I. **Course Description**

This course provides an introduction and critical review of contemporary theory and research in models of holistic wellness including consideration of evidence based interventions that address theories of change as applied to lifestyle variables. The course is also focused on the role of the professional counselor as interventionist in a variety of applied settings in assisting clientele in moving toward optimal holistic healthiness (not just absence of physical illness) through an integration of physical, psychological, social, spiritual, and personal choice components of physical health and lifestyle management. **This course is intended for students enrolled in Masters level coursework. There are no specific prerequisites.**

II. **Rationale**

This course is designed to provide the learner with an in-depth knowledge of contemporary research in Wellness Counseling and Research including principles of program design for clients in a variety of clinical/counseling settings. Contemporary research in wellness and developmental counseling approaches to lifestyle management will be drawn from a broad theoretical spectrum including work in Counseling, behavioral medicine, and health and positive psychology.

III. **State Adopted Proficiencies**

School Counselor Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Counselor Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.25 of this title (relating to Requirements to Renew the Standard School Counselor Certificate).

(13) Counseling-related research techniques and practices

(c) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

(3) Counsel individuals and small groups using appropriate counseling theories and techniques in response to students’ needs
(g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

The certified school counselor must:
   (1) Use reflection, self-assessment, and interactions with colleagues to promote personal professional development
   (2) Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth

IV. TExES Competencies

N/A

V. Course Objectives and Specific Learning Outcomes

The course objectives are designed to address the needs of Masters Level Counseling Students in our CACREP accredited program. Accordingly, the course will emphasize practice in the application of knowledge gained from research on wellness and counseling for wellness intervention strategies. Participants will be exposed to the latest research on best practices in both lecture and experiential formats designed to build their skill capacity for application in their personal lives as well as in a variety of professional counseling settings. This emphasis is based on the following 2009 CACREP standards:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE – Studies that provide an understanding of all of the following aspects of professional functioning:
   d. Self-care strategies appropriate to the counselor role

2. SOCIAL AND CULTURAL DIVERSITY – Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
   a. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients

3. HUMAN GROWTH AND DEVELOPMENT- Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
   h. Theories for facilitating optimal development and wellness over the life span

5. HELPING RELATIONSHIPS- studies that provide an understanding of the counseling process in multicultural society, including all of the following:
a. An orientation to wellness and prevention as desired counseling goals; evaluation instruments and techniques in counseling

8. RESEARCH AND PROGRAM EVALUATION – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following.

e. The use of research to inform evidence-based practice

Specialized Standards for Addiction Counseling Program

FOUNDATIONS

A. Knowledge

A.6. Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.

COUNSELING, PREVENTION, AND INTERVENTION

C4. Understands the role of spirituality in the addiction recovery process.

Specific Learning Outcomes

a. Students will demonstrate an understanding of the contemporary research based models of personal wellness.

b. Students will demonstrate and practice assessment of their own level of wellness.

c. Students will demonstrate ability to conduct a wellness interview and facilitate the development of a wellness plan.

d. Students will demonstrate an understanding of wellness and prevention as desired counseling goals particularly related to lifestyle adjustments; and professional counseling practice by conducting an independent research exploration of a contemporary issue and application of counseling for wellness.

e. Students will demonstrate ability to conduct a single subject needs assessment protocol design to assess wellness and response to wellness intervention of a volunteer client.

f. Students will demonstrate ability to customize tools and interviewing tools for assessment of self and clients’ wellness.

g. Students will demonstrate knowledge of the effects of psychoactive substances and addictive disorders on users

h. Students will demonstrate understanding of the role of spirituality in etiology and treatment of psychoactive and addictive disorders.
VI. Course Topic

The course will focus on evaluation of a variety of Holistic Wellness models and how they can be used to enhance personal and professional counseling practice to facilitate valued changes in lifestyle. Special emphasis will focus on counseling techniques and strategies for Counselor Self Care. (See IX)

VII. Instructional Methods and Activities

Traditional lecture modeling, group experiential practices, participation, online electronic media, research presentations

In addition, activities in the three domains of knowledge base, personal reflection and growth, and professional growth and counseling skill practice are designed to help students meet expected learning outcomes for this course.

Each student will be required to participate and demonstrate competency on activities/assessments from each of the domains: Knowledge base, Personal Reflection and Growth, Professional Growth and Skill Practice.

Knowledge Base of Wellness and Counseling for Holistic Wellness

a. “Getting informed of the Facts” Students will be asked to complete a series of 3 on-line quizzes (comprehension checks). These are probes to assess their comprehension from independent reading assignments and lecture material. These will each consist of a number of objective items as well as short answers designed to assess student understanding of course material. Performance on these three assessments will be scored according to the accuracy of objective responses. Points will be assigned as to the percentage of correct responses and multiplied by the total (10 points available for each quiz (10 points each X 3) = 30 Points total.

b. “Spreading the Word” content based presentation and short APA write-up of a contemporary issue or application of wellness concepts in a counseling setting. These presentations will be in the form of a professional meeting designed as a Wellness Fair (topic to be approved by Instructor 3-5 pages) and separate presentation (powerpoint or posterboard). Performance on this assignment will be evaluated based on content (0-5 points granted for content that reflects accurate and empirically based information on the selected topic. Presentation/Style (0-5 points will be granted based on format, presentation quality that is indicated by quality expected at a professional meeting. Points will be assigned Accordingly; a total of 20 points (Presentation: 10 points; Write up: 10 points) will be available on this assignment.

