

# COURSE SYLLABUS

**COUN 568 – Behavioral  
Health & Wellness Counseling**  
**3 Semester Credits**  
**[term, year]**  
**Meeting Day/Time: [day, time]**



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**Professor:** [                      ]  
**Email:** [                      ]  
**Office Phone:** [                      ]  
**Physical Office:** [                      ]  
**Virtual Office:** <https://southern.zoom.us/j/.....>  
**Office Hours:** Available on the following days and times:

[day]	[time]
[day]	[time]

**Calendly Link:** Students should use the following Calendly link to schedule appointments:  
<https://calendly.com/.....>

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## I. COURSE DESCRIPTION:

This course considers the shift taking place in the healthcare field as mental health treatments are increasingly being encouraged to be integrated into medical primary care. Students examine how this shift supports the holistic approach to health and wellness that has long been advocated by the Seventh-day Adventist Church. Psychopharmacology will also be discussed as it relates to the role counselors have in treatment adherence, monitoring effectiveness, and paying attention to cultural implications.

## II. REQUIRED READING:

Ohrt, Clarke, & Conley (2019) *Wellness Counseling: A Holistic Approach to prevention and Intervention*. Alexandria, VA. American Counseling Association

Sinacola, Peters-Strickland, & Wyner (2020) *Basic Psychopharmacology for Mental Health Professionals*. Hoboken, NJ. Pearson

## III. SUPPLEMENTAL MATERIALS:

Preston, J. and Johnson, J. (2015) *Clinical Psychopharmacology made ridiculously Simple*. Miami, FL. Medmaster

Ingersoll & Rak (2016) *Psychopharmacology for Mental Health Professionals: An Integrated Approach*. Boston, MA. Cengage Learning

## IV. TECHNOLOGY REQUIREMENTS

This is an online course. Therefore, students will need to have internet service to access course material. For at least one assignment students will need to have access to a webcam and microphone. This also will enable students to meet with the professor for virtual meetings as needed.

## V. ACADEMIC SUPPORT

The following resources are available to students in need of academic support:

**eClass Help Desk:** Email [eclasshelp@southern.edu](mailto:eclasshelp@southern.edu) or call 423-236-2086.

**Information Technology:** Go to IT Workstation Support Desk in Wright Hall, call 423-236-2712, or email [it-helpdesk@southern.edu](mailto:it-helpdesk@southern.edu).

**McKee Research & Writing Center:** The Writing Center, located in McKee Library, provides free writing support for all Southern students on all kinds of projects at any stage of the writing process. Writing tutors can help you brainstorm before you start writing, clarify ideas, organize your paper, strengthen specific sentences or paragraphs, work on grammar and mechanics, and cite sources correctly.

Schedule a 25-minute or 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu>, or call the Center for assistance at 423.236.2014, or email Sonja Fordham, Director of the Writing Center at the McKee Library: [sfordham@southern.edu](mailto:sfordham@southern.edu). An appointment is not necessary: walk-ins are welcomed. If you just have a quick question, you may ask the question here: <https://southern.libanswers.com/writingcenter>.

Hours: Sundays 3 pm-8 pm, Mondays-Thursdays 9 am-8 pm, Fridays 9 am-12 pm.

**The Tutoring Center**, located in McKee Library, provides free peer tutoring for more than 50 courses. Students can meet with a tutor to review principles, learn content-specific study strategies, and enhance content area knowledge. Schedule a 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu> or call the Center for assistance at 423.236.2578. All Tutoring Center appointments need to be scheduled at least 24 hours in advance. Tutoring Hours: Sundays-Thursdays 9 am-10 pm, Fridays 9 am-4 pm.

## VI. BIBLICAL FOUNDATION OF THE COURSE

This course will be guided by a central concept taken from Proverbs 3: 1-2:

*<sup>1</sup> “My son, do not forget my teaching,  
but keep my commands in your heart,  
<sup>2</sup>for they will prolong your life many years  
and bring you peace and prosperity.”*

During this semester, students will have the opportunity to become more familiar with the holistic approach to health and wellness that has long been advocated by the Seventh-day Adventist Church, and will explore how to help their clients become aware of the benefits of that approach.

