



COUN 4379 01 Wellness Counseling

COUN 4379 is a required course for undergraduate students minoring in Human Services

College of Education

Department of Counselor Education

Instructor: Megan Garzaglass, MS, LPC

Office hours: by appointment only email: mrg044@shsu.edu

Days and times the class meets: Online

Location of class: online

Course Description: This course introduces the history of wellness and the contributions of various cultures to the wellness concept. Several models and theories for the practice of counseling are addressed. Behavior change models and current research related to specific wellness domains will be explored with a focus for working with clients from a wellness perspective.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by Human Service professionals in the field most closely related to this course.

Textbooks:

Required:

Granello, P. F., (2013). *Wellness Counseling*. Boston: Person (The Merrill Counseling Series).

Recommended:

Rath, T., & Harter, J. K. (2010). *Wellbeing: the five essential elements*. [New York : Gallup Press, c2010.].

Course Format:

The format for COUN 4379 includes lecture or narrative presentation, role-playing the role of helper, small group discussions, whole class discussions, self-selected inquiries, and written assignments. Students are expected to be active participants in the course.

Course Content:

Students will develop an understanding of wellness as the paradigm for working in the field of human services, counseling, and related disciplines. The curricula for this course includes knowledge of the 10 specific dimensions of wellness counseling and how to engage as helpers from a wellness frame of reference when counseling and supporting individuals for growth, change, and well-being.

Course Requirements;

- ***Student Syllabus Guidelines:*** You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>.
- ***Academic Dishonesty:*** Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*
- ***Student Absences on Religious Holy Days:*** Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*
- ***Students with Disabilities Policy:*** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*
- ***Counseling Program Attendance Policy:*** 1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected beforehand. 2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. 3) A drop of a letter grade will occur for each subsequent absence. 4) Repeated lateness will count towards an absence.
- **All assignments must be submitted by 11:59 PM of the day it is due. No late work will be accepted.**



NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.



The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1); Technological Learning Environment (CF2); Communication (CF3) Assessment (CF4); Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF 1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)

10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix:

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator
1. Demonstrate knowledge of the evolution of wellness counseling and historical changes in the helping profession.	Class presentation of assigned chapter(s) on specified day Mid-term Examination	Evaluation of presentation: Score a passing grade on Mid-term Examination. (Below standard, Meets standard, Exceeds standard)	
2. Explore the various counseling models of wellness.	Complete a 3-5 page reflection paper. Read assigned chapter(s)	Evaluation of student reflection paper: Below standard, Meets standard, Exceeds standard	
3. Distinguish between complementary and alternative treatments of wellness counseling and discuss how these treatments are	Read Assigned Chapter(s) Students will work in groups to develop a "Talking Points" paper for	Evaluation of Talking Points paper and group lead discussions. Score a passing grade on the Final Examination (Below standard, Meets	

incorporated into wellness counseling.	the benefits of the chosen treatment. Final Examination	standard, Exceeds standard)	
4. Understand the relationship between cognition and emotion and wellness.	Read Assigned Chapter(s) Role-play how to work with individuals who present with self-defeating talk and thoughts.	All students participate in small group role-play or discussion practice.	DDP-2; CF 3
5. Understand how depression, stress, and anxiety impact overall wellness and well-being.	Read Assigned Chapter(s) Class discussion of assigned chapters, review Beck Depression Scale, Beck Anxiety Inventory and Holmes-Rahe Stress Scale	Active participation in class discussion and volunteers may complete the assessments.	SB-f3
6. Understand the difference between counseling from a deficit model verses a wellness model.	Read Assigned Chapter(s) Class discussion of assigned readings Final Examination	Active participation in class discussion Passing score on the final examination	
7. Demonstrate an understanding of how wellness encompasses balance within the human system and the importance of self-care for counselors (social, emotional, physical, cognitive, creative, and spiritual)	Read Assigned Chapter(s) Complete the Wellness Wheel (Meyers, Sweeney, & Witmire) Participate in a discussion of the importance of counselor self-care and wellness. Final Examination	Review results of the Wellness Wheel and determine areas needed for improved self-care Score a passing grade on the Final Examination	

Course Evaluation: The grading for this course has been set up on a point system. **All assignments must be submitted by 11:59 PM of the day it is due. No late work will be accepted.**

1. Reflection Paper (Objective 2) (100 points)

Students write a 3-5-page reflection paper detailing your understanding of the various counseling models of wellness. Students should include a summary of each model as well as a personal reflection of your thoughts ideas about each model and how each may be

useful when counseling individuals. Always, consider multicultural variables and influencing factors on differences among individuals. Double spaced and typed. Citations must in APA format.

2. *Mid-term and Final Examinations (Objectives 1, 3, 6 and 7) (100 points each = 200 total points)*

The mid-term examination will test knowledge and understanding of the evolution of wellness counseling and historical changes in the helping profession. The final examination will test wellness counseling treatments, counseling from a deficit model verses a wellness model, balance within the human system for wellness and the importance of self-care for counselors.