Personal Reflection and Growth

c. “Personal Check up” Design a Personal Wellness Plan based on self developed goals in consultation with the Instructor. The plan should be based on an “authentic self assessment” and designed to increase their wellness over the time of enrollment in the course. The students will be required to monitor and document their personal progress on a personal log.
Each student will be encouraged to “buddy-up” with another person (not in the class; and not the volunteer described below) with someone interested in working together on specific wellness goals. *Performance on this assignment will be evaluated on student participation and not strictly on any specific progress on the plan. Student earn participation points by demonstrating regular monitoring (weekly log entries), and a final written summary of progress (10 points for a completed wellness plan)*

d. **“Our Space Blog”** Each student will be responsible for participating in an on-line holistic wellness community forum (E-Wellness) facilitated through the university supported Blackboard platform. Students will be required to complete personal blog/discussion board entry on line based on instructor generated prompts. These will be posted for student reflection from all class members. The students will be required to respond to comment specifically to at least 5 blog entries of their classmates during the tenure of the course. *(10 points for active participation by commenting on at least 5 blog entries of others during the tenure of the course)*

**Professional Growth and Holistic Counseling Skill Practice**

e. **“Reaching Out”** Students will be required to recruit at least one person (not enrolled in the classroom) to work with on development and monitoring of a wellness plan. This can be a family member, friend or acquaintance or coworker, or classmate not enrolled in this class.

- Students will utilize a wellness interview tool they design and customize based on their understanding of the contemporary model of wellness to collect information from their volunteer
- Each student will be expected to conduct an at least weekly check in and document in snapshot format the progress of their volunteer (20 points). *Performance on this assignment will be based on students conducting an initial and final wellness assessment interview using appropriate tools as designed in class (5 points initial; 5 final: 10 points) and Presenting a case conceptualization of volunteer’s wellness intervention (0-5 points) and documenting progress and final summary (0-5 5 points)*

f. **“Working in a small group”** In class experiential exercises and role play. Students will earn full participation points for attendance and engaging in activities in class *(10 Points)*

**VIII. Evaluation and Grading Assignments**

Student grade will be based upon their diligence in completing assignments, projects, participating in experiential activities.

Student grades will be assigned based on the total points earned on course assignments.