## VII. KNOWLEDGE AND SKILL OUTCOMES

Upon successful completion of this course, students will be able to:

1. Biological, neurological, and physiological factors that affect human development, functioning and behavior. [CACREP 2.F.3.e]
2. Theories and Models of counseling focusing on wellness. [CACREP 2.F.5.a]
3. The impact of biological and neurological mechanisms on mental health [CACREP 5.C.2.g]
4. Classification, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation [CACREP 5.C.2.h]
5. Techniques and Interventions for prevention and treatment of a broad range of mental health issues [CACREP 5.C.3.b]
6. Strategies for interfacing with integrated behavioral health care professionals [CACREP 5.C.3.d]

Identifiers between brackets refer to the counseling core and specialty domains of Clinical

Mental Health and School Counseling required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Tennessee licensure standards for school counselors (TNSC) to which the given course expected outcome contributes.

## VIII. HOW THE COURSE WORKS

### 7. Policies and Procedures

#### 1. Disclaimer:

The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

#### 2. Disabilities and Accommodations

1. In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop the Bietz Center for Student Life, Suite 3900. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).
2. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at [dss@southern.edu](mailto:dss@southern.edu).

#### 3. Academic Honesty

1. Faculty Responsibilities:
  - i. Professors must clearly explain the requirements for assignments, examinations, and projects, such as "open book," "take home," or "peer collaboration."
  - ii. Professors may assume "no collaboration" is the rule unless they state otherwise.
2. Student Responsibilities:
  - a) Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others' material as their own.

- b) Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with their professor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
- c) Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
- d) The professor may require students to submit papers through Turnitin, an originality checker application, and/or submit students’ work to Turnitin once they have completed it.

3. TurnItIn:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, professors at Southern may submit students’ work to Turnitin or require that they do so.

4. **Profile Picture Policy**

- 1. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on their Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Students must keep in mind when uploading their profile picture, that it must meet the following guidelines:
  - a) The photo should be a full-face likeness, similar to a passport photo or driver’s license photo. No variations permitted.
  - b) Attire worn in the photo should adhere to the Southern Adventist University dress code.
  - c) The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

5. **Student Authentication** (distance education students only)

- 1. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student

who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.

2. Students should authenticate their identity by using **ONE** of the following options:
    - a) Authenticate in person at Southern Adventist University.
    - b) Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
  
  3. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.
6. **Add/Drop Policy**
1. *Dropping a class* and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
  
  2. *A grade of Incomplete (I)* will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.
  
  3. *Tuition Refund:* A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

## 8. INSTRUCTIONAL STRATEGIES/METHODOLOGY

### 1. Methods of Instruction

The instructor will use a variety of instructional methodologies, including: project-based learning and collaboration, class discussion, reflective writing, and individual presentations, and other experiences.

### 2. Diversity Considerations

Counselors need to develop proficiencies for working with clients from diverse backgrounds to ensure that all clients have the opportunity to achieve a desired level of emotional, psychological, and physical functioning. To help counselor candidates acquire an understanding of diverse client characteristics and the ability to maintain an effective therapeutic change environment, this course will specifically explore methods of developing multicultural counselor competence as well as address effective ways to work with diverse client populations (e.g., cultural and ethnic, religious, health disparities, sexual orientation) through the lens of behavior health and overall wellbeing.

### 3. Incorporation of Research

#### 1. Students:

Students will incorporate research methods in the process of building and refining their course project. Students will be able to select a topic, complete project, and provide a service or product for a chosen population within the boundaries of behavioral health and wellness counseling.

Research will include foundational theoretical framework, and recent evidence based empirical research to support the project.

#### 2. Instructor:

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.

- American Counseling Association (ACA). (2015). *About us: Ourmission*. Retrieved from <http://www.counseling.org/AboutUs/>

- American Counseling Association (ACA). (2015). *ACA divisions: Enhance your professional identity*. Retrieved from <http://www.counseling.org/aboutus/divisions-regions-and-branches/divisions>
- Burger, W. (2014). *Human services in contemporary America* (9th ed.). Belmont, CA:Brooks/Cole.
- Cole, R., Craigen, L. M., & Cowan, R. (2014). Compassion fatigue in human service practitioners. *Journal of Human Services, 34*, 117 – 120.
- Corey, G., Muratori, M., Austin, J. T. II, & Austin, J. A. (2018). *Counselor self-care*. American Counseling Association. Retrieved from <https://www.counseling.org/Publications/FrontMatter/78143-FM.PDF>
- Cottone, R. R. (2015, March 27). The end of counseling as we know it. *Counseling Today*. Retrieved from <http://ct.counseling.org/category/counseling-today/>
- Council for Accreditation of Counseling and Related Educational Programs (CACREP). (2015). *Directory*. Retrieved from <http://www.cshse.org/>
- Hazler, R. J., & Kottler, J. A. (2005). *The emerging professional counselor: Students dreams to professional realities* (2nd ed.). Alexandria, VA: American Counseling Association.
- Urofsky, R. I., Bobby, C. I., & Ritchie, M (Eds.). (2013). CACREP: 30 years of quality assurance in counselor education [special section]. *Journal of Counseling and Development, 91*.
- Project Based Learning Teaching Guide: Boston University. Retrieved From <http://www.bu.edu/ctl/guides/project-based-learning/>

