

COUN 4379 Wellness Counseling Course Schedule (Spring 2018)
(Course schedule subject to change)

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COUN 4379 Wellness Counseling

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

Spring, 2018

College of Education

Department of Counselor Education

Instructor: Naomi Timm, MA, LPC, LMFT, NCC
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832-510-8897

Office Hours:

Please contact me through email to set up an appointment as soon as possible before an issue becomes too problematic. I will also be happy to speak with you over the phone/Google Hangout/Skype. I will try to respond within 24 hours; however, I do not attend to emails on the weekends.

Class duration: January 17rd - May 10th

Course meetings: This is an online class. Please feel free to email me directly with questions of a personal nature, grading questions, or with any other issues that are not appropriate for the rest of the class to read. I check my email regularly and will respond to all emails within 24 hours during the work week. Please note that I am not available on the weekends but will respond to emails on Monday.

Location of class: www.shsu.edu, then click on SHSU Online, then click on your class.
COUN 4379 Wellness Counseling

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:

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

Course Format:

The format for COUN 4379 is divided into **6 units**. Each unit has a specific due date; however, assignments may be completed in advanced. Each unit may include lecture or narrative presentation, discussion boards, videos, quizzes/exams and written assignments. **The appointments can be conducted over SKYPE or phone.** 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.**
- **Late assignment policy:** All work is due by the date and time specified in the schedule at the end of this syllabus. Assignments will be turned in on the corresponding Blackboard course site in the designated drop box unless otherwise specified by the instructor. 10 Points will be deducted from your assignment grade per day that it is late. If your assignment is late 2 days,

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then you will lose 20 points from your grade. **In order to pass this course, all assignments/quizzes need to be completed and submitted.**



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)

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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. (CF 2)

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.

Course Evaluation:

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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.

-10 points per day it is late; 2 days -20 points; 3 days -30 points etc...

*****Please note, in order to pass this course, all assignments need to be completed and submitted prior to December 4th.**

1. Professionalism, Participation, and Preparedness (Class Discussions) 100 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.

2. Completion of the Wellness Wheel (50 points)

Students will access the online Wellness Wheel assessment, complete and submit results. Students will discuss ideas for addressing areas of need to assure personal self-care for counselors.

3. Reflection Paper (75 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.

4. Quizzes (25 points each = 75 points)

Students will complete **3 quizzes** covering content from the textbook and assigned readings.

5. Wellness Digital Story (200 points)

Each student will create a digital story that illustrates his/her journey towards wellness over the course of this semester and demonstrate his/her understanding of wellness within the counseling field. Students will use a counseling wellness model of their choice to serve as a theoretical framework of their story. Digital story videos should be at least 5 minutes in length. **(Due December 4th)**

Grading Evaluation Summary:

Prof, Participation, Preparedness	100 pts.
Wellness Wheel	50 pts.
Reflection Paper	75 pts.
Quizzes (3 x 25pts)	75 pts.
Wellness Digital Story	200 pts.
<u>TOTAL POSSIBLE PTS.</u>	<u>500 pts.</u>

Grade Determination:

500 - 450 = A
449 - 400 = B
399 - 350 = C
349 - 300 = D

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Below 299 = 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

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

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- 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.

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Unit	Assigned Readings	Assignments	Due Dated/ Possible Points
Start Here	Introduction	Introduce yourself to the class via video or text including a picture in DB #1. Syllabus Acknowledgement	January 28st 10 Pts 5 Pts
Unit 1	Read Chapters 1 & 2 Read articles: <i>Integrating health and wellness; The wheel of wellness counseling</i>	Complete wellness wheel assessment	February 11th 50 pts
Unit 2	Read Chapters 3 & 11	DB #2 Quiz 1	February 25th 20 Pts 25 pts
Unit 3	Read Chapters 4, 5 & 6	Reflection Paper	March 11th 75pts
Unit 4	Read Chapters 14 & 15	Quiz 2 DB #3	April 1st 25 pts 20 Pts
Unit 5	Read Chapters 7, 8, 16	DB #4	April 15th 20 Pts
Unit 6	9, 10, 12, & 13	Quiz 3 DB #5	April 29nd 25 pts 25 Pts
Final		Wellness Digital Story	200 pts (Due May 6 ^h)