**CHD 634 Wellness Counseling\***

**Summer 2016**

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| **Professor** | Quinn Pearson, Ph.D., LPC | **Class Time:** M & W 6:30 to 9:00 p.m. |
| **Office:** | 411 Stevens Hall | **Phone:**  256-765-4643 |
| **Office Hours:** | M: 5:30 to 6:30 p.m. | **E-mail:**  qmpearson@una.edu |
|  | T:  3:00 to 4:00 p.m. |  |
|  | W: 5:30 to 6:30 p.m. |  |
|  | R: 3:30 to 4:00 p.m., F: By appointment |  |

**Note:** Additional hours are available by appointment. Occasionally, other obligations (i.e., committee meetings) may impose upon stated office hours.

**Course Description:** A study of theoretical models and practices for wellness counseling and their application in counselor self-care and clinical mental health practices. Emphasis on cognitive, emotional, physical, social, and spiritual dimensions of wellness and promotion of optimal human development and wellness through prevention, education, advocacy, and behavioral healthcare intervention.

**Referenced Standards:**

CACREP-2009-G.1.d self-care strategies appropriate to the counselor role;

CACREP-2009-G.2.e counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit mind, or body;

CACREP-2009-G.3.d theories and models of individual, cultural, couple, family, and community resilience;

CACREP-2009-G.3.h theories for facilitating optimal development and wellness over the life span;

CACREP-2009-G.5.a an orientation to wellness and prevention as desired counseling goals;

CACREP-2009-CMHC.C.2 knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

CACREP-2009-CMHC.D.3 promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

**Prerequisites:** None

**Required Readings**

Granello, P. F. (2013). *Wellness counseling.* Upper Saddle, NY: Pearson Education.

Kottler, J. A., & Chen, D. D. (2011). *Stress management and prevention: Applications to daily*

*life* (2nd ed.). New York, NY: Taylor & Francis.

Handouts as assigned.

**Recommended Reading/Resources:** Journal articles and handouts as assigned.

**Instructional Modalities**

Lecture, discussion, higher order questioning, cooperative learning, live modeling, video modeling, role playing, experiential exercises

\*Content Revision: June, 2016

**Student Knowledge and Skill Outcomes and Course Competencies**

1. Demonstrate an understanding of theoretical models of wellness counseling. (CACREP-2009-G.3.d, CACREP-2009-G.3.h)
2. Demonstrate an understanding of cognitive, emotional, physical, social, spiritual, and cultural dimensions of wellness and change processes for promoting optimal development in each area. (CACREP-2009-G.2.e, CACREP-2009-G.3.d, CACREP-2009-G.3.h, CACREP-2009-G.5.a, CACREP-2009-CMHC.C.2)
3. Demonstrate the ability to assess each dimension of wellness and design comprehensive wellness plans using a variety of prevention, education, advocacy, and intervention activities. (CACREP-2009-G.2.e, CACREP-2009-G.3.d, CACREP-2009-G.3.h, CACREP-2009-G.5.a, CACREP-2009-CMHC.D.3)
4. Demonstrate three or more wellness/stress management techniques. (CACREP-2009-G.1.d, CACREP-2009-CMHC.D.3)
5. Demonstrate the ability to apply several wellness activities/interventions as part of a self-care plan. (CACREP-2009-G.2.e, CACREP-2009-G.3.d, CACREP-2009-G.3.h, CACREP-2009-G.5.a)
6. Demonstrate the ability to integrate wellness activities/interventions into clinical mental health practice. (CACREP-2009-G.2.e, CACREP-2009-G.3.h, CACREP-2009-G.5.a, CACREP-2009-CMHC.C.2, CACREP-2009-CMHC.D.3)

**Evaluation:**

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| **Course Requirements** | **Outcomes & Competencies** | **Grading Scale** |
| Class Attendance & Participation—10% | 1-6 | A = 90% to 100% |
| Personal Self-Care Plan/Reports and Journal Entries—15% | 3, 5 | B = 80% to 89% |
| Mid-Term Exam—30% | 1, 2 | C = 70% to 79% |
| Final Exam—20% | 3, 6 | D = 60% to 69% |
| Individual Demonstration/Video Project—25% | 4 | F = Below 60% |

**NOTE:** For all course requirements, part of your grade will be a professional, subjective decision by the instructor.

Five points will be deducted for each day beyond the due date that late assignments are submitted.

Assignments submitted for this course shall not contain any portion of materials submitted in another course.

Students are expected to complete in-class exams on the scheduled date. The instructor will determine whether a student may make up a missed exam, depending on the extenuating circumstance and the student’s ability to document it. Points may be deducted based on the professional, subjective decision of the instructor.

Cell phones and other electronic devices are not permitted in class and should not be visible or audible. If a student needs cell phone access for a personal emergency or an on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission of the instructor must be obtained prior to class in these situations.

