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 evaluation of interventions that facilitate the personal wellbeing of clients and practitioners.

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 issues in wellness and Stress management will be drawn from a broad theoretical spectrum including work in counseling, behavioral medicine, health and positive 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:

D. The Counselor designs strategies that impact the entire organization as programs are developed to provide an optimum learning environment.

IV. TExES Competencies: N/A

V. Course Objectives/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 theoretical foundations and experiential practice of stress management techniques. 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 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

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

a. Students will demonstrate an understanding of the contemporary research based models of stress physiology and stress management.

b. Students will demonstrate and practice assessment of their own level of Stress and design a behavioral management program, evaluate the plan and document using a single subject research design methodology. The behavioral management program will specifically address a self-identified issue for their self care.

c. Students will demonstrate an understanding of stress as it relates to overall wellness and prevention as desired counseling goals particularly related to lifestyle adjustments; and professional counseling practice by reviewing the literature in the area of stress and empirically validated approaches to combat its impact of overall wellness.

d. Students will explore diversity in application of evidence based stress management practices as they originate and apply to a diversity of individuals and client settings.

e. The students will demonstrate an understanding of single subject research methodology by completing a self-study of their own experience in use of evidence based stress management practice.

f. Students will demonstrate research skills in evaluating the efficacy of empirically validated stress management interventions in the contexts of an integrated wellness practice framework.

g. Students will demonstrate the ability to design and conduct stress management programs

h. 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.

i. 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
Impediments and Facilitators of adopting wellness informed lifestyle changes

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
9. Journaling
10. Dyadic Interaction Experiences

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

Each Classroom session will include:

a. Experiential Wellness & Stress Management Practice (30-50 minutes).
b. Processing of the experience (20-30 minutes)
c. Lecture/Presentation focused on the theoretical foundation (40 minutes)
d. Applicable Research/Evaluation and Design Principles (50 minutes)
e. Closing and Wrap-up (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. (15%). Students will be evaluated on this assignment according to the total number of points they earn for adequate completion of each component of the assignment. Content Points (0-5) will be earned for each of the following elements of the Personal Wellness Plan.
   i. Maintaining a Personal Practice/Reflection Journal
   ii. Completion of Lab assignments and on line portfolio Report
   iii. A strategy to monitor the progress of the plan built around course content

2. Develop a Stress Management & Wellness Intervention
   a. 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. (40%).

Students will be evaluated on this assignment according to the total number of points they earn for adequate completion of each component of the assignment. Conform to APA format and Style (0-5 points). Content: Adequacy of Literature Review (0-10 points); Description of intervention is clear and content valid (0-15 points); An Appropriate evaluation method is described (0-10).

b. **Annotated Bibliography.** In addition to the protocol, each student will be expected to compile an annotated bibliography on the empirical basis of the intervention. The bibliography should consist of at least 10 empirical sources that are less than 5 calendar years old. The emphasis should be on empirical articles (but inclusion of some review articles is acceptable.). Please provide copies (electronic/or paper) of each source. (10%) Your annotated bibliography should include:

   I. Overview and Introduction to your selected topic.

      i. This is a mini literature review (does not have to contain information from all the bibliographic sources, but certainly may).

   II. A short summary of the contribution of each source cited. The summary should include:

      1. Full APA bibliographic reference
      2. Detail key argument/hypothesis/ and or purpose of the article
      3. Describe results or other evidence the authors use to support their argument.
      4. Describe conclusions and any recommendations or implications for counselors directly stated and some you come up with.

   **EXAMPLE**

   **Meditation and Health: An Annotated Bibliography**

   **Overview and Introduction of Topic**


   Meditation is clearly moving into the mainstream. Evidence of this is the August 4, 2003 cover story in *Time* magazine which explored the research on the physiological and psychological aspects of meditation. Since then, numerous stories have been published on the scientific findings relating to the benefits of meditation. Recent research conducted by scientists at the Laboratory for Affective Neuroscience at the University of Wisconsin at Madison demonstrated that meditation activates the part of the brain that is associated with positive emotions. A study released in March 2004 by the Medical College of Georgia found that two fifteen minute meditation sessions daily (one at school, one at home) helped teenagers lower their blood pressure. This study also reported other
favors outcomes for the teens who meditated, including decreased absenteeism and a reduction in behavioral problems. Meditation is becoming more common in American classrooms. Some middle schools in Detroit have practiced meditation for more than six years. A recent article in Barron's highlighted a plan by parents to propose that transcendental meditation be offered in New York City public schools.

Interest in this topic is likely to grow as meditation increases in popularity. The number of adults in the United States who meditate on a regular basis has doubled in the past ten years, and is estimated to total 10 million. This column focuses on meditation research, specifically on studies that have been done linking meditation with improved physical health and increased mental well being. There is growing evidence that meditation, used as a mind-body medicine, is effective alone and as a complement to allopathic medicine in relieving stress, pain, and other physical and mental conditions. The scope of the article includes spiritual and secular meditation, including breathing practices, mantra meditation, Buddhist mindfulness, Qigong, and other forms of meditation. Researchers in medicine, psychology, and sociology became interested in meditation during the twentieth century, and research has flourished especially in the past three decades. As meditation research has evolved, the standard of research has become more rigorous. The author has focused on scholarly rather than popular works on the topic. Among the resources included are books, review articles, Web sites, and organizations. Haynes’ column will assist public, academic, medical, and seminary libraries interested in meditation.

