques in individual, family, and group therapy. The goal is to provide students with opportunities to try out a variety of expressive techniques. Students are expected to become familiar with the foundations of metaphoric therapy and to uncover their own style of expressive psychotherapy. Projects include an art and poetry therapy journal, the creation of a technique and strategy glossary, demonstrations of strategies, and a drama therapy installation. Prerequisite: MAC 500 or 520

MAC 685: NEUROBIOLOGY, PSYCHOPHARMACOLOGY AND MINDFULNESS
This course examines three areas of popular interest in the field: 1) the science of neurobiology as it relates to clinical practice, 2) treatment techniques and the pros and cons of pharmacological treatment, and 3) the clinical technique of mindfulness in individual and family therapy. Prerequisites: MAC 500 or 520, and MAC 600

MAC 580: FAITH BASED COUNSELING
Non-denominational and non-doctrinal theories of faith-based counseling form the basis for this class. The major focus is a comparison of ethical techniques of faith-based counseling (primarily Christian) with traditional techniques of secular psychotherapy. Major issues affecting individuals and families are applied through role-playing faith-based vs. secular counseling.
APPLYING TO SMU
Applications for the MAC Program require: 1) completion of the graduate application, 2) a $50 application fee, 3) official transcripts, 4) two letters of recommendation, 5) a third letter of recommendation or a professional reference, 6) a personal statement essay of 3-5 pages, and 7) an up-to-date CV/resumé. Additionally, the MAC Program requires a supplemental application which can be found on SMU’s Graduate Admission and Aid webpage. Following successful completion of these steps above, applicants may be invited to a group and/or individual interview with the MAC faculty.

COMPLETING THE PROGRAM
The MAC Program normally requires anywhere from 2.5 to 5 years to complete, depending on how you arrange your schedule. A full-time student load is considered to be two courses per semester, or six credits. MAC classes are rich in content, and the nature of the material tends to encourage significant personal reflection and transformation. Because of this, taking more than two classes in one semester is highly discouraged, and requires special permission.

STUDENT EVALUATION PROCESS
Admission into the MAC Program constitutes permission to take initial coursework. This first step of acceptance is implicitly a probationary state. As with all graduate programs, students are reviewed to make certain they are making satisfactory progress. In the MAC Program, there are two evaluation stages:

The Early Evaluation is a relatively informal and straightforward procedure designed to provide feedback as needed. This occurs near the end of the second semester of a student’s program. It considers both academic proficiency and interpersonal concerns that could interfere with a student’s progress.

Degree Candidate Status is the second, more structured and formal evaluation that takes places approximately halfway through the program, following completion of at least 21 credits of required coursework. Obtaining this status is a virtual contract that indicates that the faculty considers you appropriate for eventual graduation and the beginning of the internship experience.
THE BENEDICTINE TRADITION

“Listen carefully, my child... and incline the ear of your heart.”

So begins the Rule of Saint Benedict, which has shaped the lives of Benedictine monks since the sixth century. For more than 100 years, Saint Martin’s students have been listening “with the ear of their hearts.”

Established in 1895 by monks of the Roman Catholic Order of Saint Benedict, the Saint Martin’s community is shaped by its Benedictine heritage—a legacy characterized by a commitment to intellectual and spiritual growth, hospitality and service.

Through inquiry, reflection, and self-examination, Benedictine communities are encouraged to grow in all areas of life. As a community, Saint Martin’s seeks to cultivate those qualities universally agreed upon to be worth pursuing: kindness, compassion, love, patience, diligence, personal rigor, respect, and open-heartedness.

The University, and the MAC Program, welcome students of all approaches to religion, spirituality, and faith, including those who are atheist, agnostic, or non-religious. The Saint Martin’s community is enriched by the spiritual diversity of the faculty and student body, as well as its shared foundation in the values of the Benedictine tradition.
Thank you for reading, and please be in touch! For more information, please refer to our Student Handbook, which can be downloaded from the Saint Martin’s website.

THE MAC PROGRAM:
MASTER OF ARTS IN COUNSELING PSYCHOLOGY
Saint Martin’s University
Master of Arts in Counseling Psychology
Godfrey J. Ellis, Ph.D., Director
Old Main 412
MAC@stmartin.edu
www.stmartin.edu
360-438-4560