#### 4. eClass

1. The website for course access is [eclass.e.southern.edu](http://eclass.e.southern.edu). Here students will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where students will access course grades. There are two ways that students can login to their online course. The course will appear as a link on their Southern



Access account <https://access.southern.edu>. They can also put [eclass.e.southern.edu](https://eclass.e.southern.edu) into their browser and enter their username and password. If one method does not work, they may try the other method.

2. *System Requirements:* For system requirements, students will need to visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

#### 5. **Attendance policy for online courses**

In an online class, attendance looks different than it does in a face-to-face course. For the most part, other than on Sabbath, you should enter eClass **daily**, especially when enrolled in intensive courses. Please note that the professor and course coach check logs of eClass to ensure that students are actively engaging with the course materials. If you are inactive or miss an assignment, you may be contacted. If an assignment has not been submitted by the due date, a grade of zero is entered in the gradebook. If you wish to submit that assignment, please contact the professor to find out if you may still submit and what procedures should be followed unless that information is provided in the gradebook comment accompanying your grade of 0.

For the most part, other than on Sabbath, students should enter eClass **daily**. Please note that the professor checks logs of eClass to ensure that students are actively engaging with the course materials. If a student is inactive or misses several assignments without initiating any communication with the professor about the reasons, the student may be contacted.

#### 6. **Communication**

##### 1. *eClass Announcements*

- a) To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the “News Forum” under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements

##### 2. *Southern Email*

- a) To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. Emails sent on Fridays after 12:00 p.m. will be answered on Mondays.

*An important reminder:* when a student needs to send an email, the email subject should reflect the purpose of that email. Additionally, as the professor teaches more than one course simultaneously, students should also include the course prefix and number in every email subject line.

## 9. GRADES AND FEEDBACK PLAN

### 1. Accessing your grades in eClass

1. There are two places in eClass pertaining to grades. One place is the “Grades” link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
2. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

### 2. Submission Times and Late Work Caution

1. Course assignments are to be submitted electronically to the course site, unless specifically indicated on the *Course Calendar* that they should be completed directly on MindTap.
2. Late work is at risk of not being accepted unless prior approval is received from the professor. It is the students’ responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, a student is ill or experiencing an emergency that is out of his or her control, the student must contact the professor immediately regarding the situation.
3. All assignments will be due on **Sunday nights at 11:59 p.m.** unless otherwise specified in the *Course Calendar* or by the instructor. On very rare occasions, students might lose internet connection or have other technical difficulties when it is very close to submission time. This may cause additional stress for students who are trying to complete their assignments at the last minute. Given this possibility, it is strongly recommended that students plan to start and finish their assignments way ahead of the deadline. This will give them enough margin for unexpected circumstances.

4. The professor recognizes that some students might be trying to manage very complicated academic and/or work schedules during this semester. As a result, following the plan recommended above might not always be possible for them. For that reason, a period of grace will be given to complete assignments between Sundays at 11:59 p.m. and the next day (Monday), at 11:59 p.m.
  5. If an assignment has not been submitted 11:59 p.m. on Monday, according to the course schedule, a grade of zero will be entered in the grade book. **Note:** Although the zero grade may not appear in the grade book exactly at noon on the due date, the eClass system will automatically register the date and time when an assignment was submitted, whether it was submitted before or after the deadline. If a student wishes to submit a missed assignment after the deadline, the student will need to email the professor explaining the reasons for the missed assignment and requesting permission to submit it. If approval is granted, the student should proceed to complete the assignment as soon as possible.
  6. Once the missed assignment has been submitted, the student will be responsible for emailing the professor back, letting her know that the assignment is ready to be graded. **This step will be important** because the professor will not go back to review assignments that have been graded already, whether they were assigned a grade of zero or not. Therefore, the only way to get the zero removed from an assignment will be by emailing the professor to make her aware that the assignment is now ready for the change of grade.
3. **Providing Feedback to the Professor**
    1. At any time during the semester, students may schedule appointments with the professor, during her office hours, to discuss any questions or ideas they might have that could help them learn the material better.
    2. Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at [access.southern.edu](https://access.southern.edu). Students may log in using their SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous, and the results are made available to instructors only after grades are submitted to the Records Office. Completion of this evaluation will be scheduled during one of the last class sessions of the semester and will count as the class attendance points for that day.

