I. **Course Description**
Advanced skill development in design programs and working with clients experiencing stress related disorders that impact the overall quality of their lives. A special emphasis will be placed implementation of design strategies for development and evaluating programs for improving performance and health.

II. **Rationale**
This course is designed to provide the learner with an in-depth knowledge of contemporary research in the field of stress, stress management techniques, and Integrated Wellness practices. Current research and contemporary in wellness and Stress management will be drawn from a broad theoretical spectrum including work in Counseling, behavioral medicine, and health psychology.

III. **State Adopted Proficiencies for Teachers and/or Administrators/Counselors**

**The course will emphasize**
Practice in the application of knowledge gained from research on stress management and Wellness focused interventions. Participants will become familiar with the latest research on stress management and advanced practices enabling direct application in school, community and business settings as well as in their personal lives

Learner Centered Knowledge:

A: The Counselor applies a broad knowledge base that includes understanding the effects of stressors on the learner.

Learner- Center Process:

B. The counselor participates in the development of health and wellness programs that enhance learning opportunities

Learner-Centered Responsive Services

C. The Counselor utilizes intervention and preventative strategies in assisting learners to utilize appropriate coping skills to manage stress.

Learner-Centered System Support:
IV. TExES Competencies: N/A

V. Course Objectives/Learning Outcomes

A. Students will demonstrate research skills in evaluating the efficacy of empirically validated stress management interventions in the contexts of an integrated wellness practice framework.
B. Students will demonstrate the ability to design and conduct stress management programs
C. Students will demonstrate the ability to plan and develop a personal wellness program to counteract stress related symptoms that interfere with health or productivity in a work setting.
D. Students will demonstrate ability to design a research protocol designed to provide results which would add to the literature in stress management in the context of wellness framework.

VI. Course Topics
a. History and present Status of Stress, stress management and wellness interventions
b. Stress management and Integrated Wellness practices for the Mental health Practitioner and Researcher including attention to Self Care
c. Wellness in the WorkPlace: Trends in Corporate Wellness Interventions
d. Program Design and Evaluation for Variety of Clients and Client Settings
e. Wellness focused interventions for treatment for a variety of Somatic Illnesses
f. Impediments and Facilitators of adopting wellness informed lifestyle changes
g. Theoretical foundations and experiential opportunities for a variety of Stress Management techniques:
   1. Yogaform Stretching and Body Movement Practices
   2. Progressive Muscle Relaxation
   3. Autogenic Training and Biofeedback
   4. Breathing Exercises
   5. Imagery
   6. Meditation and Mindfulness
   7. Music Therapy
   8. Cognitive Approaches and Stress Innoculation Training

VII. Instructional Methods and Activities
Lecture modeling, Group Experiential Practices, Participation, media, Research presentations.

Each Classroom will follow format:

a. Experiential Stress Management Exercise (20-50 minutes).
b. Processing of the experience (15-20 minutes)
c. Lecture/Presentation focused on the theoretical foundation (40 minutes)
d. Applicable Research/Evaluation and Design Principles (30 minutes)
VIII. Evaluation and Grading Assignments

A. Methods and Percentage of Final Course Grade Each Assignment Constitutes

Each Student will be expected to participate in each of the following assignments:

1. Design a Personal Wellness Plan based on self developed goals in consultation with the Instructor. The plan should be designed to address or modify some behavior that is conducive to a desired improved health, wellness issue in their lives. (10%)
   a. This will involve:
      i. Maintaining a Personal Practice/Reflection Journal
      ii. Completion of Lab assignments and online portfolio Report
      iii. A strategy to monitor the progress of the plan built around course content

2. Design and Present the protocol for a Targeted Stress Management and Integrated wellness intervention. The interventions should be written in appropriate APA format. This project should include a succinct literature review, full description of the intended participants (e.g., children, adults, veterans, etc.). The intervention may take a variety of formats (full or half day; multiple sessions over time) but must consists of at least 6 hours of total intervention. There should be a rationale and manualized protocol which would enable anyone with the appropriate knowledge to implement the intervention. Your report should describe: the intervention fully, the evidence based rationale for selecting the particular method/technique(s) and approach to use to evaluate the efficacy of the intervention. (50%).

3. Present a lecture on an assigned topic from the texts (10%).

4. Lead a Stress Management Exercise in Class (10%).

5. Demonstrate proficiency (80%) on two knowledge base assessments (20%).

B. Grading Scale

Student grade will be based upon their diligence in completing assignments, projects, participating in experiential activities. Each student can earn a total of 100 points.

90 – 100 = ‘A’
80– 89 = ‘B’
70– 79 = ‘C’
60– 69 = ‘D’
0 - 59 = ‘F’
IX. Course Schedule and Policies

<table>
<thead>
<tr>
<th>Tentative Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Course Overview</td>
<td></td>
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<tr>
<td>Stress Management and Wellness for the Counseling Professional: Personal and Professional Contexts: Caring for ourselves and caring for others. Foundations for developing a Personal Wellness Plan</td>
<td>Lehrer 1; Greenberg 4-7; Myers 1-5; 18; 20; Hettler assessment</td>
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<tr>
<td>Historical and Contemporary Perspectives on Wellness, Stress management &amp; and Relationship to Illness</td>
<td>Greenberg 1-3; 14; Lehrer 2</td>
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<tr>
<td>Valuing, committing and maintaining a Wellness lifestyle: Principles of Behavioral change in Personal (Home) and Professional Contexts (workplace)</td>
<td>Greenberg 13; Myers 16-21 TBA</td>
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<tr>
<td>Stress management Techniques &amp; Applications Overview Designing counseling interventions in applied settings QUIZ 1 (on BB)</td>
<td>Smith 8; 15-21(on reserve) Myers 22-26;</td>
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<tr>
<td>Breath Retraining: Practice &amp; Evidence base</td>
<td>Smith 11; Lehrer 12; 13</td>
</tr>
<tr>
<td>Evidence based case studies: Yogaform Stretching and Body Movement Practices &amp; Progressive Muscle Relaxation</td>
<td>Smith 9; 10; Lehrer 4; 5 Greenberg 12;</td>
</tr>
<tr>
<td>Evidence based case studies: Autogenic Training, Biofeedback &amp; Imagery</td>
<td>Smith 12; 13; Lehrer 7 &amp; 8; Greenberg 10; 11;</td>
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<tr>
<td>Evidence based case studies: Mindfulness, Meditation &amp; other Contemplative Practices</td>
<td>Greenberg 8-9; Smith 14; 24; Lehrer 15; TBA</td>
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<tr>
<td>Cognitive Approaches to Stress Management and Stress Inoculation &amp; disease management (diabetes).</td>
<td>Lehrer 18; 19</td>
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<tr>
<td>Research on Clinical Issues in Stress Management</td>
<td>Lehrer 26</td>
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<tr>
<td>Special Applications: Professional Context: Stress Management and Relaxation Therapies for Somatic Disorders</td>
<td>Lehrer; 25 Greenberg 15-18;</td>
</tr>
<tr>
<td>Eye Movement Desensitization and Processing and Stress</td>
<td>Lehrer 21</td>
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<tr>
<td>Sport Psychophysiology and Enhancing Sport performance</td>
<td>Lehrer 23</td>
</tr>
<tr>
<td>Differential effects of Stress management therapies on Emotional and Behavioral Disorders Final QUIZ (on BB)</td>
<td>Lehrer 24</td>
</tr>
</tbody>
</table>

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. Textbook(s)**


*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 evidence-based work in Counseling, behavioral medicine, and health psychology.

XI. Bibliography


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.tamu.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 2/10/11