# Course Information

**Course Title, Number, & Section Number:** Promoting Healthy Lifestyle Choice and Interventions, COUN 581
**Term & Year:**
**Number of Credits:** 3 credits
**Course Location:** Hyrid Model: In-Person, Zoom & Asynchronous
**Dates & Times:**
- Synchronous Zoom Meeting: July 9th (5:00PM – 10:00PM)
- In-Person Meetings: July 23th, and August 6th (5:00PM – 10:00PM)
- Individual Zoom meetings by request

# Instructor Information

**Name of Instructors**:
**Instructor Contact Information:**
Email:                                                    Cell Phone:

**Instructor Preferred Method/ Times for Student Contact:** Email is the best way to reach both instructors. Instructors will respond within 2-3 business days. Appointments are available upon request. We recommend scheduling an appointment via email. We are able to accommodate both daytime and evening appointments.

# Course Description

This course provides students with a general overview of the physical, social, emotional, intellectual, spiritual and environmental dimensions of health and their applications to personal wellness. The focus of this course will be on the knowledge and skills necessary for the promotion of positive lifestyle choices integrating wellness and resilience.

**Prerequisite:** Admission into the Master of Science in Mental Health Counseling Program

# Required Course Materials

- Ohrt, J. H., Clarke, P. B., & Conley, A. H. (2019). *Wellness counseling: A holistic approach to prevention and intervention.* American Counseling Association. ISBN: 9781556203749

# Recommended Readings

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000
- Ward, C. & Reuter, T. (2010). *Strength centered counseling: Integrating postmodern approaches and skills with practice*. Sage Publications. ISBN: 9781412973298

# Course Student Learning Outcomes

The objective of the Counseling program is to provide students the knowledge and skills necessary for the practice of mental health counseling. The curriculum is designed to insure that our graduates are competent counseling and meet the licensure requirements of the profession.

1. Students will apply strategies for personal and professional self-evaluation and implications for practice *(2016 CACREP Competencies: 2.F.1.k.)*

2. Students will demonstrate self-care strategies appropriate to the counselor role *(2016 CACREP Competencies: 2.F.1.l.)*
3. Students will review and implement ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan *(2016 CACREP Competencies: 2.F.3.i.)*

**Course Student Learning Outcomes:** The curriculum is also designed to enhance a student's professional identity and clinical mental health counseling skills as the Student Learning Outcomes are aligned with those standards and explicated through specific assignments.

**Alignment Table of Learning Outcomes and Course Work:**

| Student Learning Outcomes | 2016 CACREP Standards | Assignments |
|---|---|---|
| Students will apply strategies for personal and professional self-evaluation and implications for practice | **2.F.1.k.**: *strategies for personal and professional self-evaluation and implications for practice* | Health Advocacy Program and Presentation<br><br>Health Advocacy Program<br><br><br>Quizzes |
| Students will demonstrate self-care strategies appropriate to the counselor role | **2.F.1.l.:** *self-care strategies appropriate to the counselor role* | Wellness Plan and Journaling<br><br>Quizzes |
| Students will review and implement ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan | **2.F.3.i.** ethical and culturally relevant strategies for promoting resilience and optimumdevelopment and wellness across the lifespa | Health Advocacy Program and Presentation<br><br>Wellness Plan and Journaling<br><br>Quizzes |

# Course Instruction Methodology

Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual grades will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by students. Furthermore, this course will contain lectures, videos, large and small group discussions, individual evaluation reviews, and experiential activities.

This course is unique in that it has been co-constructed. Each instructor brings their unique experiences, expertise, and style to this course. While we work to ensure consistent instruction and expectation; we will also offer differing strengths. Collectively, we believe that learning occurs through interactions and dialogues. Learning is a co-constructed process which is best fostered through the creation of a safe and supportive environment where students are able to take risks as a means to encourage ongoing growth.

# Evaluation Method

| Quizzes (20 Points) | Journaling, Wellness Plan, Summary, and Check-In (40 Points) | Health Advocacy Program Signature Assignment – including outline and feedback (60 Points) |
|---|---|---|
| 16.7% | 33.3% | 50% |

**Grading Scale:**

| | |
|---|---|
| A | 95-100% |
| A/B | 90-94% |
| B | 84-89% |
| B/C | 79-83% |
| C | 73-78% |
| C/D | 68-72% |
| D | 61-67% |
| F | <61% |

*This course is co-instructed and therefore all grades will be determined through a collaborative process between instructors utilizing course rubrics as a guide. The course instructors will work together very closely and share information often, ensuring we are providing a seamless approach to your learning and addressing questions as one voice. Each instructor has their own specialities and interests, and maximizing your learning will be the ultimate goal.*

# Policies & Resources

# Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

# Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog: https://www4.viterbo.edu/node/28556#Attendance

**Missing Class**

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

*Updated Summer 2020*

## Conduct

We expect that we will treat each other respectfully. Thus, disruptive behaviors such as unsolicited talking, coming late, leaving early, and cell phone use during class will not be tolerated. Online learning can be difficult and may require added energy and attention on your part to reap the benefits of this course. An ongoing respectful exchange of your progress may be important to your overall success. No audio recording or videotaping is allowed without the instructor('s) consent. Be courteous and we will have an environment conducive to learning.

## Where to Get Help: Additional Policies and Resources for Students

- Viterbo Speaks Up: Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- Chosen First Name Policy
- Concerns or Complaints Regarding Instruction
- Moodle & Technology Guides
- Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy
- Student Disability Policies and Procedures
- Student Resources
- Technology Requirements and Technical Support

*Please review additional items noted in the Policies and Resources block in the Moodle course site.*

## Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: https://www.viterbo.edu/counseling-services; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

## Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

## Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

## Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

(750 + 1800) *      the # of credits of a course =      the minimum number of minutes of seat time and outside work required

For example, a three-credit course requires a minimum of 7,650 total minutes.

# Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

# Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of "technology issues" is not acceptable unless clearly documented or an area wide outage.

# Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University's grade appeal process.

# Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

# Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment.  To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident.  Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint
- Please visit this website for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

# Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database,

which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.