#### 4. **Receiving Feedback from the Professor**

Feedback from the professor will be facilitated through the grading of academic assignments and professional dispositions required in this course.

##### a) Assignment Feedback

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

##### b) Professional Dispositions and Conduct

Homrich, A. M. & Henderson, K. L. (2018) stated that clinical counseling programs must evaluate their students, not just based on their academic knowledge and skills, but also on their “consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of their profession.”

The Graduate Studies in Professional Counseling (GSPC) program at Southern Adventist University prepares students to become professional practitioners in the mental health care field. Therefore, students enrolled in counseling courses are expected to always demonstrate professional dispositions and conduct. Towards that goal, students are evaluated every semester, based not only on their academic grades, but also on the professional dispositions and behavior that they model when relating to their professors, classmates, and others around them. The rubric, *Evaluation of Student Professional Dispositions in Semester Courses* is posted and available to students on eClass.

#### 5. **Academic Assignments**

##### a. **Forums**

Students will participate in forum discussions designed to be the primary interactive component of this course. There is a minimum requirement for the forum: One original post of the Reflection Prompt or Learning Activity you responded to AND an encouraging response to one of your classmate’s posts. However, students are not limited to the two posts. Forums are assigned in Weeks 1, 5, 7, 9, 11, & 13.

##### b. **Reflection Papers**

Because there is no opportunity for lecture in this course, students are asked to provide a reflection on chapter, video, and/or PowerPoint content assigned for the week.

Student reflections should focus less on summarizing the content and instead, focus on providing a thoughtful reflection on how the content might impact your work as a counselor.

**c. “Money Driven Medicine” Reflection**

In Week 2 you are asked to watch “Money Driven Medicine” and respond to questions in posted link in eClass Week 2.

**d. Wellness Plan**

Develop the wellness plan for yourself by reflecting on domains or dimensions of wellness (e.g., physical, nutritional, emotional, relational, self-care, occupational, and/or spiritual) you would like to improve. Identify a corresponding therapeutic goal you want to work with a member of your support team (family, friends, community, health-care), the strategy used to address the goal, potential barriers, how the member of your support team can help support you in achieving the wellness goal and an evidence-based reference. Please Identify at least three goals want to work on and add any others you would like to include now or in the future. Use the Wellness Plan Template posted in eClass to structure your Wellness Plan.

**e. Wellness Journal**

After you submit your Wellness Plan, you will share weekly about how you are progressing toward your wellness goals, whether you modified your goals or changed how you will work toward a goal, what you hope to do differently toward achieving your goals, etc. There are not requirements for what you share other than what your experience has been. For example, if you did not work on a goal, write that and what the barrier were. If it is more manageable to work on one goal, state that and shift to work on one goal. Over time you will gain more of an understanding of what you need and what works for you.

**f. Teach a Wellness Session**

Each Student will complete a Panopto video lecture on a wellness topic (e.g., compassion fatigue, mindfulness, creativity in wellness). The lecture will be between 15 and 20 minutes and should reflect knowledge of chosen topic, visual aids (such as handouts and/or PowerPoint), and an interactive component. This assignment is intended for you to build your experience as a presenter and lecturer to include in your CV, and program portfolio.

**g. Wellness Project**

- a) **There must be a driving question or central concept:** The students are encouraged to brainstorm and identify need

areas where a topic in behavioral health and wellness would benefit a community or specific population. The problem should stem from a driving question or a known concept or area of concern.

Examples of project topics students have done in the past are: an 8-week wellness program for college students who deal with chronic illness; a children's yoga book; a book for students entering college that provides suggestions and structure for ways to manage common Freshman issues like homesickness, dealing with a roommate, and managing the course workload; an app to track, prompt, and measure wellness.

Please note that you are not expected to have a final product by the end of the semester; however, you will want to document in some way what your plans are and what the structure of your program will be. Please be creative with this and do not limit yourself to just words. With that, and for the purpose of this course, the final submission does not need to be in APA format. The final product might be a pictorial or diagrammatic representation of what you plan to do, a mock-up of the book or brochures you will include as part of your program, etc.)