"Meditation is a state of heightened mental awareness and inner peace that brings mental, physical, and spiritual benefits. It is a useful self-help technique and can be practiced without adherence to any religion or philosophy." Meditation has almost as many definitions as there are writers, scholars, and practitioners in the field. For many of us, the term conjures up images of people in loose robes sitting for hours in lotus position, eyes closed, in silence. Meditation can also be practiced while walking, engaging in exercises, chanting, working in the garden, or sitting at one’s desk. It can be solitary or accomplished in a room full of fellow practitioners. Time spent in meditation can be a few minutes a day to hours a week, but is usually somewhere in between. Meditation has its roots in spirituality, and for most people in the world who practice some form of it, that is its purpose.

Meditation is defined by Shapiro and Walsh as "...a family of practices that train attention and awareness, usually with the aim of fostering psychological and spiritual well being and maturity." Meditation can take many forms and can be used for either sacred or secular purposes - often both - and a number of these forms have been, and continue to be, investigated for their roles in improvement of both physical and psychological health. Rubin defines two main types of meditation as: " ... concentrative and insight. In concentrative meditation we focus on a single object ... with wholehearted attentiveness ... In insight meditation, we attend without attachment or aversion to whatever thoughts, feelings, fantasies, or somatic sensations are being experienced." Yet another definition separates meditation into the two types, focused and unfocused.

Western medicine has traditionally separated the mind from the body, while in traditional cultures the mind, spirit, and body have long been recognized to be integrally connected. In the last half-century many mind-body interventions, including meditation, have been demonstrated to have positive effects on various aspects of health and emotional well-being. The introduction to the United States and Europe in the 1950’s and 1960’s of certain forms of meditation practiced mainly in India and East Asia marked the beginning of the popularization of meditation in the Western world. This popularization brought with it a surge in interest in research linking meditation with positive health effects. In a much-publicized study, Richard Davidson and Jon Kabat-Zinn recently collaborated in the first study that linked brain and immune function changes produced by Mindfulness-Based Stress Reduction (MBSR). Meditation is practiced widely in India, China and other Asian countries for spiritual reasons; but it is also practiced worldwide by athletes, secretaries, students, corporate executives and truck drivers to promote better concentration and higher performance levels, and by individuals seeking improved health. It has been successfully taught to prison inmates, for example in India and New York State, to quell violent behavior and promote peaceful states of mind. Meditation rooms can even be found in airports. The National Center for Complementary and Alternative Medicine (NCCAM) of the National Institutes of Health (NIH) (U.S.) and other health organizations around the world have been supporting research to investigate the link between meditation and mental and physical health.

Criteria for inclusion in this survey were an emphasis on the scientific research on meditation in the article in the PAST 5 YEARS Review Articles

Sandlund and Norlander present an overview of the research published between 1996 and 1999 (located through PsycLit and Medline) on tai chi chuan and its relationship to stress management. Tai chi chuan, or tai chi, originated in China as long as nine hundred years ago and is practiced worldwide.18 The practice incorporates five principles: relaxation, separating yin and yang, turning the waist, keeping the back erect, and total body involvement. Some of the findings of this article are that tai chi research is very new; that more is known about tai chi’s benefits for senior adults than other age groups; and that there is great promise in studying tai chi further in relation to other forms of stress management techniques, gender differences, length of experience in practice, and effects on the immune system.


This article reviews the recent literature (approximately the past 5-6 years) of meditation research, including the most well-designed (in their view) studies on meditation. The authors discuss the psychological, physiological, and transpersonal aspects, dividing meditation into two basic types: concentration and awareness. They discuss the limitations present in pioneering meditation studies, how these first studies laid a foundation for later research, and include a significant section on suggestions for future research.


This review is a summary of the literature of mindfulness meditation as a clinical treatment from the 1970’s on. The author acknowledges the increasing popularity of mindfulness meditation as an intervention and discusses both its success as an intervention and the ways in which empirical research methodology could be improved. Readers of Baer’s article should also read Jon Kabat-Zinn’s commentary on this article in the same issue of this journal, p. 144-156, "Mindfulness-Based Interventions in Context: Past, Present, and Future.

3. Present a lecture on an assigned topic from the texts (10%). Student performance will be evaluated by the extent to which they cover the assigned material in their presentation. Students will be given a teaching module format, which outlines areas of content coverage (Introduction of topic; Key terms and definitions; theoretical foundations; discussion questions). Each of these will need to be covered for students to earn all 10 points on this assignment

4. Lead a Stress Management Exercise in Class (10%). Students will be given a demonstration outline of areas to cover for a professional demonstration (Introduction of activity; theoretical foundation and Rationale; History of the development; Significance to contemporary counseling practice) All topics will have to be covered to earn all 10 points on this assignment

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

6. Present Intervention Design Project (10 Points).

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’
<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6/4</td>
<td>Empirically validated Principles of Behavior change. Valuing and Self Awareness, committing and maintaining a Wellness lifestyle. Counselor Self Care: Identifying Domains for Personal Wellness Planning Designing Empirically informed protocols and interventions</td>
</tr>
<tr>
<td>3</td>
<td>6/9</td>
<td>Critical examination of theoretical perspectives &amp; Evidentiary Base of Behavioral change Theories in Application of Evidence Based Wellness intervention practices in Personal &amp; Professional Contexts. Perspectives will include: Motivational Interviewing; Acceptance and Commitment therapy; Mindfulness Based Stress Reduction; &amp; Self Determination theory</td>
</tr>
<tr>
<td>5</td>
<td>6/16</td>
<td>Evidence based case studies: Mindfulness, Meditation &amp; other Contemplative Practices</td>
</tr>
</tbody>
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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 makeups 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)

Required

Optional

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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.

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.

XIV. Academic Integrity/Plagiarism*

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. 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. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failing grade on the assignment.

XV. Dropping a Class*

Press.


I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. June 20th is the last day to drop a class with an automatic grade of “W” this term.

XVI. Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

XVII. Statement of Civility (can be in place of classroom/professional behavior)
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

XVIII. Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

UPD 4/15