**Description of Course Requirements**

1. **Class attendance and participation:** Students are expected to attend class regularly and to inform the professor when they will be unable to attend. Students are expected to discuss and apply reading and video/audio assignments, participate in experiential activities, practice skills in dyads/triads/small groups, and complete any other class assignments. UNA's attendance policy is included below.
2. **Personal Wellness Plan and Journal:** 
   1. Students will complete a **personal wellness plan,** based on results from assigned wellness assessments, that consists of the following: (1) a summary of assessment results, including identification of three areas of strength and three areas for improvement; and (2) a completed brochure, *Healthy Habits for Happiness: Your Personal Wellness Plan.* Additional guidelines and the brochure are posted in Canvas.
   2. Students will complete **weekly** **personal wellness plan reports**, which will include reports of progress or setbacks for each goal in *Your Personal Wellness Plan.*
   3. Based on these weekly progress reports in item “b” above, students will submit three **revised/updated Healthy Habits for Happiness: Your Personal Wellness Plan** brochures.
   4. Students will also complete a **reflective** **journal entry weekly**—completed every Monday prior to class—in which they reflect on one or more major wellness/stress management interventions covered in class the prior week. In this weekly journal entry students should reflect on the following: (1) how you might incorporate the intervention(s) into a self-care plan; (2) how you might incorporate the intervention with clients; (3) barriers and challenges to implementing intervention(s); and (4) strategies for overcoming these barriers and challenges. **The weekly personal wellness plan reports, revised/updated Personal Wellness Plan brochures, and reflective journal entries will be due periodically throughout the term as indicated in the course schedule.**
3. **Midterm exam:** The midterm exam will consist of objective, short answer, and essay items.
4. **Final exam:** The final exam will consist of objective, short answer, and essay items (which will require you to apply wellness and stress management interventions/strategies within the framework of wellness models).
5. **Individual Demonstration/Video Project:** Students will submit a video demonstration, using a classmate as a mock client, which combines a deep breathing technique, progressive muscle relaxation, and a guided imagery. **Please note:** Students must also **submit a self-evaluation** using the Tk20 rubric, including comments for each section of the rubric. The **demonstration video** must contain the following elements: (a) a brief explanation of the techniques that will occur, including any questions from the mock client; (b) a deep breathing technique; (c) progressive muscle relaxation, including tensing and releasing of several muscle groups; (d) transition to the guided imagery; and (e) a guided imagery, including transitioning back to the present reality. **Please note:** Students may read from a written script **only** for the guided imagery part of the demonstration, **not** for any other part of the demonstration.

**Attendance**

UNA’s attendance policy states: “Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.” (p.33) All faculty in the Counselor Education department have adopted the following policy: If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

**Academic Honesty**

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

**Title IX University Statement**

The University of North Alabama has an expectation of mutual respect.  Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix.  If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website

**Accommodation Statement**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**Communication--UNA Portal Statement**

The official method of communication at UNA is UNA portal, with emphasis placed on University email (accessed through the homepage at [http://www.una.edu](http://www.una.edu/)). Please check this email account regularly and route Canvas communications to it as well to ensure timely communication regarding course, program, and university matters.

**Emergency Procedures**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

Assist persons with physical disabilities, if needed.

Do not use the elevators.

Time permitting, close all doors and windows.

Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

**Course Schedule\* and Course Content**

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| **Date** | **Topics** | **Granello** | **Kottler & Chen** |
| June 8 | Introduction  Wellness Paradigm—Wellness Challenge, Evolution of Wellness, Theoretical Models for Wellness  **Mindfulness PowerPoint**  Stress Journal Activity | Chapter 1  Chapter 2  Chapter 3 | p. 97 |
| June 13 | Theoretical Models (cont.)  Understanding Stress—Meaning of Stress, Stress and Health, Developmental Stages and Stressors  Wellness Assessments (Handouts)  Incorporating Wellness into Clinical Practice | Chapters 1-3 (cont.)  Chapter 6 | Chapter 1  Table 2.2—p. 49  Table 3.1—p. 59 |
| June 15 | Change Science—Models and Methods  Adaptive and Maladaptive Behavior | Chapter 4 | Chapter 4 |
| June 20 | Change Science—Models and Methods (cont.)  Problem Solving and Time Management  **Personal Wellness Plan Due** |  | Chapter 7 |
| June 22 | Physical Activity  Physical Methods for Stress Reduction—Breathing, PMR, etc. | Chapter 9 | Chapter 9 |
| June 27 | Physical Methods (cont.)  **Interim Personal Wellness Plan Reports Due Revised/updated Personal Wellness Plan brochures Due Reflective Journal Entries Due** |  |  |
| June 29 | **Midterm Exam** |  |  |
| July 6 | Nutrition for Wellness  Other Lifestyle Issues—Sleep, Finances, Tobacco and Alcohol  Preventive Self-Care—Modern Medicine | Chapter 10  Chapter 11 | Chapter 11 |
| July 11 | Emotional Regulation  Psychological and Spiritual Relaxation Methods—Guided Imagery, Meditation, Mindfulness, Autogenic Training  **Interim Personal Wellness Plan Reports Due Revised/updated Personal Wellness Plan brochures Due Reflective Journal Entries Due** | Chapter 8 | Chapter 8 |
| July 13 | Cognition and Wellness  Challenging Stressful Thinking  **Individual Demonstration/Video Project Due** | Chapter 7 | Chapter 6 |
| July 18 | Social Relationships and Wellness  Stress and Conflict in Relationships | Chapter 14  Chapter 15 | Chapter 12 |
| July 20 | Meaning and Purpose  Spirituality  **Final Personal Wellness Plan Reports Due Revised/updated Personal Wellness Plan brochures Due Reflective Journal Entries Due** | Chapter 12  Chapter 13 | pp. 222-225 |
| July 25 | Creativity  Resilience and Stress  **Final Self-Care Report and Journal Entries Due** | Chapter 16 | Chapter 13 |
| July 27 | **Final Exam** |  |  |

**\*NOTE**: This syllabus may have additional components added throughout the semester. The schedule and procedures contained herein are subject to change in the event of extenuating circumstances.

I have received a copy of the syllabus for CHD 634. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature Date

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