- b) **Students must learn through investigation of defined goals and should be constructive and knowledge building:** Once the problem or need is identified the students should work together to educate themselves through research, dialogue, field work, and direct experience to build their knowledge base to help narrow and define the project and to lay the foundation for the project.
- c) **Project will be student-centered with the Professors facilitation and/or guidance:** This project will be student driven: The ideas, timeline, outcomes, population, and steps will be decided by the students. If working in teams, students are expected to distribute work evenly and to agree on the best way to communicate and plan with each other. The professor will be present in all scheduled class times, and by arranged times for meetings to aid in facilitation, support, and guidance.
- d) **Project will be real-world and have significance to the students and will provide a service or product to a chosen population:** The purpose of this project is to prepare the

students for the field of counseling by giving them the opportunity of hands-on experience of building and implementing a project. It is intended that this project can be used as a resource and tool for future use, and as a valuable experience to be included in the students' CV, portfolio, and resume. Topics of behavior health and wellness dominate our airwaves in society and are a common reason people seek counseling. By developing community projects that serve the greater community, counselors can learn to contribute their time and knowledge in ways that benefit a greater whole, and aid in developing preventative care.

e) **The final product should document:**

1. **The Purpose:** What task was chosen and why. This is where research and collection of information will be recorded.
2. **The Process:** How was the task completed, by who, and with what steps
3. **The Product:** This is the finished project.
4. **The Reflection:** A reflection on the process and goals for the future regarding the use and modification of the project.

f) **Elements of the wellness project will be submitted at different points in the semester in order to give you an opportunity to develop your project with the end result being something you might use in your practice as a professional counselor.** (See below, eClass and Course Schedule dates)

1. 3-4 Wellness Project Ideas (10 points)
2. Wellness Project Summary (20 points)
3. Project Outline (50 points)
4. Final Project (150 points)

6. **Grading Criteria**

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *VII- Knowledge and Skill Outcomes*) being assessed by the given requirement.

Course Requirement	Number of Points	Approx. Percentage	CACREP Expected Outcome
Forums (10 points X 6)	60	9%	2, 5, 6 2.F.5.a, 5.C.3.b, 5.C.3.d
Ohrt Reflections (15 points X 5)	75	11%	2, 5, 6 2.F.5.a, 5.C.3.b, 5.C.3.d
Sinacola & Ingersoll Reflections (15 points X 6)	90	13%	1, 3 – 6 2.F.3.e, 5.C.2.g, 5.C.2.h, 5.C.3.b, 5.C.3.d
“Money Driven Medicine” – Topic Reflection	20	3%	2, 5, 6 2.F.5.a, 5.C.3.b, 5.C.3.d
Wellness Plan	25	4%	2, 5, 6 2.F.5.a, 5.C.3.b, 5.C.3.d
Wellness Journal (10 points x 10)	100	15%	2, 5 2.F.5.a, 5.C.3.b
Teach a Wellness Session	75	11%	1 – 6 2.F.3.e, 2.F.5.a, 5.C.2.g, 5.C.2.h 5.C.3.b, 5.C.3.d
3-4 Wellness Project ideas	10	2%	1 – 6 2.F.3.e, 2.F.5.a, 5.C.2.g, 5.C.2.h 5.C.3.b, 5.C.3.d
Wellness Project Summary	20	3%	1 – 6 2.F.3.e, 2.F.5.a, 5.C.2.g, 5.C.2.h 5.C.3.b, 5.C.3.d
Project Outline	50	7%	1 – 6 2.F.3.e, 2.F.5.a, 5.C.2.g, 5.C.2.h 5.C.3.b, 5.C.3.d
Final Project	150	22%	1 – 6 2.F.3.e, 2.F.5.a, 5.C.2.g, 5.C.2.h 5.C.3.b, 5.C.3.d
<b>TOTAL</b>	675	100%	



## 7. Distribution of Scores

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

Letter Grade	Point Range	Percentage Range
A	632 – 675	94 – 100%
A-	604 – 631	90 – 93%
B+	585 – 603	87 – 89%
B	564 – 584	84 – 86%
B-	537 – 563	80 – 83%
C+	517 – 536	77 – 79%
C	497 – 516	74 – 76%
C-	470 – 496	70 – 73%
D+	450 – 469	67 – 69%
D	429 – 449	64 – 66%
D-	402 – 428	60 – 63%
F	0 – 401	0 – 59%