3. *Talking-Points Paper (Objective 3) (50 points)*

This is a group assignment. Each student will be evaluated individually for their contribution to the group project to develop and present a discussion of a talking-points paper to the class addressing alternative treatments of wellness counseling and discuss how these treatments are incorporated into wellness counseling. (check out link for Ideas on how to write talk-points paper <http://www.wikihow.com/Write-Talking-Points>)

4. *Completion of the Wellness Wheel (Objective 6) (75 points)*

Students will access the online Wellness Wheel assessment, complete and submit results. In a paper format Students will discuss ideas for addressing areas of need to assure personal self-care for counselors and analyze their results. This is a typed Double spaced paper, analyzing your results and answering the question in PAPER format!!! Citations will be in APA format.

5. *Professionalism, Participation, and Preparedness (Class Discussions) (70 points):*

Students are expected to exhibit professional (respectful) behavior at all times. Students are expected to submit all assignments on time and prepared for discussion of the assigned readings for that week and be prepared to participate in class activities and case studies. ***Discussions should include something learned from each chapter, what you liked about the chapter, and why, and what you didn't like and why. MAKE SURE TO ADDRESS ALL PARTS**

Grading Evaluation Summary:

Reflection Paper	100 pts.
Examinations (2)	200 pts.
Talking-Points Paper	50 pts.
Wellness Wheel	75 pts.
Prof, Participation, Preparedness	<u>70</u> pts.
TOTAL POSSIBLE PTS.	495 pts.

Grade Determination:

495 - 446 = A
445 - 359 = B
358 - 337 = C
336 - 314 = D
Below 314 = F

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

All assignments must be submitted by 11:59 PM of the day it is due. No late work will be accepted.

Week Assigned/Due	Assignment	Details	Due Dated/ Possible Points
Week 1 starts 1/24	Introduction	Introduce yourself to the class via video or text including a picture. Be sure to address questions.	Jan 30 /5 Pts
Week 2 1/31	Read chapters 1& 2	Discussion 2 - Read your class members posts and reply to at least two other posts.	Feb 6 /10 pts
Week 3 2/7	Read Chapters 3 & 4	Discussion 3 – Read class members and reply to at least two other posts.	Feb 13 / 10 pts

Week 4 2/14	Read Chapters 11, 5 & 6	Wellness Wheel assignment	Feb 20 / 75 pts
Week 5 2/21	Read Chapters 7 & 8	Discussion 4- Reply to at least two other post	Feb 27 / 10pts
Week 6 2/28		Reflection Paper	March 6 / 100 pts.
Week 7 3/7	Read Chapter 9	Talking Points Paper Assigned/ Group discussion	March 20 /5 pts
SPRING	BREAK	3/12-3/16	
Week 9 3/21	Read Chapter 10	Mid- Term	March 27/ 100 pts
Week 10 3/28	Read Chapter 12	Work with group members on Talking Points Paper Update/Check-in	April 3 / 10 pts
Week 11 4/4	Read Chapter 13	Discussion 5 - Reply to at least two other posts.	April 10 / 10 pts
Week 12 4/11	Read Chapter 14	Talking Points Paper Due	April 17/ 50 pts

Week 13 4/18	Read Chapter 15	Discussion 6 - Reply to at least two other posts.	April 24 /10 pts
Week 14 4/25	Read Chapter 16	Final Exam Available 4/25	
Week 15 5/2		Final Exam Due By 11:59 May 2	5/2 100 pts

Chose activity for self- care (examples are in text). Use the information from your wellness wheel as your guide.

Additional Readings:

- Barden, S. M., Conley, A. H., & Young, M. E. (2015). Integrating health and wellness in mental health counseling: Clinical, educational, and policy implications. *Journal Of Mental Health Counseling*, 37(2), 152-163.
- Clarke, P. B., Adams, J. K., Wilkerson, J. R., & Shaw, E. G. (2016). Wellness-Based Counseling for Caregivers of Persons with Dementia. *Journal Of Mental Health Counseling*, 38(3), 263-277
- Myers, J. E., & Sweeney, T. J. (2008). Wellness Counseling: The Evidence Base for Practice. *Journal Of Counseling & Development*, 86(4), 482-493.
- Myers, J. E., Sweeney, T. J., & Witmer, J. M. (2000). The Wheel of Wellness Counseling for Wellness: A Holistic Model for Treatment Planning. *Journal Of Counseling & Development*, 78(3), 251.
- Tomlinson-Clarke, S. M., & Georges, C. M. (2014). "DSM-5": A commentary on integrating multicultural and strength-based considerations into counseling training and practice. *Professional Counselor*, 4(3), 272-281.
- Wolf, C. P., Thompson, I. A., Thompson, E. S., & Smith-Adcock, S. (2014). Refresh Your Mind, Rejuvenate Your Body, Renew Your Spirit: A Pilot Wellness Program for Counselor Education. *Journal Of Individual Psychology*, 70(1), 57-75.