A=90-100

B=80-89
## IX. Course Schedule and Class Policies

### A. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 9: A</td>
<td><strong>What’s &amp; Whys of Holistic Wellness</strong></td>
<td><strong>Readings:</strong> Myers &amp; Sweeney: 1-5; Greenberg: 1-3;</td>
</tr>
<tr>
<td></td>
<td><strong>Course Overview and Organization</strong></td>
<td><strong>Readings on</strong></td>
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<tr>
<td></td>
<td><strong>Introduction; Definitions; Description of Assignments.</strong></td>
<td><strong>Establish an On-line community bulletin board/discussion board (E-Wellness)</strong></td>
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<td></td>
<td><strong>Adopting Wellness Values &amp; Cultivating a Wellness Life Style</strong></td>
<td><strong>Self Assessments:</strong></td>
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<td></td>
<td><strong>Evidence base for Empowering Positive addictions and Social influences:</strong></td>
<td>Hettler: (Live Well assessment)</td>
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<tr>
<td></td>
<td><strong>Establishing a Wellness E-community.</strong></td>
<td><a href="http://www.hettler.com">http://www.hettler.com</a></td>
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<tr>
<td></td>
<td><strong>Theoretical Models and Evidence base for Holistic Wellness Approaches</strong></td>
<td>Petterson &amp; Seligman: Values in Action (VIA).</td>
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<tr>
<td></td>
<td><strong>Domains of Wellness; Flourishing through Lifestyle and Self-Management.</strong></td>
<td><a href="http://www.viacharacter.org">www.viacharacter.org</a></td>
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<td></td>
<td><strong>Evidence based insights in Mind/Body perspectives on Physical Wellness:</strong></td>
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<td></td>
<td><strong>Nutrition, Stress management, psychoneuroimmunology, &amp; Behavioral &amp; Addiction medicine.</strong></td>
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<tr>
<td>July 13: a</td>
<td><strong>Developing a Personal Wellness plan</strong></td>
<td><strong>Readings:</strong> Lenz, &amp; Roscoe, (2011)</td>
</tr>
<tr>
<td></td>
<td><strong>Informal and Formal Wellness assessment</strong></td>
<td><strong>Readings:</strong> Myers &amp; Sweeney; Ch.:16-18</td>
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<tr>
<td></td>
<td><strong>Skills for encouraging clients to adopt “A wellness mindset” which includes:</strong></td>
<td>Developing a wellness Interview and Card Sort (Role Play exercises)  <strong>Ch.16-18</strong></td>
</tr>
<tr>
<td></td>
<td><strong>An expectation of enjoyment; resiliency and balance</strong></td>
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<tr>
<td>July 13b:</td>
<td><strong>Best Practices for the counseling Professional I.</strong></td>
<td>Myers &amp; Sweeney: Ch. 17</td>
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<td></td>
<td><strong>Addressing Client Current Holistic wellness needs</strong></td>
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<tr>
<td></td>
<td><strong>Theories of personal change and Agency; Developmental counseling Theory; Lifespan approaches;</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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| July 14 a  | **Best Practices for the Counseling Professional II.** **Counselor Self Care.** Wellness related issues for the Professional Counseling Practitioner: Burnout, Compassion fatigue and Self Care Practices; **Protective Factors of Mattering and Counseling Self-Efficacy Beliefs** | Readings: Gremer; Neff article. TBA/Self compassion exercise Self care interview & exercises  
Reading: TBA  
QUIZ 1 |
| July 14 b  | **Self Determination and Existential approaches to holistic wellbeing:** Work, application of intellect, mattering and existential impact: Life Roles and Tasks | Readings: TBA Positive Psychology & Self determination theory. Ryan & Deci (2000). |
| July 14 c  | **Wellness Approaches to Addiction counseling:** Evidence base from motivational interviewing and Psychophysical effects of pharmacological substance abuse. | Miller & Rollnick, (2002) TBA                                             |
| July 16a   | **Spirituality and Wellness** Transpersonal Perspectives, Eastern Philosophical perspectives and contemplative practices. Integrating spirituality into counseling interventions: Addictions **Introducing Spirituality into Counseling:** Exploring Association for Spirituality, Ethics and Religious Values in Counseling (ASERVIC) competencies | Readings Myers & Sweeney Ch. 19. Greenberg, 8, 9;  
Review of ASERVIC competencies |
| July 20: A | **Complementary and Alternative Treatments** Elements of Physical Wellbeing | Granello, Ch. 5                                                        |
| July 20: B | **Social Wellbeing** Evidence Base for Intrinsically motivated practices, engagement & Social Action: Volunteerism, service | Granello, ch.14; 15 flourishing article  
Quiz 2 |
| July 21 a  | Wellness, Wellbeing and Happiness | Seligman reading in Flourish                                           |
| July 21 b  | **Student Presentations** |                                                                           |
| July 21 c  | Student Presentations |                                                                           |
| July 23 :  | Work Assignments | **Quiz 3**                                                                 |
| July 24   | All Assignments Due | Term Projects turned in                                                  |
B. Class Policies

Attendance/tardiness

Attendance during class periods is necessary for an optimal learning experience for oneself and peers. Absences for university approved reasons will be accepted and considered when arranging for make-up credit. Unexcused absences will have a direct impact on grades as normally these absences result in the forfeiture of points available for earning on the day of absence.

Students will be responsible for make-up of all the missed work on days of their absence. Experiential exercises are an important component of the class some of which will require an alternate assignment to substitute for experiences missed. The alternative assignment will involve an activity/assignment commensurate in time and learning objectives to the one missed. All make ups must be arranged individually with the instructor.

Late work and Make-up Exams

Assignments are due during the periods designated for the course to meet. Overdue work will be deducted the equivalent of one letter grade each day tardy. No late work will be accepted beyond the last class day for the semester. Make-up exams must be scheduled within one week unless exceptional and verified circumstances apply.

Cell Phone/Electronic Device Usage

Cell phones and electronic paging devices are to be silenced during class times. Students serving on emergency call are to notify the instructor.

Academic Integrity

University students are expected to conduct themselves in accordance with the highest standards of academic integrity. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Students should familiarize themselves with University policy concerning academic integrity and academic misconduct by reading the Student Handbook. In this class, any academic misconduct will result in a grade of 0 on the assignment and a report submitted to Student Affairs. In addition, a grade of 0 in the course or departmental action may be initiated.

Required method of scholarly citations

Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA (6th Edition) writing and publication guidelines. Failure to follow APA guidelines may result in significant point reduction. Work will be evaluated for style, content, grammar, spelling, and syntax.

Classroom/professional behavior
The ability to work in small groups is an integral aspect of this course. Consistent participation, shared assumption of responsibility, and cooperative presentation of the group assignment are expected.

X. Required Texts


Selected readings from:

Additional reference Materials TBA:

Current research and contemporary readings in wellness and Stress management will be drawn from a broad theoretical spectrum including work in Counseling, behavioral medicine, and health psychology.

XI. Bibliography

General Sources on Wellness Counseling


Evidence Based Mindfulness Based Interventions


Evidence Base Stress Management


Developmental Counseling Theory and interviewing strategies


Positive Psychology and subjective wellbeing


Evidence Base Transpersonal and Spirituality


Motivational Interviewing and Addiction


Counselor Self Care and Cultivating Self Compassion


Evidence base: Exercise & Nutrition


XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the
process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Upd 3/28/2012