**IX. COURSE CALENDAR**

DATE	CONTENT AREA	CACREP OUTCOMES	ASSIGNMENT DUE
Week 1 ____ - ____	<ul style="list-style-type: none"> <li>• Chapter 1 Ohrt, <i>Wellness Counseling, Introduction to Wellness Counseling</i></li> <li>• Chapter 2 Ohrt, <i>History and Background</i></li> <li>• History of Wellness pdf (see eclass)</li> <li>• Chapter 3 Ohrt, <i>Trends in Health and Wellness</i></li> </ul>	Theories and Models of counseling focusing on wellness. [2.F.5.a]  Techniques and Interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]	<ul style="list-style-type: none"> <li>• Ohrt Reflection</li> <li>• Ohrt Reflection Forum 1</li> </ul>
Week 2 ____ - ____	<ul style="list-style-type: none"> <li>• Chapter 1 - Sinacola, <i>Why study psychopharmacology</i></li> <li>• Chapter 2 - Sinacola, <i>Basic Neurobiology</i></li> <li>• Watch: Basic Neurobiology Videos (see eClass)</li> <li>• Watch: <i>Money Driven Medicine Video</i> (see eClass)</li> </ul>	Biological, neurological, and physiological factors that affect human development, functioning and behavior. [2.F.3.e]  Theories and Models of counseling focusing on wellness. [2.F.5.a]  The impact of biological and neurological mechanisms on mental health [5.C.2.g]  Classification, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation [5.C.2.h]  Techniques and Interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]  Strategies for interfacing with integrated behavioral health care professionals [5.C.3.d]	<ul style="list-style-type: none"> <li>• Sinacola Reflection</li> <li>• <i>Money-Driven Medicine</i> Topic Reflection</li> </ul>

<p>Week 3 ____ - ____</p>	<ul style="list-style-type: none"> <li>• Wellness Articles             <ul style="list-style-type: none"> <li>○ <i>ACA Wellness Overview</i></li> <li>○ The Indivisible self model</li> <li>○ A life lived well</li> </ul> </li> <li>• Wellness Self - Assessment</li> <li>• Personal Wellness Plan</li> </ul>	<p>Theories and Models of counseling focusing on wellness. [2.F.5.a]</p> <p>Techniques and interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]</p> <p>Strategies for interfacing with integrated behavioral health care professionals [5.C.3.d]</p>	<ul style="list-style-type: none"> <li>• Wellness self-assessment</li> <li>• Wellness Plan</li> </ul>
<p>Week 4 ____ - ____</p>	<ul style="list-style-type: none"> <li>• Chapter 3 Sinicola, - <i>Psychopharmacology and Pharmacokinetics</i></li> <li>• Watch: Neurobiology &amp; Neuropsychology Videos</li> <li>• Wellness Project ideas</li> </ul>	<p>Biological, neurological, and physiological factors that affect human development, functioning and behavior. [2.F.3.e]</p> <p>Theories and Models of counseling focusing on wellness. [2.F.5.a]</p> <p>The impact of biological and neurological mechanisms on mental health [5.C.2.g]</p> <p>Techniques and Interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]</p> <p>Strategies for interfacing with integrated behavioral health care professionals [5.C.3.d]</p>	<ul style="list-style-type: none"> <li>• Sinicola Reflection</li> <li>• 3-4 Wellness Project ideas/topics</li> <li>• Wellness Plan</li> <li>• Journal Entry #1</li> </ul>

<p>Week 5 ___ - ___</p>	<ul style="list-style-type: none"> <li>• Chapter 4 Ohrt, <i>Mind</i></li> <li>• Chapter 5 Ohrt, <i>Body</i></li> </ul>	<p>Theories and Models of counseling focusing on wellness. [2.F.5.a]</p> <p>Techniques and Interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]</p>	<ul style="list-style-type: none"> <li>• Ohrt Reflection</li> <li>• Ohrt Reflection Forum 2</li> <li>• Wellness Plan Journal Entry #2</li> </ul>
<p>Week 6 ___ - ___</p>	<ul style="list-style-type: none"> <li>• Wellness Project Summary</li> </ul> <p>Goal for this week: Conduct initial research on chosen topic. Provide a summary of the project based on the initial literature review with references to 4-5 articles. (No longer than 1 double-spaced page)</p>	<p>Theories and Models of counseling focusing on wellness. [2.F.5.a]</p> <p>The impact of biological and neurological mechanisms on mental health [5.C.2.g]</p> <p>Techniques and Interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]</p> <p>Strategies for interfacing with integrated behavioral health care professionals [5.C.3.d]</p>	<ul style="list-style-type: none"> <li>• Wellness Project Summary</li> <li>• Wellness Plan Journal Entry #3</li> </ul>
<p>Week 7 ___ - ___</p>	<ul style="list-style-type: none"> <li>• Chapter 6 - Ohrt, <i>Spirit</i></li> <li>• Chapter 7 - Ohrt, <i>Emotion</i></li> <li>• Chapter 8 - Ohrt, <i>Connection</i></li> <li>• Watch supporting videos (see eClass)</li> </ul>	<p>Theories and Models of counseling focusing on wellness. [2.F.5.a]</p> <p>Techniques and Interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]</p>	<ul style="list-style-type: none"> <li>• Ohrt Reflection</li> <li>• Ohrt Reflection Forum 3</li> <li>• Wellness Plan Journal Entry #4</li> </ul>
<p>Week 8 ___ - ___</p>	<ul style="list-style-type: none"> <li>• Chapter 4 - Ingersoll, <i>Psychological, Social, and Cultural Issues in Psychopharmacology</i> (chapter posted in eClass)</li> <li>• Wellness Project Outline</li> </ul> <p>Goal for this week: Complete project</p>	<p>Theories and Models of counseling focusing on wellness. [2.F.5.a]</p> <p>The impact of biological and neurological mechanisms on mental health [5.C.2.g]</p> <p>Classification, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical</p>	<ul style="list-style-type: none"> <li>• Ingersoll Reflection</li> <li>• Wellness Project Outline</li> <li>• Wellness Plan Journal Entry #5</li> </ul>

	<p>outline including the chosen topic, a rationale, the population, the process of how it will be completed, the intended outcome, and a complete list of references (at least 4-5 references).</p>	<p>referral and consultation [5.C.2.h]</p> <p>Techniques and Interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]</p> <p>Strategies for interfacing with integrated behavioral health care professionals [5.C.3.d]</p>	
<p>Week 9 ____ - ____</p>	<ul style="list-style-type: none"> <li>• Chapter 9 - Ohrt, <i>Assessment and Case Conceptualization</i></li> <li>• Chapter 10 - Ohrt, <i>Treatment Planning</i></li> <li>• Chapter 11 - Ohrt, <i>Interventions</i></li> </ul>	<p>Theories and Models of counseling focusing on wellness. [2.F.5.a]</p> <p>Techniques and Interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]</p> <p>Strategies for interfacing with integrated behavioral health care professionals [5.C.3.d]</p>	<ul style="list-style-type: none"> <li>• Ohrt Reflection</li> <li>• Ohrt Reflection Forum 4</li> <li>• Teach a Wellness Session Topic</li> <li>• Wellness Plan Journal Entry #6</li> </ul>
<p>Week 10 ____ - ____</p>	<ul style="list-style-type: none"> <li>• Chapter 5 - Sinacola, <i>Treatment of Unipolar Depression</i></li> <li>• Chapter 7 - Sinacola, <i>Treatment of Anxiety Disorders</i> <ul style="list-style-type: none"> <li>○ Antidepressants &amp; Anxiolytics PowerPoint (see eClass)</li> </ul> </li> <li>• Watch supporting videos (see eClass)</li> </ul>	<p>Biological, neurological, and physiological factors that affect human development, functioning and behavior. [2.F.3.e]</p> <p>Theories and Models of counseling focusing on wellness. [2.F.5.a]</p> <p>The impact of biological and neurological mechanisms on mental health [5.C.2.g]</p> <p>Techniques and Interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]</p> <p>Strategies for interfacing with integrated behavioral health care professionals</p>	<ul style="list-style-type: none"> <li>• Sinacola Reflection</li> <li>• Wellness Plan Journal Entry #7</li> </ul>

<p>Week 11 ____ - ____</p>	<ul style="list-style-type: none"> <li>Wellness Project Rough Draft</li> </ul> <p>Goal for this week: Submit a rough draft of the project for feedback from the professor and other classmates</p>	<p>[5.C.3.d]</p> <p>Biological, neurological, and physiological factors that affect human development, functioning and behavior. [2.F.3.e]</p> <p>Theories and Models of counseling focusing on wellness. [2.F.5.a]</p> <p>The impact of biological and neurological mechanisms on mental health [5.C.2.g]</p> <p>Classification, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation [5.C.2.g]</p> <p>Techniques and Interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]</p> <p>Strategies for interfacing with integrated behavioral health care professionals [5.C.3.d]</p>	<ul style="list-style-type: none"> <li>Rough draft of project</li> <li>Peer Review Forum</li> <li>Wellness Plan Journal Entry #8</li> </ul>
<p>Week 12 ____ - ____</p>	<ul style="list-style-type: none"> <li>Chapter 6 - Sinacola, <b>Treatment of Bipolar Disorders</b></li> <li>Chapter 8 - Sinacola, <b>Treatment of Psychotic Disorders</b></li> <li>Chapter 13 - Sinacola, <b>Treatment of Chemical Dependency and Co-Occurring Conditions</b></li> </ul>	<p>Biological, neurological, and physiological factors that affect human development, functioning and behavior. [2.F.3.e]</p> <p>The impact of biological and neurological mechanisms on mental health [5.C.2.g]</p> <p>Classification, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation [5.C.2.h]</p>	<ul style="list-style-type: none"> <li>Sinacola Reflection</li> <li>Wellness Plan Journal Entry #9</li> </ul>

		Strategies for interfacing with integrated behavioral health care professionals [5.C.3.d]	
Week 13 ____ - ____	<ul style="list-style-type: none"> <li>• Chapter 12 - Ohrt, <i>Wellness Counseling for Couples, Families, and Groups</i></li> <li>• Chapter 13 - Ohrt, <i>Wellness Counseling with Children, Adolescents, and Emerging Adults</i></li> <li>• Teach a Wellness Session</li> </ul>	<p>Theories and Models of counseling focusing on wellness. [2.F.5.a]</p> <p>Techniques and Interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]</p> <p>Strategies for interfacing with integrated behavioral health care professionals [5.C.3.d]</p>	<ul style="list-style-type: none"> <li>• Ohrt Reflection</li> <li>• Ohrt Reflection Forum 5</li> <li>• Teach a Wellness Session Video Lesson</li> <li>• Wellness Plan Journal Entry #10</li> </ul>
<b>THANKSGIVING BREAK</b> _____ to _____			
Week 14 ____ - ____	<ul style="list-style-type: none"> <li>• Chapters 15 Sinacola, <i>Case Vignettes: Children</i></li> <li>• Chapters 16 Sinacola, <i>Case Vignettes: Adolescents</i></li> <li>• Chapters 17 Sinacola, <i>Case Vignettes: Early Adulthood</i></li> <li>• Chapters 18 Sinacola, <i>Case Vignettes: Middle Adulthood</i></li> <li>• Chapters 19 Sinacola, <i>Case Vignettes: Older Adulthood</i></li> </ul>	<p>Biological, neurological, and physiological factors that affect human development, functioning and behavior. [2.F.3.e]</p> <p>The impact of biological and neurological mechanisms on mental health [5.C.2.g]</p> <p>Classification, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation [5.C.2.h]</p> <p>Strategies for interfacing with integrated behavioral health care professionals [5.C.3.d]</p>	<ul style="list-style-type: none"> <li>• Sinacola Reflection</li> <li>• Optional Forum: 2<sup>nd</sup> Draft of Wellness Project for feedback (not graded)</li> </ul>

<p>Week 15 ____ - ____</p>	<ul style="list-style-type: none"> <li>Wellness Project Final Draft</li> </ul> <p>Goal for this week: Submit final project</p>	<p>Biological, neurological, and physiological factors that affect human development, functioning and behavior. [2.F.3.e]</p> <p>Theories and Models of counseling focusing on wellness. [2.F.5.a]</p> <p>The impact of biological and neurological mechanisms on mental health [5.C.2.g]</p> <p>Classification, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation [5.C.2.h]</p> <p>Techniques and Interventions for prevention and treatment of a broad range of mental health issues [5.C.3.b]</p> <p>Strategies for interfacing with integrated behavioral health care professionals [5.C.3.d]</p>	<ul style="list-style-type: none"> <li>Wellness Project Due by 11:59pm 12/11/2022</li> </ul>
<p><b>FINAL EXAMS WEEK</b></p> <p>____ - ____</p>			



## APPENDIX A

### Southern School of Education & Psychology Conceptual Framework For Professional Counseling Programs

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

#### *To Serve, To Lead, To Transform*

- A.** *Mission of the School of Education and Psychology:* Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.
- B.** *Goal of the School of Education and Psychology:* The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles:
1. a caring person,
  2. an informed facilitator,
  3. a reflective decision maker, and
  4. a committed professional.

Together, these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

- C.** *Core Curricular Experiences and Learning Outcomes:*
1. As a Caring Person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
    - (a) effective **counseling, prevention, and intervention**;
    - (b) service to clients who represent **diverse populations**; and
    - (c) **advocacy** to better the lives of individuals and communities.
  2. As an Informed Facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
    - (a) meaningful **assessment** that facilitates a plan of action,
    - (b) **diagnosis** leading to appropriate treatment, and
    - (c) promoting optimal **academic development** in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
  - (a) conduct **research** that contributes to the knowledge base of the profession;
  - (b) critically **evaluate** research and apply current information to decision making; and
  - (c) conduct meaningful **program evaluations** that inform development and enhance services.
  
4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
  - (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
  - (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice; practice;
  - (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
  - (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
  - (e) **leading** in the development and management of counseling practice in a clinical or school setting.